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Professional Development in Historical Inquiry

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PROFESSIONAL DEVELOPMENT IN HISTORICAL INQUIRY: EXPLORING
CHANGES IN TWO SOCIAL STUDIES TEACHERS' KNOWLEDGE, BELIEFS,
AND PRACTICES

BY

THALIA WOOD

A DISSERTATION SUBMITTED IN PARTIAL FULLFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY IN EDUCATION

UNIVERSITY OF RHODE ISLAND

AND

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ABSTRACT

Educators in the social studies content area have struggled for over a century with how to best instruct their students in critical thinking. A growing group of researchers in the discipline of history, one of the major components of social studies education, support teaching the domain-specific skills of historical thinking through the process of historical inquiry. Nevertheless, many social studies teachers lack the pedagogical content knowledge to instruct their students in historical thinking skills through historical inquiry. This multiple case study sought to examine how two social studies teachers might change their knowledge, beliefs and practices after engaging in eight historical inquiry professional development sessions. The professional development in historical inquiry incorporated many characteristics shown to be effective based on research studies. The theoretical frameworks for the study included social constructivist learning theory, expert/novice learning theory, and teacher change theory. Analysis of data from teacher and student interviews, teacher surveys, classroom observations, teacher reflective journals, artifact review, and audio recordings of the professional development sessions revealed significant patterns within and across the two case study participants. Changes observed in the teachers' knowledge, beliefs and practices indicated they were able to instruct their students in historical thinking skills through historical inquiry within their respective curriculums. However, both teachers faced the challenges of curriculum design and time constraints, and students' varied developmental and motivation levels. Findings from this study have implications for how to support social studies teachers as they develop pedagogical content knowledge in historical inquiry in order to teach their students historical thinking skills.

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HIPD, to be interviewed, observed and to share your ideas, concerns and hopes enabled me to conduct my research and to provide a glimpse into your lives as educators in this most challenging time of education reform. I learned so much from you. Your dedication to your students and to the teaching profession is admirable. Thank you!

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This dissertation is dedicated to my family.

To my husband, Leonard, for encouraging me so many years ago to pursue a PhD, your continuous support, encouragement and love enabled me to complete this journey.

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CHAPTER 1

Introduction

“Doing history, engaging in those restless reexaminations of and investigations into the past, beckons the future” (VanSledright, 2002a, p. 150).

Statement of the Problem

If the purpose of history education is to ensure that our children have the right to investigate and reexamine evidence of the past to develop their own interpretations of the past, in effect to learn to think critically, then it is the responsibility of educators to make certain that this occurs in our schools. History teachers play a major role in ensuring that students understand and think critically about the past in order to better understand the present and future (Stearns, 2002). The study of history is seen as “a tool for changing how we think, for promoting a literacy not of names and dates, but of discernment, judgment and caution” (Wineburg, 2001, p. ix).

Yet, teachers of history have a long-standing reputation for using instructional practices guided by textbooks and factual recitation as opposed to practices that foster critical thinking and a deep understanding of history (Ashby, Lee & Shemilt, 2005; Bain, 2005; Barton & Levstik, 2004; Cuban, 1983, 1991; Evans, 2004; Nelson, 2001; Newmann, 1990; Seixas, 1993; Thornton, 1991, 1998, 2005; VanSledright, 2004; Wineburg, 2001). Increasingly, teachers are being evaluated based upon their students’ learning outcomes. In the current climate of accountability and high stakes testing, teachers must be given the tools to help their students learn. Historical inquiry is one strategy used to develop critical thinking skills in students (Ashby, Lee & Shemilt, 2005; Bain, 2005; Barton & Levstik, 2004; VanSledright, 2002a; Wineburg, 2001). However,

without the proper learning, history teachers cannot be expected to take up the complex process of historical inquiry in their classrooms in ways that will foster their students' domain-specific critical thinking skills of historical thinking.

Purpose of the Study

The purpose of this study was to examine how the pedagogical content knowledge, beliefs, and practices of two social studies teachers might change given the opportunity to engage in sustained professional development in historical inquiry. A qualitative case study design was chosen to provide a window into the journey these two teachers took as they learned how to develop the types of thinking skills that would enable their students to critically examine events and issues of the past, present and future, and to use their knowledge to make informed decisions.

Few studies exist in professional development of teaching history (Von Hover, 2008). Most of the research on professional development for history describes the different types of workshops and institutes available for teachers, but provides only “anecdotal” or teacher self-report data such as the Teaching American History (TAH) Grant programs (2003, p. 359). Moreover, Van Hover contends that research needs to “focus on what happens in the classroom following professional development and whether/how professional development impacts teacher learning and student learning over time.” (p. 366). What is missing from the research is the “systemic evidence” (p. 359) that reveals whether the professional development experiences of teachers are impacting teacher pedagogical practices and beliefs and student learning in the area of history. This study sought to address some of these gaps by offering a rich description of how two social studies teachers who participated in site-based professional development

on historical inquiry changed their pedagogical content knowledge over the course of six months.

The study was also designed to reveal how teachers' knowledge, beliefs, and practices about teaching history and student learning influenced their pedagogical choices and repertoire of applied instructional practices. Richardson (1990) pointed out that studies on learning-to-teach have examined the personal nature of teachers by investigating who teachers are and their beliefs about teaching and learning. Results of Hollingsworth's (1989) longitudinal study of fourteen pre-service elementary and secondary math teachers showed their "prior beliefs about teaching and learning strongly affected their patterns of intellectual growth" (p. 13). Moreover, research suggests teachers' beliefs influence their instructional practices, as well as how they believe content should be taught and how students learn (Cochran-Smith & Lytle, 1999; Pajares, 1992; Richardson, 1996; Simmons, Emory, Carter, Coker, Finnegan, et al., 1999). In order to use an inquiry-based approach to teaching history, teachers need to feel confident in their ability to do so and must believe that it is an effective way to instruct history content (Damjanovic, 1999; Harwood, Hanson & Lotter, 2006; Lotter, Harwood, & Bonner, 2007).

Therefore, Richardson (1990) suggested taking the research results from both the teacher change and the learning to-teach literature and incorporating a component of teacher reflection into professional development opportunities. In this way, Richardson saw an avenue for fostering teacher change whereby the teacher has control over the process. Richardson also noted that change should focus on practical and cognitive knowledge rather than teacher behaviors. "Practical knowledge allows a teacher to

quickly adjust a situation or context and take action on the basis of knowledge gained from similar situations in the past” (p. 13). The professional learning experiences used in the present study took into account these theories of teacher change. Knowledge and practice in how to implement historical inquiry in the classroom was provided in the professional development sessions. The goals of the professional development were to enhance teachers’ understanding of historical inquiry and how it can serve to foster historical thinking skills in their students. Teachers were given opportunities to reflect on their practice and were given control over the process as they began to develop historical inquiry lessons of their own.

Background

To positively influence teacher change, there needs to be a change in the way content knowledge is wedded to pedagogical practices. New curriculum guidelines, state and federal standards and mandates are unlikely to promote significant changes in how teachers instruct, unless teachers receive specialized learning in pedagogy and its supporting theories (Thornton, 1998). Ironically, as far back as the early 1900s, education leaders recognized the importance of helping students think deeply about history (Bruner, 1960; Dewey, 1916; Evans, 2004; Giroux, 1978; Rugg, 1923). Yet, the way history teachers have taught over the past century has remained static. “For some unaccountable reason, it has been held that boys and girls must not think about historical material or be taught to reason or be led to approach events with the historical spirit...” remarked the Committee of Seven of the American Historical Association (1900).

So, how should teachers engage students in the study of history? In fact, no consensus exists among social studies educators. Social studies teachers, like many other

educators, are constantly barraged with new trends (e.g., student-centered instruction; inquiry-based instruction; using primary sources rather than textbooks) and new mandates (Bain, 2005). Unfortunately, creating student-centered activities requires more planning, as does the use of primary sources instead of textbooks. As a result, teachers often resort to what they know best and feel most comfortable teaching, rather than trying to adopt new ways of teaching.

Federal and state mandates have complicated the situation even further. To prepare students for high stakes tests, many states have revised their curricula at both the elementary and secondary level or completely restructured their schools. In Indiana, for example, Von Zastrow and Janc (2004) found the *No Child Left Behind* legislation resulted in only eighteen minutes on the average of instructional time for social studies instruction, because the schools emphasized mathematics and reading instruction instead (Levstik, 2008).

And yet, recent *National Assessment for Educational Progress* [NAEP] (2002, 2007) scores reveal a strong correlation between instructional time and test performance in social studies. In history, instructional practices such as reading the text, examining primary sources, and using technology all had a positive impact on student scores at all three levels (fourth, eighth and twelfth grades) (Levstik, 2008). In addition, research funded by the National Research Council of the National Academies (Donovan & Bransford, 2005) recommended educators “reform history teaching to make it more effective and engaging” (Bain as cited in Donovan & Bransford, 2005, p. 179). Bain (2005) quoted G. Stanley Hall and other early twentieth century education leaders as remarking that “the high educational value of history is too great to be left to teachers

who merely hear recitations, keeping the finger on the place in the textbook and only asking the questions conveniently printed for them in the margin or the back of the book” (p. 179). Over a century has passed and the controversy has not been resolved. Yet, there is increasing evidence that suggests the teaching of historical inquiry renders the study of history more effective and engaging (Bain, 2005; Barton & Levstik, 2004; Lee & Ashby, 2000; VanSledright, 2002a; Wineburg, 2001).

As a veteran history teacher, Bain (2005) contended that placing historical inquiry at the heart of traditional curricular mandates enables students’ development of historical thinking skills while also meeting national standards. Bain’s inquiry-based instructional strategies “help students grapple with historical problems as they learn historical content and construct historical meaning” (p. 181). Bain advocated the teaching of history by “problematizing historical accounts [which] helps move school history beyond reproducing others conclusions to understanding how people produced their conclusions while considering the limitations and strengths of various interpretations of events” (p.181). Instructional practices that help students reach these conclusions are what many, including Bain, refer to as historical inquiry.

Elsewhere, the Organization of American Historians has strongly supported historical inquiry as revealed below in the following excerpt from the National History Standards on Historical Thinking, Standards 1-5 (1995):

Real historical understanding requires that students have opportunity to create historical narratives and arguments of their own. Such narratives and arguments may take many forms—essays, debates, and editorials... None, however, more powerfully initiates historical thinking than those issues, past and present, that challenge students to enter knowledgeably into the historical record and to bring sound historical perspectives to bear in the analysis of a problem. (p. 1).

Therefore, this study sought to examine how the instructional practices of social studies teachers might change given the opportunity to engage in historical inquiry professional development.

Significance of the Study

This study is significant for a number of reasons. First and foremost, all content area teachers must address the need for improved teacher quality (Darling-Hammond, 1999). Since teacher quality is now being assessed in terms of learning outcomes, social studies educators need to examine their instructional practices to determine if indeed, their students are learning. Findings from this study can provide rich data about how teachers integrate new ways of thinking and practice into their instruction during and after having participated in professional development sessions that incorporated many of the recent research-based recommendations on effective professional development and the development of historical thinking skills. This study is also important because it seeks to examine the instructional practice of historical inquiry in which students are actively engaged in examining events of the past, rather than simply memorizing names and dates. Finally, the process of historical inquiry may help to develop historical thinking skills, thereby enabling students to begin to think more critically about issues and events of the past, present and future (Barton & Levstik, 2004; Bain, 2005; Seixas, 2004; VanSledright, 2002a; Wineburg, 2001).

If we are to ensure that our students learn to make reasoned decisions as citizens of our nation (Barton & Levstik, 2004, Common Core State Standards, 2010), social studies educators must play a key role in helping them achieve this. Only by first helping

teachers to develop their pedagogical content knowledge in historical thinking skills and historical inquiry can students learn to examine the past using the lens of historical thinking.

Research Questions

The purpose of this study was to examine how the pedagogical content knowledge of two social studies teachers might change given the opportunity to engage in sustained professional development in historical inquiry. Two main research questions guided this study:

Research Question 1: How do two teachers take up the process of implementing historical inquiry methods into their instruction while participating in professional development over the course of six months? Three particular areas of focus included:

- A. Were there observable changes in each teacher's knowledge of key constructs related to historical inquiry and historical thinking?
- B. Were there observable changes in each teacher's beliefs about teaching historical inquiry and their assumptions about which skills are most important for students?
- C. Were there observable changes in teacher's implementation of historical inquiry practices?

Research Question 2: Were there similarities and differences in the teachers' experiences as a result of their participation in the Historical Inquiry Professional Development (HIPD) and their attempt to implement historical inquiry in their classrooms?

Overview of the Research Design

This qualitative multiple-case and cross-case study (Yin, 2003; Stake, 1995) examined the ways in which two social studies teachers took up and implemented the

historical inquiry process in their classrooms. The focus of the study was to answer the “how” questions about contextual conditions (Yin, 2003) relevant to the research questions. “In doing a case study, [the] goal [is] to expand and generalize theories (analytic generalizations) and not to enumerate frequencies (statistical generalizations)” (Yin, 2003, p. 10); “the investigator makes an effort to generalize a particular set of results to a larger theory” (p. 37). Therefore in this study, the researcher tried to find patterns in the ways in which teachers changed their knowledge, beliefs, and instructional practices as social studies educators after participating in a professional development opportunity focused on how the historical inquiry process can be used to develop students’ historical thinking skills.

Methods and Procedures

Participants

Two case study teachers. Two middle school social studies teachers volunteered to participate in the Historical Inquiry Professional Development along with four other secondary level social studies teachers. The two middle school teachers also agreed to be the case study participants in this multiple case study.

Four student volunteers. Two student volunteers from each of the case study teacher’s classes agreed to participate in both pre and post interviews to help triangulate evidence collected.

Data Sources

A number of data sources were used to gather evidence for the study. First, both the teacher participants and the student volunteers from their respective classes agreed to be interviewed before and after the professional development. Also at the beginning and

the end of the professional development, the participants completed surveys. Classroom observations for the teacher participants were conducted four times during the course of the study and artifacts were collected from each of the teachers. The case study teachers kept a reflective journal, as did the researcher. Finally, audio recordings were made of the professional development sessions.

Implementation of the Historical Inquiry Professional Development

Prior to conducting the study, the researcher designed an eight-session plan for a Historical Inquiry Professional Development (HIPD) experience for social studies teachers. The design of the HIPD was informed primarily by the work of Barton (2005), Hicks, Doolittle & Ewing (2004), VanSledright (2002a), and Wineburg (2001).

Of the six secondary social studies teachers from the district who volunteered to participate in the HIPD, two teachers agreed to participate in the case study portion of the professional development. One month before the professional development began the two case-study teachers and their students (two student volunteers for each teacher) were interviewed to help the researcher develop a baseline sense of the knowledge, beliefs, and practices of each teacher at the outset of the study.

Then the Historical Inquiry Professional Development (HIPD) intervention took place over the course of four months. Each of the eight sessions was approximately two hours in length, beginning in January and running through April. The first session was a one-hour introductory session, in which participants were introduced to the process of historical inquiry as a means of fostering historical thinking skills as well as several other key concepts outlined by researchers in the field of historical thinking (see for example,

Barton and Levstik (2004), Barton (2005), Lee & Ashby (2000); VanSledright (2002a; 2004), and Wineburg (2001).

Other sessions focused on learning the theories that support historical inquiry, actively engaging in historical inquiry, sharing experiences with implementation and discussing the tools of history with an expert historian. While engaging in the HIPD, the participants implemented the historical inquiry activities into their classrooms on at least three occasions. Data was collected throughout this period and after the HIPD sessions ended, at which time the researcher conducted post-interviews and post-classroom observations with each case study teacher.

Analysis

Multiple case study (Stake, 1995; Yin, 2003) and cross-case study (Yin, 2003) methodologies were applied to analyze data related to the research questions. The processing and analysis of the data occurred concurrently. First, I sifted through the raw data to uncover patterns and regularities, as well as global themes, in a process that revealed relevant coding categories (Bogdan & Biklen, 1998) useful for examining changes in each teacher's knowledge, beliefs, and practices. These initial categories were informed by a Knowledge, Beliefs, and Practices (KBP) paradigm the researcher developed by adapting Schrader & Lawless' (2004) Knowledge, Attitudes, and Behaviors (KAB) paradigm for examining teacher change. Then, I ranked these categories in terms of relevance to my research questions and cited evidence that supported placing data in particular categories.

Through several phases, coding categories were collapsed until I arrived at a coding scheme that included eight final categories: three categories for each of the

constructs of Knowledge and Beliefs, and two categories for the construct of Practices. Patterns in the categories of the three constructs were examined in each of the individual teachers and then compared across the two teachers to answer both research questions. Throughout this process, I was continually aware of the research questions to avoid analyzing data that was outside the scope of the present study (Yin, 2003). Also, as a participant-researcher, I had a unique insider role in the context of this study. To ensure the internal validity of my data, I asked a retired colleague to be a co-observer in one of my classroom observations for each teacher – thus providing evidence of investigator triangulation (Denzin, 1989), as recommended by Stake (1995).

The use of multiple data sources (e.g., questionnaires, interviews, participant observation, teacher reflection journals, teacher artifacts and audio recordings of professional development sessions) were designed to provide a thick and rich description of each teacher’s journey during the professional development experience while also offering sufficient triangulation of data. The use of multiple sources of data served as a second type of triangulation protocol, called methodological triangulation, and is likely to “illuminate or nullify some extraneous influences” (Stake, 1995, p. 114). Lastly, member checking and establishing an acceptable level of inter-rater reliability was a vital component of triangulation in this multiple case study. The two teachers were asked to review pieces of writing where their actions or words were featured and offer critical observations, interpretations, and other feedback that provided clarity, as well as validation of interpretation (p. 115).

Organization of the Dissertation

This dissertation is organized into five chapters. Chapter 1 introduces the statement of the problem, an overview of the research including the significance of the study, as well as a general overview of the methods and procedures used in the study. Chapter 2 is a review of the literature pertaining to the theoretical frameworks of the study, as well as relevant research in the areas of critical thinking, historical thinking, historical inquiry, professional development, and teacher change. Chapter 3 provides a detailed description of the methodology used in the study. Chapter 4 presents the individual case studies of the two teacher participants and a cross-case analysis. Chapter 5 presents a discussion of the findings, limitations, implications and recommendations for future research.

CHAPTER 2

Review of the Literature

Introduction

Critical thinking has been viewed as an important goal of instruction in social studies for over a century, yet little progress has been made in this area in terms of classroom practice. Historically, educational theorists have advocated for the use of critical thinking in social studies as early as the 1890s when the Committee of Ten of the American Historical Association promoted “training of the mind” (as cited in Evans, 2004, p. 9) and encouraged teaching mental powers and the importance of understanding cause and effect in the schools. Then, in 1896, the Committee of Seven of the American Historical Association composed of university and college teachers of history made recommendations emphasizing the teaching of students in the art of “thinking historically” (as cited in Evans, 2004, p. 11) and even went so far as to claim that the methods of modern history were empirically similar to those in the discipline of science.

Throughout the 20th Century, other progressive education theorists supported the development of critical thinking skills in students of history and the other disciplines of social studies (Dewey, 1916; Rugg, 1923). In the 1960s, Jerome Bruner’s theories inspired the *New Social Studies Movement* which attempted to incorporate problem solving and inquiry-based learning into social studies curricula (Bruner, 1960). Furthermore, American cultural critic Henry Giroux (1978) also advocated for the crucial role social studies teachers might play in developing students’ critical thinking skills by engaging students in reading and writing on social studies-related topics. He viewed the teaching of history as a search for the relationship between theory and facts and he

defined the teacher's role as that of mediator between theory and facts. From Giroux's perspective, teachers should help students develop critical thinking skills by engaging them in the examination of historical problems.

However, throughout the century, vocal opponents of the emphasis on critical thinking skills claimed that history should be taught in such a way as to ensure the heritage of American society (see Gagnon, 1989; Hirsch, 1987; Ravitch, 1987). These conservative historians and many in the public are still convinced that children should know the nation's "official" history by being able to recall national and local heroes, as well as important events. The heritage narrative has been considered America's "official" history (VanSledright, 2002, p. 13).

Some attempts were made to encourage teachers to help students develop more critical thinking skills in history by actually "doing history." However, considerable resistance and lack of adequate professional development prevented progress in this area. In fact, as early as the 1950s, social studies teachers complained about inadequate teacher preparation in using the "problems method" in social studies (Avery, 1957). According to Cuban (1992), "instruction in social studies has been (and is) marked more by stability than change" (p. 204), and in fact, teachers of social studies, especially on the secondary level, continued to practice primarily teacher-directed instruction. Teachers of social studies continued to be content experts, but lacked significant learning in the pedagogy used to instruct this content. This might be a result of inadequate professional development efforts to change teacher's pedagogical content knowledge.

Shulman (1987) explained pedagogical content knowledge as "the blending of content and pedagogy into an understanding of how particular topics, problems or issues

are organized, represented and adapted to the diverse interests and abilities of learners, and presented for instruction” (p. 8). If social studies teachers are expected to help students develop critical thinking skills, then they must learn the pedagogical content knowledge necessary to help their students develop these skills.

In the 1990s, followers of the standards movement became increasingly critical of the rote memorization of dates and in favor of developing deeper analysis skills, which in turn, encouraged educators to revisit the idea of reforming instructional practices in the area of social studies to include a whole set of standards devoted to historical thinking skills (VanSledright 2002a). Unfortunately, several studies (Adler, 1991; Armento, 1996; Van Hover, 2008) indicated that professional development for social studies teachers has been “particularistic and unsystematic” (as cited in Van Hover, 2008, p. 352). A review of the literature showed that most social studies professional development followed the traditional one-day or after school workshop model, which lacked many of the characteristics of research-based effective development recommendations (see Borko, 2004; Chung Wei, Darling-Hammond, Anfree, Richardson, & Orphanos, 2009). Many social studies teachers in the 21st century have received little or no learning in the area of how to define or teach critical thinking, and more specifically, historical thinking skills. And yet, effective teachers are viewed as having long-lasting impact on their students (Bransford, Darling-Hammond, & LePage, 2005; Levstik, 2008; Smith & Niemi, 2001).

As a way to address this gap in professional development for social studies teachers, this study examined the observable changes in knowledge, beliefs and instructional practices of two case-study middle school teachers who participated in a Historical Inquiry Professional Development (HIPD) for a period of six months. Several

studies indicate this is an important area for research (see for example, Bossard, Chace, Dove, Hoover, Merryfield, et al., 1996; Van Hover, 2008; Wilson & Berne, 1999; Wineburg & Grossman, 1998). In the area of history, numerous opportunities exist for teachers to engage in workshops or institutes, but there are very few systematic studies that examine the impact of these teacher-learning experiences on classroom instruction or student achievement. Those studies that do exist emphasize content-mastery and rely heavily on self-report data (Van Hover, 2008). Even some of the studies conducted on the Teaching American History (TAH) grant-supported summer institutes provide insight into the participants' "habits of mind" about what constitutes history and historical understanding, but they do not examine the impact on classroom practice (Van Hover, 2008, p. 359). This study attempts to examine what actually happens in the classroom over the course of a professional development experience.

Theoretical Frameworks

Three theoretical frameworks informed this study, which examined teachers as they interacted with students while engaged in historical inquiry in an effort to develop historical thinking skills.

Social constructivist theory of learning. The first theory, social constructivism, emphasizes the importance of learners being actively engaged in and responsible for their own learning. According to this theory, learning takes place in a social context and is both dialogic and recursive in nature (Vygotsky, 1978). Vygotsky laid the groundwork for social constructivist theory with an emphasis on the apprentice-like nature of the learner-teacher relationship, whereby "the most effective learning occurs when the adult draws the child out to the jointly constructed potential level of performance" (Fosnot,

2005, p. 24). Vygotsky identified the stage of learning in which the learner still needs the support of a more capable or knowledgeable individual as the Zone of Proximal Development (ZPD). More specifically, Vygotsky defined ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Vygotsky's assumptions about this zone of proximal development suggest that teachers can scaffold middle school students' ability to think historically within a social constructivist setting. Similarly, these assumptions also suggest that a professional development instructor can scaffold teachers' ability to think historically within a social constructivist setting.

Fosnot (2005) applied these principles of social constructivism to better explain how to prepare teachers for this role as a facilitator or more capable peer. As active members in their classroom learning community, students are encouraged to work within their zone of proximal development under the guidance of their teacher. In a social constructivist's classroom, "The educator is not to dispense knowledge but to provide students with opportunities and incentives to build it up," (Fosnot, 2005, p. 7) with time for activity, discourse, interpretation, and reflection. From this perspective, in a social constructivist learning environment, learners are encouraged to develop their own hypothesis, craft their own questions, demonstrate alternative solutions and defend and discuss these solutions (Fosnot, 2005). As the teacher models historical inquiry and guides students through the process, students should be able to develop historical thinking skills, or the domain specific critical thinking skills of history. Likewise,

teachers who are learning to teach students how to think historically must first engage in professional development that uses the social constructivist model for learning.

Therefore, this study examined two teachers who engaged in a professional development experience in which the social constructivist model was used to foster their understanding of historical thinking skills and their use of historical inquiry practices in their classrooms.

Expert/novice theory of learning. A second body of work that informed this study relates to expert/novice theories of learning (Alexander, 2003; Bransford & Brown, 2000). Like social constructivist theories, theoretical work in this area also points to the significance of teacher-student relationships and the teacher's guiding role. According to Bransford and Brown, "experts have acquired extensive knowledge that affects what they notice and how they organize, represent, and interpret information in their environment" (p. 31). Experts are also able to "chunk" information related to a specific function or strategy, they can recognize types of problems, and are adept at retrieving the knowledge that is "relevant to a particular task" (p. 33).

Bransford and Brown (2000) conducted research in several areas, including history. They summarized their findings that distinguish experts from novices by indicating experts notice features and meaningful patterns of information, they possess a great deal of content knowledge that reflects contexts of applicability, and they are able to flexibly retrieve important aspects of their knowledge in their approach to new situations (p. 31). Bransford and Brown also explain that an expert in a particular content area does not necessarily guarantee the expert's ability to teach the content. Two important qualities of experts that are pertinent to the present study focus on experts'

development of organized conceptual structures or schemas and their possession of underlying concepts and principles to which they connect their knowledge. For example, Wineburg (1991) showed how expert historians, unlike high school students, were able to provide elaborate understandings, offer alternative explanations for events, and use corroborating evidence that drew on their prior knowledge and understanding of the relationships among various historical concepts (in Bransford & Brown, 2000, p. 38).

Moreover, Alexander (2003) pointed out that one is not simply either an expert or a novice. The academic domain of history, Alexander argued, requires the organization of vast bodies of knowledge and experience that help enable us to understand the world and the events that have shaped it. An expert does not reach this level of knowledge and experience, suddenly. Rather, in her application of the expert-novice theory to educational contexts, Alexander conceptualizes the movement of novice to expert on a continuum along which the novice goes through several stages of development. Consequently, she developed the Model of Domain Learning (MDL) for educational settings not only to acknowledge qualities of expertise, but also to emphasize the developmental changes that take place along “the journey from novice to expert” (p. 10).

Alexander (2003) designed the Model of Domain Learning to help examine the development along a continuum of three stages of development: acclimation, competence and proficiency. As one moves along the continuum, one would exhibit certain levels of knowledge. The two basic components of Alexander’s Model of Domain Learning are domain and topic knowledge. Domain knowledge refers to the “breadth” of knowledge, whereas topic knowledge refers to the “depth” of knowledge. In addition to these components, Alexander asserted there are specific qualitative and

quantitative changes that occur in one's knowledge base as an individual progresses toward expertise (Alexander, 2003).

For historians, these changes might involve surface level strategies eventually being replaced by deep-processing strategies such as judging reliability and validity, perspective-taking, corroborating, and interpretation; the heuristic tools of historical thinking. Thus, each of these processes is an important instructional practice that, when framed in historical inquiry, can help move students along the continuum from novice historians toward practices that are more reflective of expert historians (Wineburg, 1991). This study sought to examine how the two teachers moved along the continuum from novice to expert as learners in how to teach historical inquiry to their middle school students, whom they hoped to similarly move along the continuum of acquiring historical thinking skills.

Teacher change theory. The third theoretical framework for this study is teacher change. Research on teacher change can be categorized into three types of research models: empirical-rational, power-coercive and normative-reeducative (Richardson & Placer, 2002). This study used the normative-reeducative approach, which emphasizes analyzing how teachers make sense of and contribute to their own classroom settings. Change is assumed to take place as a result of deep reflection on beliefs and practice, rather than being imposed from outside.

For the present study, teachers were studied through a social constructivist lens as they moved along the continuum from novice to expert. The Knowledge, Attitudes and Behavior (KAB) paradigm (Schrader & Lawless, 2004) is one way that has been used to study the changes teachers experience as they move along the continuum toward

expertise. The term knowledge, in this paradigm, refers to all the “information a person possesses or accrues related to a particular field of study (p. 9). Attitude is defined as having three components: cognitive, affective and conative. Schrader and Lawless (2004) define cognitive attitude as “a belief or idea associated with a particular psychological object; affective attitude is the individual’s evaluation of a psychological object as well as the emotion associated with that object; and conative attitude is the overt action or predisposition toward the object” (p. 10-11). The third element in their paradigm, which they label as behavior, is the way in which a person “responds to a certain set of conditions” (p. 11).

For the sake of the present study, the KAB paradigm was modified to the Knowledge, Beliefs, and Practices (KBP) paradigm to more closely align with the terminology used in much of the education research literature. In this study, knowledge referred to teachers’ knowledge about teaching and learning, specifically in the area of social studies; beliefs were teachers’ firmly held convictions about teaching and learning in social studies, and practices were the ways in which teachers carried out their professional responsibilities of teaching and learning. Further details about the KBP paradigm are discussed in Chapter 3. Using this adapted KBP paradigm model to examine changes over time can provide useful insights into how two teachers change in similar and different ways over the course of the professional development experience.

Within the framework of the normative-reeducative strategy, the study examined naturalistic change to see how and in what direction the teachers’ knowledge, beliefs and practices changed. Naturalistic change takes place when it is voluntary, collaborative and there is opportunity for autonomy and choice (Richardson & Placer, 2002). In addition,

the study took into account the biography, experience, personality and context of each teacher, all of which plays a role in naturalistic change. Furthermore, the professional development provided during this study offered an opportunity for collaboration among participants and an opportunity to engage in a social constructivist learning experience as are typical of naturalistic change (Richardson & Placer, 2002).

Critical Thinking

Critical thinking is an essential skill that students must develop in order to be responsible citizens who can make informed decisions. Thus, because students need to develop this skill, so must teachers. If teachers hope to move students and themselves along the continuum from novice to expert in the study of history, then teachers must help students develop critical thinking skills for history or the domain-specific skills of historians known as historical thinking skills. When historians examine evidence from the past, they employ strategies for analyzing sources, interpreting events and corroborating evidence. These critical thinking skills are essential to understanding the past. According to Willingham (2007), critical thinking involves three types of thinking: “reasoning, making judgments and decisions, and problem-solving” (p. 11). Kuhn (1999) argues further that these critical thinking skills are “situated in a developmental framework” (p. 17) and that both researchers and educators need to know what it means to develop “inquiry strategies.”

In her analysis, Kuhn (1999) further broke down these critical thinking skills into three subcategories including metacognition, metastrategic skills and epistemological skills. Metacognition, Kuhn explained, is defined as “thinking about one’s own thought” (p. 18). Students would necessarily be thinking about their own thinking in the more

developed steps of historical thinking, as they reflect on their own interpretations and how they arrived at them. Metastrategic skills are those thinking skills used to strategically select and monitor which thinking skills to apply in any given situation (Kuhn, 1999). Epistemological meta-knowing is a person's "broader understanding of knowledge and knowing" (p. 19). Therefore, teachers must first have an understanding of how they use these critical thinking skills, which are essential to developing the domain-specific skills of historical thinking. In turn, their own understanding of these skills will facilitate the movement of their students along the continuum of developing historical thinking skills.

The present study focused on how two teachers help middle school students to acquire historical thinking skills through the use of the historical inquiry process. Kuhn (1999) firmly believed that middle school students are capable of thinking critically. Therefore, they should be able to learn how to think historically. In her analysis of critical thinking, she proposed four levels of epistemological meta-knowing, the highest of which is the evaluative level, the level which most middle school students attain. This level of critical thinking is a complex mental process requiring discernment, analysis and evaluation, as do the skills required for historical thinking.

Although Kuhn suggests these epistemological levels of knowing are usually attained by adolescents, VanSledright (2002a) observed some of these levels of development in nine and ten year old students. In his study, VanSledright (2002a) reported that with instruction in the heuristic techniques of historical thinking, fifth grade students were able to "identify the nature of sources (primary and secondary), and cross reference them, check and corroborate evidence before drawing conclusions, and read

and analyze historical evidence critically” (p. 149). VanSledright (2002a) admitted that not all students achieved the same levels of historical understanding because of language barriers, general reading comprehension difficulties, or their tendency to make quick judgments (p. 149). Nevertheless, other researchers support the teaching of historical thinking to students as young as 7 and 8 year olds, providing ideas and strategies for helping young children investigate the past using the tools of historians (Lee & Ashby, 2000; Levstik & Barton, 2005). Consequently, teachers of middle school students with the proper learning might be able to help their students have a deeper understanding of history by engaging them in historical inquiry.

In the area of social studies and more specifically history, critical thinking has been viewed as an important goal of instruction for over a century. Specifically, some researchers such as Cornbleth (1985) and Thornton (1998) have regarded critical thinking in social studies as a primary educational outcome. Cornbleth (1985) defined critical thinking as “informed skepticism” whereby individuals do not just accept things at face value. Although, Thornton (1998) admitted that no definitive model of critical thinking in social studies or history exists, he identified the following:

Characteristics of (social studies) classrooms in which the critical thinking approach is being used: (a) connecting students’ experiences and the curriculum; (b) providing at least some opportunity for students to construct meanings for themselves; (c) allowing for the possibility, even the likelihood, that different students will take away different understandings from a lesson; and (d) questioning students’ taken-for-granted views of the world (p. 233).

Therefore, historical thinking might be said to fill the void of critical thinking in one area of social studies. The domain-specific tools of historical thinking, as described next, align with both Cornbleth’s and Thornton’s definitions.

Historical Thinking

A growing group of educators and historians recognize that domain-specific skills exist in history, as in other content areas (Bain, 2005; Lee & Ashby, 2000; Levstik & Barton, 2005; VanSledright, 2002c; Wineburg, 2001). Bransford and Brown (2000) explain “expertise in a domain helps people develop a sensitivity to patterns of meaningful information that are not available to novices” (p. 33). For instance, electronics technicians are able to decipher complex circuit diagrams, physicists are able to quickly recognize how wind currents affect airplane travel, and chess masters are able to consider moves on the chess board not considered by less experienced players.

Historians also have developed a set of domain-specific skills in their examination of the past. These processes, often referred to as “historical thinking skills,” include the ability to understand what it was like during a certain time period, to recapture the spirit of the time, and to make sense of people’s actions; in effect to reconstruct the past. This study sought to help social studies teachers learn about the instructional strategies to help students develop these historical thinking skills. If teachers of history are expected to help students learn the domain-specific skills of history, then they should be instructed in how to best instruct their students in historical inquiry.

Disagreement over teaching historical thinking skills persists, with advocates and opponents fervently arguing their positions. Opponents of teaching the domain-specific skills of history held great sway in the late 1980s, forming the Bradley Commission on History in Schools, which was funded by the Lynde and Barry Bradley Foundation (Evans, 2004). Behaviorists like Ravitch (1985; 1987), Hirsch (1987), and Gagnon (1989) contended that teaching students historical thinking skills through a process of

historical inquiry draws students' attention away from learning the content. Instead, they called for a return to teaching American and world history as a story. Ravitch (1987) argued, "History is above all a retelling of what happened in the past and should emphasize content knowledge" (as cited in Evans, 2004, p. 156).

Similarly, Hirsch's (1987) notion of "Core Knowledge" advocated a specific content knowledge in history that all students in the United States should know. This content should be appropriately sequenced and uniformly paced using an objective assessment to determine student mastery. Hirsch rejected the idea that students can learn tools of inquiry and, instead supported memorization and repeated practice as a means of learning history, much like the behavioral theorists of the mid-1900s. The report that came out of the Bradley Commission emphasized a return to a more content-focused curriculum for history in grades K-6, as well as a requirement of no less than 4 years of content-driven history for grades 7-12. Not surprisingly, The Bradley Report did not address one of the key problems facing the teachers of history; how to make history relevant and meaningful to students (Evans, 2004).

Contrary to these behaviorist perspectives, advocates of the historical inquiry approach believed that teaching historical thinking skills does not preclude the instruction of content. In fact, many educational researchers in the area of history (Bain, 2005; Barton & Levstik, 2004; Lee & Ashby, 2000; Stearns, et al., 2004; VanSledright, 2002a; Wineburg, 2001) argued students must have a certain amount of content knowledge in order to make informed decisions and to think critically. In other words, historical content knowledge is essential for practicing historical thinking skills. Along with learning the skills of historians, students also learn content knowledge. Bain (2004)

asserted that teaching historical thinking skills to students does not mean that teachers are “training mini-historians” (p. 40). Along with learning the content of history, when students learn the tools of the discipline, they will become more engaged with substantive history and therefore have a deeper understanding of the past. Consequently, the Historical Inquiry Professional Development used in the present study was designed to provide space for teachers to grapple with how best to balance instruction of content and skills in their own classroom practices.

Various historians, educators and groups have defined historical thinking skills in slightly different ways (Lee & Ashby, 2000; National Center for History in the Schools, 1996; Seixas, 1996; VanSledright, 2002a; Wineburg, 2001). However, each definition includes key aspects of the tools historians use to examine the past. For this study, historical thinking was defined as “a series of investigative or heuristic tools that help us construct viable interpretations of the past” (VanSledright, 2002a, p. 6). Thus, when adolescents are asked to think historically, they are asked to engage in four specific cognitive acts that will guide them in making their own interpretation of past events (VanSledright, 2002b). These cognitive acts include the ability to: (1) identify key aspects of a source; (2) discern a source’s reliability and perspective; (3) corroborate details revealed by one source with others from the same time period; (4) construct evidenced- based interpretations of past events. While these cognitive acts are quite complex, social constructivist and expert/novice learning theories suggest that students can develop these skills in a classroom setting where they are encouraged to actively engage in learning with a more capable or knowledgeable expert, their teacher.

VanSledright (2002a) and others (Lee & Ashby, 2000; Levstik & Barton, 2004; Wineburg, 2001) are not alone in their belief that students as young as 7 or 8 can be taught historical thinking skills. In fact over the past thirty-five years, researchers in both North America and Great Britain have been examining various aspects of historical thinking in students of all ages. One of these researchers, Wineburg (2001) contended that to think historically is an “unnatural process” (p. 7) and one that requires changing our basic mental structure in order to understand the past. Nevertheless, like other researchers in this area, he strongly believes that through quality instruction students can learn to think historically and that in doing so, students will have a much deeper understanding of their place in human history.

One of the first research studies on historical thinking in school-age children was conducted by Peter Lee and Rosalyn Ashby (2001), who together carried out the Concepts of History and Teaching Approaches (CHATA) project in England funded by the Economic and Social Research Council during the 1980’s. This project’s goal was to identify students’ ideas about history. They found students’ ideas about concepts such as cause and effect and perspective do not necessarily develop simultaneously and students’ ideas about history do not necessarily develop as they mature. Lee and Ashby (2001) found that a student’s metacognitive awareness played a role in their ability to think historically.

Several additional studies from the United States that explored some aspect of students’ historical thinking ability revealed that even young children can be taught to think historically in ways that resemble skills that experts might demonstrate. For example, VanSledright’s (2002a) study involving fifth grade students was encouraging

because it revealed that with the proper instruction, even ten year olds can be taught to think historically. Barton and Levstik (1997) worked with students as young as seven and eight and developed strategies for “doing history” in elementary schools. Elsewhere, De La Paz (2005) found that middle school students’ use of the historical thinking strategies advanced some students’ understanding of the inquiry process, yet, “there remained considerable room for improvement” (p. 151).

Another study examined the instructional practices of two high school history teachers and found that instruction in historical thinking strategies such as how to read intertextually and how to examine validity and reliability promoted students’ ability to interpret historical sources (Monte-Sano, 2008). And finally, Bain (2005) conducted a case study examination of how high school students responded to a history curriculum based on solving problems of the past. Bain (2005) referred to this as “problematizing historical accounts” (p. 174). In Bain’s study, the past was viewed as a mystery to be solved. Students worked with various types of evidence, including the district’s textbook, but were guided in the heuristic techniques of historical thinking. The resulting revelation was that history was not fact and that students could be pushed further along on their journey to expertise. Together, these studies suggest students’ ability to develop historical thinking skills begins as early as grade 4. Therefore, if students are capable of learning these skills, teachers must also learn the pedagogy to be able to instruct their students in these skills.

The study of history assumes the examination of sources of information, such as textbooks, documents, photographs, art, diaries, letters, and many other forms of evidence (Bain, 2005; Lee & Ashby, 2000; VanSledright, 2002a; Wineburg, 2001).

Consequently, teachers need to know how to locate and organize these sources for their students. Then, they also need to understand how to use the set of heuristic techniques described to examine these sources of information for interpretation of events in history. These interconnected techniques are: identification (sourcing), perspective-taking, reliability assessment, corroboration and finally interpretation.

First, students must be taught how to identify specific characteristics of an information source such as the author, artist, time, language, position as well as document type. Identifying this information helps a historian determine the types of questions to be asked, types of evidence claims, as well as some initial interpretation. Secondly, to foster deeper analysis, individuals must discern the perspective or frame of reference of the author or artist who produced the evidence, (Davis, 2001; Seixas, 1993; VanSledright, 2002a; Wineburg, 2001). Davis (2001) and Seixas (1993) used the term “empathy” to describe the process of perspective-taking. Davis (2001) saw perspective-taking as arising “from the active engagement in thinking about particular people, events, and situations in their context, and from wonderment about reasonable and possible meanings within, in a time that no one can really know” (p. 3). Seixas asserted that students of history need to recognize that people of the past were situated in different circumstances, faced many conflicts and decisions, and viewed the world through a very different lens than the one through which the students see.

Thirdly, reliability assessment also plays a key role in historical thinking. Learners of history must be skilled in assessing and judging the subtext of one source against that of another and finally evaluating the actions/intentions of the historical agents with respect to other accounts (VanSledright, 2002a). Notably, Wineburg (2001)

contended that being able to put aside the lens of the present to view the past is no easy task. He described the difficulty many students face in avoiding what he terms “presentism.” He described presentism as a psychological condition that requires little effort on the part of individuals, rather than a bad habit we have adopted. Students find it easier to examine the past through their own lens of the present, rather than to set aside their preconceptions, misinformation and current circumstances to try to understand events or people of the past. VanSledright (2002a) also weighed in on this difficulty. “Investigators strive to tell the truth about what they have found, but that truth is on some level affected by the interpretive machinery at play in the process of thinking historically and patching up the holes where evidence is thin or nonexistent” (p. 7). Putting oneself in the context of another time and place or “contextualization” when one is trying to interpret events or individuals in history is no easy task.

The fourth key component of thinking historically involves the process of cross-indexing various sources by corroborating the details revealed in one piece of evidence with that of others from the same time period. This process involves “heavy intertextual reading” (VanSledright, 2004, p. 344). VanSledright contends, “Although other domains occasionally make use of this heuristic of corroboration, the degree of its appropriation in history borders on uniqueness” (p. 344). In several of his studies with elementary age students, VanSledright (2004) revealed that young students and even some high school students mistakenly believe that their task is to simply extract the truth from the text and that the author of the text has no role in “mediating” the information provided (p. 344). He referred to this as “textual fundamentalist epistemology” (p. 344). He still believed that, with the proper guidance, students can be taught to avoid this ‘textual

fundamentalist epistemology.” VanSledright claimed that reading history has some unique strategies that help students to think historically. He remarked that even some educators might not have the tools to move students along the continuum from novice to expert in developing historical thinking skills. Therefore, effective professional development in this area is essential.

Identifying, examining perspective, assessing reliability, and corroborating are all essential heuristic tools that help to contextualize an historical event, thus setting the stage for the last phase of historical thinking, known as interpretation. In this final phase, students pull together all of the evaluation of the evidence to help them make an informed interpretation of a past event. Throughout this process, the teacher needs to guide students in their understanding of these essential tools of history. The teacher must therefore also be moved from novice to expert in his/her pedagogical development of the instruction of historical thinking skills (Alexander, 2003).

The importance of developing the strategies to instruct students in historical thinking skills is further reinforced by the inclusion of historical thinking standards in the *National History Standards* (1996) for students in grades 5-12, the *Common Core State Standards* for English/Literacy (2010), and the new requirements for the *Advanced Placement* history exams drafted by College Board (2012). The editors of the *National History Standards* (1996) placed special emphasis on the incorporation of historical thinking skills. They explained that history was an active reasoning process that involved examining evidence from the past, rather than a passive absorption of facts, dates, names and places. The Historical Thinking Standards include:

Standard 1: Chronological Thinking

- Standard 2: Historical Comprehension
- Standard 3: Historical Analysis and Interpretation
- Standard 4: Historical Research Capabilities
- Standard 5: Historical Issues-Analysis and Decision-Making (pp. 14-24)

Each of these standards is further defined and all are largely independent of specific historical content. They are not mutually exclusive when put into practice, nor is there a prescribed instructional sequence. Yet, they confirm the importance of students developing a set of skills for examining the past and therefore the need for teachers to understand their role in teaching these skills. As school districts have revised their curriculums to incorporate the *National History Standards*, teachers are responsible for teaching students historical thinking skills.

Furthermore, the *Common Core Standards* for English/Literacy and Math (2010) have been officially adopted in 46 states and several US Territories. In particular, the English Language Arts standards include specific reading standards for literacy in History/Social Studies. These standards reveal some connections to historical thinking skills. For instance, the following standards for reading history in grades 6-8 include:

RH (6-8) 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).

RH (6-8) 9: Analyze the relationship between a primary and secondary source on the same topic (CCSO, 2010, 61).

Building on these skills, students in Grades 9-10 are expected to “assess the extent to which the reasoning and evidence in a text support the author’s claims (and) compare and contrast treatments of the same topic in several primary and secondary sources” (p. 61). Finally, students in Grades 11-12 are expected to “integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event, noting discrepancies among sources” (p. 61). In effect, historical thinking skills

have been woven into not only the *National History Standards*, but also the *Common Core State Standards* for English/Literacy. Consequently, teaching historical thinking skills to students has become an integral part of the Common Core Curriculum and therefore the responsibility of teachers of history.

Finally, the College Board has revised the emphasis of the *Advanced Placement* exams in US History and eventually European History to include a greater emphasis on historical thinking skills. Specifically, the College Board presented an overview of the new US History exam in the *AP US History Curriculum Framework* (2014-15). The first section addresses historical thinking skills:

Section I: Historical Thinking Skills. The curriculum framework begins by describing the historical thinking skills that are central to the study and practice of history. These are organized into four types of skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Teachers should develop these historical thinking skills with students on a regular basis over the span of the course.

Again, teachers are reminded of their responsibility to help students develop historical thinking skills.

Given the emphasis on historical thinking skills in multiple sets of standards that inform instruction across the grade levels, this study can provide valuable insights focused on how the opportunity to engage in a professional development about the process of historical inquiry can help teachers develop their expertise for teaching historical thinking skills to their students.

Historical Inquiry

Historical inquiry is an instructional strategy that encourages the development of the domain-specific critical thinking skills known as historical thinking skills. The role

of the teacher then is to guide students in developing historical thinking skills through the use of historical inquiry. Inquiry as an instructional strategy is not a novel idea. In fact, it has been used in education for centuries in certain content areas, most notably in science.

Dewey (1933) wrote about the importance of inquiry in education early in the 20th century. He knew the importance of connecting with students' interests, but he believed education required more. "The real problem of intellectual education is the transformation of more or less casual curiosity and sporadic suggestion into attitudes of alert, cautious, and thorough inquiry" (p. 131). In fact, historical inquiry has gained support in all areas of education as a way to help students develop critical thinking skills. The literature on how to incorporate inquiry into the classroom in the different disciplines abounds and much of the research continues to focus attention on whether or not teachers know how to teach inquiry (see, for example, Damjanovic, 1999; Harwood, Hanson & Lotter, 2006; Lotter, Harwood & Bonner, 2007; Swan & Hicks, 2008; Seixas, 1993).

Moreover, research suggests students' scores on standardized tests show improvement if they have developed skills associated with inquiry (Newmann, 1990; Wilhelm, 2007). Wilhelm (2007) claimed that evidence from the National Assessment for Educational Progress (NAEP), as well as the Third International Mathematics and Science Survey (TIMSS), suggested students who learned by using inquiry methods typically scored better than their counterparts who did not engage in inquiry. Therefore, using historical inquiry to develop students' historical thinking skills might result in gains in other areas of their education. Thus, there are many benefits to better preparing teachers in how to use historical inquiry in their classrooms.

To be most effective, it makes sense that teachers would need to understand the inquiry process through their own engagement with inquiry before expecting their students to understand the process. The social constructivist model of professional development used in this study was designed to help teachers move along the continuum from novice to expert in their understanding of how to use historical inquiry in an effort to guide their students in developing historical thinking skills.

Wilhelm (2007) described inquiry as a process of examining problems by developing “guiding questions” (p. 10). Informed by knowledge about curriculum, the teacher would begin by developing guiding questions for his/her students about a particular topic or event in history. The teacher would also select relevant primary and secondary sources related to the topic for the students to examine. Then the teacher would model the heuristic tools, known as historical thinking skills, for the students. The teacher, as the more “knowledgeable peer,” would guide the students in the process, helping them to construct their own meaning. Using this approach, students are inducted as apprentices into the ways experts in history know and do things. Nevertheless, the step-by-step process of historical inquiry requires theoretical understanding, learning and practice (Monte-Sano, 2008; Sergiovanni, 1998; Thornton, 1998; VanSledright, 2004; Wineburg, 2001).

In addition, researchers asserted that in using inquiry, students become more motivated in their learning because they are able to connect personally to the material and are able to apply their learning to the current events and other aspects of their lives (Bain, 2005; Wilhelm, 2007). History is no longer an activity in which the teacher instructs the students to read a section in the textbook and answer the questions at the end of the

chapter. Instead, historical inquiry provides an opportunity for teachers to engage their students in examining the past as if they were detectives looking at evidence to arrive at their own conclusions. More specifically, historical inquiry is a process through which students can be taught to develop historical thinking skills. Through the process of historical inquiry, students become investigators of the past as the teacher “problematizes” (Bain, 2005, p. 184) historical events or issues, thus fostering the application and development of historical thinking skills. Levstik (1996) asserted the study of history is a "shift from an emphasis on a 'story well told' (or, the story as told in the textbook), to an emphasis on 'sources well scrutinized'.... [Where students] pose questions, collect and analyze sources, struggle with issues of significance, and ultimately build their own historical interpretations" (p. 394).

Barton (1998) supported Levstik’s (1996) assertion, but went further by saying that the role of the teacher is to encourage or “nurture” (p. 334) the development of historical thinking skills through the use of historical inquiry in the classroom, rather than to wait for students to attain this level of understanding on their own. In addition, Bain (2005) contended the teacher is responsible for creating historical inquiry opportunities in his/her classroom. If this is the case, then teachers must receive professional development in this area to help them learn how to implement historical inquiry and to help them better understand how to guide their students in developing historical thinking skills. This study is an attempt to analyze the effectiveness of a professional development experience that provides teachers with a research-based framework to guide their integration of historical inquiry practices into their curricula.

Professional Development

If teachers are to use the instructional strategy of historical inquiry in their classrooms, they must first learn about the strategy and the theories behind it. Teachers are often faced with a number of challenges when presented with the task of implementing historical inquiry in their classrooms. First, teachers are continually concerned about “covering the content” in order to prepare students for standardized tests or end of course assessments. Some also report being concerned about motivating students to examine primary source documents; fearing students will lose interest (Hicks, Doolittle and Ewing, 2004). Most importantly, Wineburg (2001) found teachers often feel unprepared to teach historical inquiry because they lack the proper learning to do so. Other proponents of teaching historical thinking skills through historical inquiry acknowledge that teachers of historical inquiry need a certain depth of disciplinary knowledge in order to feel comfortable with the process (Bain, 2005; VanSledright, 2004; Wineburg, 2001). Consequently, this study was designed to examine how teachers who received professional development in teaching historical inquiry might move along the continuum from novice to expert in this type of pedagogy (Alexander, 2003).

The design of the professional development for historical inquiry used in the present study was directly informed by several studies that focused on important characteristics of effective professional development (Chung Wei, et al., 2009; Desimone, 2009; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). The professional development for this study included many of the reform-oriented characteristics highlighted across these studies. First, it was recommended that professional development content be specifically designed to address issues of pedagogy, assessment,

observation and reflection in a particular content area. Next, the context for learning should be part of the school or district's plan for professional development, instead of a one-shot workshop or professional development in isolation.

Third, learning experiences must be designed to be "hands-on" experiences, where teachers are engaged in sense-making activities that will enhance their practice in the classroom and time is allotted for evaluating student work, problem-solving and debriefing. Finally, collaborative joint work tasks are seen as an important part of the professional learning community in which teachers engage in peer observations, critical friends groups, analyzing student work and data, organizing research study groups and mentoring. Consequently, these four components were explicitly woven into the historical inquiry professional development opportunity employed in the present study.

Rather than delivering content through a standard one-day workshop, the historical inquiry professional development was designed to be ongoing for a period of four months in order to allow for follow-up discussions, mentoring and peer collaboration (Desimone, 2009; Penuel, et al., 2007). Furthermore, the researcher, who was also the head of a social studies department in the same district in which the professional development was offered, conducted the HIPD. Penuel, et al. (2007) explained that professional development opportunities presented by members of the same school community are "likely to be effective because they often are led by current classroom teachers, whom other teachers trust as a source of meaningful guidance on improving teaching" (p. 928). Similarly, Desimone (2009) described reform-oriented professional development activities as those which involved active learning among participants from the same school. The social constructivist model was used in designing the professional

development sessions in an effort to encourage teachers to be actively engaged in their own learning with their peers.

Finally, the professional development took into account the relationship between teaching, learning, and student outcomes and provided many opportunities for participating teachers to have conversations about the relationship between teaching, learning, and student outcomes in the content area of history. Shulman (1986) pointed out the link between teaching, learning and content, referring to these mutually dependent variables as pedagogical content knowledge. The importance of pedagogical content knowledge is also evident in the recommendations outlined by the American Historical Association [AHA] (2008) in their “Benchmarks for Professional Development in Teaching History as a Discipline.” The benchmarks have been listed in the following categories: collaboration, content, pedagogy, historical thinking and assessment for the professional development program, as well as the teachers and students. The AHA strongly recommends that collaborative professional development programs rest upon the following two assumptions: “1. Content, pedagogy and historical thinking should be interwoven. 2. Content, pedagogy and historical thinking should be related to classroom experience” (p. 1).

Breakstone (2012) noted further evidence of the importance of the pedagogical content knowledge in a pilot study that investigated how teachers assessed students’ responses to an activity designed to assess students’ historical thinking skills. In this study, four history teachers with varying degrees of pedagogical content knowledge, historical content knowledge, and teaching experience were asked to examine student responses to Historical Assessments of Thinking (HATs), which are formative

assessments designed to assess students' content knowledge and historical thinking skills.

Breakstone (2012) reported findings about the teachers' pedagogical content knowledge in the area of historical thinking. Because the study was not linked to either the teachers' students or curriculum, Breakstone realized he could not make judgments about how their pedagogical content knowledge played out in their practice since he did not actually observe teachers in their classrooms. Therefore, Breakstone concluded that "A clearer articulation of the skills and knowledge necessary to effectively develop students' historical understanding will allow for the development of richer, more effective tools to instruct and support teachers in incorporating historical inquiry, including HATs, into their classrooms" (p. 4). The present study sought to address this gap in the research by not only working with teachers in the HIPD sessions, but also following teachers into their classroom to observe changes in their knowledge, beliefs, and practices over the course of the study.

In sum, the design of the historical inquiry professional development (HIPD) offered in this study incorporated all of the characteristics recommended by the most recent research on effective professional learning opportunities, including those of the American History Association. Not surprisingly, characteristics of effective professional development align with the most recent research on teacher change.

Teacher Change

If we hope to improve public education, we need much higher quality professional development (Guskey, 1986). Most teachers today remain in their positions for longer periods of time and fewer new teachers enter the field. Consequently, improvements in our schools and in student learning will require enhancement of the

professional skills of in-service teachers (Guskey, 1986). Richardson and Placier (2002) found that effective professional development can result in teacher change, even in veteran teachers.

According to Fullan (2002), however, bureaucratic or market forces are not likely to result in deep changes in teacher practice. Researchers agree that teacher change cannot be imposed from outside the community of practice. Instead, it takes place within a professional learning community with shared norms, where collegiality and collaboration are encouraged (Dufour, Dufour, & Eaker, 2008; Fullan, 2002, 2001; Guskey, 1986; Richardson, 1990; Sergiovanni 1998, 1994).

These characteristics describe a shift in the way educational institutions are viewed. Instead of schools being viewed as organizations, Fullan (2002) proposed that schools be considered communities in which teachers and administrators might “create social lives with others who have similar intentions” (Fullan, 2002, p. 217). He also asserted that teacher change involves “change in practice” with respect to three main elements: their use of new or revised instructional materials, new teaching strategies, and the change in beliefs or “pedagogical assumptions and theories” (Fullan, 2001, p. 39) supporting these new materials and strategies. The professional development in this study offered all three of these elements.

Also, in order for real change to take place, there must be a “reculturing (how teachers come to question and change their beliefs and habits)” (Fullan, 2001, p. 34). One of the key ways in which this reculturing process takes place is to encourage “peer learning,” where teachers learn from their colleagues and a culture of sharing exists. Fullan (2001) remarked, “We endorse continual learning when we say that individuals

should constantly add to their knowledge base...a norm of sharing one's knowledge with others is the key to continual growth for all" (p. 18). In other words, there needs to be learning in context. Teachers benefit most from learning in context because it allows for continual development opportunities and learning from others occurs on the job. Fullan (2001) argued that teachers who learn within their own teaching environment tend to exhibit the most enduring change in their knowledge beliefs, and practices.

According to Sergiovanni (1998) and Richardson (1996), deep changes require teachers to have a much greater grasp of the disciplines they teach and much more understanding and skill in using the knowledge of the discipline in their teaching. Furthermore, teachers must also have a theoretical understanding of the proposed change, as well as the ability to influence certain variables in the change process (Sergiovanni 1998; Richardson, 1996). More specifically, these variables include "the extent to which teachers are connected to shared norms that support proposed changes; the extent to which teachers understand differently the subjects they teach; the extent to which teachers have an expanded understanding of how students learn; and the extent to which teachers have the necessary skills to teach differently" (Sergiovanni, 1998, p. 582). If these variables exist, teacher practice will change and student learning will improve.

Sergiovanni (1998) also asserted that "change strategies based on bureaucratic, personal and market forces" (p. 584) fail to consider the importance of helping teachers to develop new understandings of the subjects they teach and new understandings of how students learn. Despite all the norms for change, if teachers do not understand how to change or the theory behind the change, the expected change will not occur. Therefore, the professional development in historical inquiry [HIPD] was designed to develop a

deeper understanding of the theoretical basis for teaching historical thinking skills and historical inquiry by engaging the teachers in a long-term professional development experience. Each session was designed to provide teachers time to practice the strategy, implement the strategy in their classrooms, and then have an opportunity to share their experiences and student work with the other participants.

Guskey contended that no new reform or program will be implemented uniformly and that each context will be unique (p. 9). As a result, a balance must be established between the program's intentions and the belief and practices of the teacher. In addition, it is critically important to provide support and feedback, as well as flexibility in implementing the practice or program (p. 10). Also, teachers need to know that assistance is readily available if problems develop or if unexpected difficulties are encountered. The hours of professional development that might be devoted to a new instructional practice will not reveal the real concerns of the teachers. Rather it is when the teachers actually try to implement a new approach that they will have specific concerns, questions, and doubts (Guskey, 1986). Using Guskey's (1986) recommendations, opportunities to share concerns, to provide support and feedback, and to allow for flexibility were woven into the professional development experience in the present study.

Finally, according to Guskey's (1986) model of teacher change, significant change in beliefs and attitudes of teachers occur only when the teacher gains evidence that the new instructional practice, curriculum materials, or resources have resulted in a change in student outcomes. In contrast, other researchers have suggested that changes in beliefs precede changes in practice (Richardson & Placier, 2002, p. 920). This study will attempt to determine which, if either, of the preceding claims can be verified.

Chapter Summary

As critical thinking skills gain greater importance in the education of our public school students, social studies teachers must share the responsibility of teaching critical thinking skills in their classes. In particular, teachers of history are in a unique position to be able to teach the domain-specific skills of history, namely historical thinking skills. A number of research studies over the past twenty five years in both the United States and Great Britain indicated that students as young as 7 and 8 years old are able to develop these skills. Before students can develop historical thinking skills, teachers must be instructed in the pedagogical practices that support the learning of these skills. Through the process of historical inquiry, students can learn historical thinking skills. Teachers must therefore receive instruction in this pedagogical content knowledge. In fact, unless effective professional development in historical inquiry is provided, it is unlikely that teachers will change their knowledge, beliefs or practice to include inquiry in their instructional practices.

This study was designed to address the absence of research in the area of how teachers might change in their knowledge, beliefs and practices as they move along a continuum from novice to expert in the use of historical inquiry. The research was conducted using the normative-reeducative approach to examining naturalistic change in the two teachers. The contributions this study offers to the field of history education in the public schools can provide an opportunity to address how to help in-service teachers develop their pedagogical content knowledge in such a way that helps students develop essential critical thinking skills.

CHAPTER 3

Methodology

Introduction

This chapter outlines the methods used in this qualitative study. It presents the details of the research design, selection of the setting and the participants, data collection procedures, and the data analysis techniques used to address the two main research questions.

Research Design

This was a qualitative study designed to examine how two middle-school teachers incorporated historical inquiry practices into their classroom. Qualitative research methods enabled the researcher to evaluate the two teachers in their own environment and their engagement with historical inquiry in an in-depth and detailed manner. A qualitative study was chosen in order to provide a richer description of the experiences of the teachers through their own words, actions, choice of materials, students' reactions and anecdotes. According to Miles and Huberman (1994), qualitative data "help researchers get beyond initial conceptions and to generate or revise conceptual frameworks... [and] words, especially organized into incidents or stories, have a concrete, vivid, meaningful flavor that often proves far more convincing to a reader... than pages of summarized numbers" (p. 1). In this study, the researcher had an opportunity to engage with the teacher participants during a prolonged period of almost six months in which she was able to gain a holistic view of the context under study and was able to capture rich data "from the inside" (p. 7).

Case study is one form of qualitative study. The case study design is often used in an effort to gain a thorough understanding of the experience of the individual(s) involved in a particular context or process. Case studies are often framed with concepts, models or theories from various disciplines, such as sociology, anthropology, psychology or education. Case studies of students, teachers, schools, programs or policies have been conducted in educational research for over forty years.

Most commonly, a case study is conducted within some type of limited context, which can be a specific time, place, experience or social relationship (Miles & Huberman, 1994). In this multiple case study, the researcher studied two teachers who engaged in a historical inquiry professional development over a period of four months at the school where they taught. Various methods of data collection are acceptable for a case study, including interviewing, testing, surveying, doing field observations, and collecting self-report data (Merriam, 1998). The case study was chosen for this research because, as Merriam noted, “the interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation” (p. 19). The research intended to reveal “the meaning that people have constructed” (p. 6) rather than confirm or disprove pre-determined patterns or theories.

A professional development opportunity in historical inquiry (HIPD) was offered to social studies teachers in the selected school district. Of the six teachers who volunteered to participate in the HIPD sessions, two teachers volunteered to be part of the multiple-case study. During the HIPD, the teachers attended bimonthly sessions and were given the opportunity to apply the strategies introduced during the sessions in their classrooms. As the researcher, I conducted the professional development sessions, and

gathered various types of data from the case study participants from both the professional development and classroom settings.

The Role of the Researcher

As both the researcher and an “insider,” I was keenly aware of the ethical issues I faced in this study. The researcher is expected to reveal his/her biases at the outset and to continually re-assess his/her role throughout the study. “Unique ethical considerations are inherent in designing a qualitative study because the success of such research is based on the development of special kinds of relationships between researchers and informants” (LeCompte, 1984, p. 618). Therefore, it was important for me to acknowledge my role in the learning community as the social studies department head in Apponaug Junior High School (pseudonym) and the adjacent high school. Over the twenty plus years I had been teaching in the district, I had developed a rapport with members of faculty in both the junior high school and high school social studies departments, and had worked on a number of committees with social studies teachers from both schools over the years.

Merriam (1994) pointed out that the researcher is the “primary instrument for collecting the data and analyzing data and, as such, can respond to the situation by maximizing opportunities for collecting and producing meaningful information” (p. 20). I had many opportunities to collect data since I encountered participating teachers on a daily basis, outside of the professional development and the established interviews and observations. By being part of the everyday activities at the school, I was in a unique position to make observations that an outside observer would not be likely to record. Bogdan and Biklen (1998) explained, “the researcher’s primary goal is to add to knowledge, not to pass judgment on a setting...to interact with their subjects in a natural,

unobtrusive, and nonthreatening manner” (p. 42). In every instance, I was cognizant of my various roles and continually worked to separate my various duties as teacher, department head, professional development presenter and researcher. Engaging with the teacher participants in these different roles enabled me to observe the teachers very closely and gave me a unique opportunity to gather a richer body of data than if had I just been an outside observer.

Before becoming department head, I was a teacher of social studies in both schools, (twelve years at Apponaug Junior High School, two years at the high school), and I also spent six years as department head in another junior high school in the district. In addition to teaching, on a number of occasions over the twenty years, I had worked as a peer on curriculum revision committees and participated in professional development sessions with both case-study participants. In these capacities, I had developed a collegial relationship with each teacher, often sharing ideas, resources and lessons.

At the time of the study, my position required me to move back and forth between the high school and the junior high school, which offered the opportunity to regularly meet with the teachers to exchange ideas, resources and concerns. Each month, I also conducted at least one department meeting with each set of teachers. We worked on curriculum, common assessments, organizing social studies-related activities, discussing standards, examining student work and deciding on the needs of the department in terms of resources and technology. The atmosphere of these meetings had been collegial from the outset. During the study, I often served as a sounding board for the case-study participants as they attempted to implement the historical inquiry strategies in their classrooms. In effect, I became a mentor for the process.

Over the course of the study, I was at all times aware that I was not a neutral observer, nor did I consider myself objective and detached; in fact I sought to understand my role in the process throughout the study. I had to be aware of my personal biases and I became keenly aware of my position of leadership in the school, which might have made it difficult “to solicit honest feedback from the participants and avoid the appearance of coercion” (Zeni, 2001, p. 56). For these reasons, throughout the study, I kept a “reflective journal” in order to create transparency (Ortlipp, 2008, p.695). “Rather than attempting to control researcher values through method or by bracketing assumptions, the aim is to consciously acknowledge those values” (p. 695). Reflective journals can serve to provide a research “trail” and document how methodologies and analysis might have been altered along the way.

To ensure the internal validity of my data, I invited a retired colleague to be a co-observer in one of my classroom observations for each teacher – thus providing additional evidence of investigator triangulation as recommended by Denzin (1989) and Stake (1995). During the third observation for each teacher, the co-observer and I both recorded field notes. Later, both sets of field notes were compared, such that the field notes of the co-observer were used to confirm the field notes of the researcher. This same colleague also helped in coding the data after codes were developed for analyses, which will be discussed later in this chapter.

Setting of the Study

The study was conducted in one of three middle schools in an urban school district in a small state in Northeastern United States. For the purposes of this study, the school’s name will be referred to as Apponaug Junior High School. This pseudonym still

reflected the “junior high school” formal designation, yet the organization of the school was based on a middle school model. The school drew its student body from diverse socio-economic backgrounds, as well as diverse ethnic backgrounds. When the study was conducted, the population of the school was approximately 550 students in grades 7 and 8.

The students were grouped in teams with the four main content area teachers of social studies, ELA, science and math sharing approximately 80-100 students each. Each grade level had three teams of students, so, in total, six teams of teachers instructed the students at this school. Students were homogeneously grouped according to three categories of stanine levels: levels 1-4, levels 5-8 and level 9. The 1-4 level students were designated as lower ability-level, 5-8 as average ability and 9 as honors level. In 1-4 level classes, a special educator typically assisted the content-area teacher.

Labeling students with ability level stanines in the junior high school was the last vestige of homogeneously grouping students remaining in the district. District contract negotiations in recent years had thus far avoided confronting the issue of grouping students according to ability level, yet the state middle school regulations required heterogeneous grouping for all students at the middle level. At Apponaug Junior High School, teachers met in common planning sessions three times over the course of six school days. Classrooms were located in pods, so the four content area teachers of a team were located within the same section of the school.

The school had been officially organized on the middle school model for approximately five years, although previous pilots had been attempted over the past twenty years. The school principal was well-versed in middle school philosophy and had

advocated for the middle school model for a number of years. She had been principal of this school for approximately fourteen years. As principal, she also encouraged teachers in the school to participate in professional development and had been especially supportive of differentiated instruction and inquiry-based practices. Most of the faculty meetings were used as professional development sessions. The school was also a member of the New England League of Middle Schools (NELMS) and many faculty members and administrators from the school had participated and presented at NELMS conferences.

The two social studies teachers who volunteered to participate in both the Historical Inquiry Professional Development (HIPD) and the case study portion of the study taught at Apponaug Middle School. The first teacher will be referred to as Mrs. Jilley and the second teacher will be referred to as Mrs. Ryan (both pseudonyms). At the time of the study, Mrs. Jilley taught grade 7 *World Cultures* and Mrs. Ryan taught grade 8 *Early American History*. The Apponaug School District had a standards-based, district-wide social studies curriculum. The grade 7 *World Cultures* curriculum focused on the study of four main culture regions in the world: Latin America, Middle East/North Africa, East Asia and Northern Eurasia. Each culture region was examined in terms of its geographic, historical, cultural, political and economic characteristics. The Grade 8 *Early American History* curriculum focused on the study of early American history from the Age of Exploration up through the Civil War. The history was studied in chronological order; however the geographic, historical, cultural, political and economic aspects of each time period were also examined.

Both curricula incorporated the following standards: National History Standards (1996), National Geographic Standards (1994), National Economic Standards (1998) and

the State Grade Span Expectations (GSEs) for Civics and Government and Historical Perspectives (2008). The district had eliminated midterm and final examinations at the middle school level a number of years ago and was currently working on developing common tasks for students in grades 7 and 8. The district's focus in recent years, much like that of school districts across the nation, had been on literacy and numeracy. Social studies teachers in the district had been offered or mandated professional development opportunities in the area of reading and writing of expository text. In particular, the social studies teachers in the district were required to attend the Balanced Literacy Program several years before the study and were offered the opportunity to attend a reading in the content area professional development known as STEPS Professional Development. The program was developed to help content area teachers develop strategies for helping students with "reading to learn" (Binden & Santeusanio, 2006). Both of the case study teachers attended each of these programs.

Methodology and Procedures

Description of Intervention and Key Concepts

The study spanned a six month period from mid-December to mid-June of the following year. Six teachers from the district volunteered to participate in the professional development. Three of the teachers were high school teachers and three were middle school teachers. Two of the middle school teachers volunteered to be the case study participants. Interviews and pre-observations were conducted with case study teachers during the month preceding the HIPD. The Historical Inquiry Professional Development (HIPD) intervention took place in eight sessions over the course of the four months, beginning in early January 2011 and running through the end of April 2011.

Then post-HIPD observations and post-interviews were conducted in May and June, respectively. Table 3.1 provides an overview of the timetable for data collection.

Table 3.1

Time Table for Data Collection

Month	December	January	February	March	April	May	June
Researcher's Reflective Journal	X	X	X	X	X	X	X
Teacher Survey		X			X		
Teacher Interview	X						X
Classroom Observations		X		X	X	X	
Teacher Reflection Journals		X	X	X	X	X	
Student Interview	X						X
Artifact Review		X	X	X	X	X	

The professional development sessions, approximately two hours each, were held every two weeks after the regular school day in one of the classrooms at Apponaug Junior High School. At the beginning of each session, a power point presentation (See Appendix A for an example) was presented to outline the activities of the session and highlight some of the key concepts that would be addressed during each session.

Session 1 was a one-hour introductory session, in which participants were first asked to fill out a Pre-HIPD Survey. Then the participants were introduced to the process

of historical inquiry as a means of fostering historical thinking skills as well as several other key concepts outlined by researchers in the field of historical thinking (see for example, Barton and Levstik (2004), Barton (2005), Lee & Ashby (2000); VanSledright (2002a; 2004), and Wineburg (2001). Some of the key concepts and terminology included:

- *Guiding questions*: questions developed to help direct the investigation of an event in the past.
- *Historical thinking*: A domain-specific set of reasoning skills that include: Identification (or sourcing), perspective-taking, reliability assessment, contextualization, corroboration and interpretation using evidence. These skills will help them to construct their own historical interpretations (VanSledright, 2002a; Wineburg, 2001).
- *Historical inquiry*: A process in which students pose questions, analyze sources, struggle with issues of significance, and ultimately build their own historical interpretations (Levstik, 1996)
- *Preconceptions and prior knowledge*: Students and teachers come to the classroom with beliefs/opinions/biases and experiences that shape their understanding. Teachers must take these into account when developing students' historical thinking skills (Seixas, 1993).
- *Primary sources*: "Traces and shards of the past" that include: documents, letters, diaries, photographs, drawings, artifacts, etc. (Barton, 2005; VanSledright, 2002a)

- *SCIM-C*: An historical inquiry strategy that emphasizes four steps in the inquiry process: Summarize, Contextualize, Infer, Monitor, and Corroborate (Hicks, Doolittle, & Ewing, 2004).

In addition, the state's professional development standards (See Appendix B) were reviewed to clarify the purpose and structure of the professional development sessions. Finally, participants were given a copy of the article by Bruce VanSledright (2004), "What Does it Mean to Think Historically... and How Do you Teach it?" Participants were asked to read the article before the next session and to record two "interesting points" and two questions they might share at the next session.

Two weeks later, at the beginning of Session 2, the participants shared their feedback from the VanSledright (2004) article. Next, I introduced the Summarizing, Contextualizing, Inferring, Monitoring and Corroborating Strategy (*SCIM-C Strategy*) based on research by Hicks, Doolittle and Ewing (2004-2005). I introduced and modeled the *SCIM-C Strategy* for participants, and they actively engaged with the *SCIM-C Strategy* during this session (See Appendix C), using evidence from the Jamestown Settlement in early American colonial history. These practices were drawn from The Historical Inquiry Project (2004-2005), a program for professional development framed in instructional components that teaches students how to Summarize, Contextualize, Infer, Monitor, and Corroborate, otherwise known as *SCIM-C*. The researchers formulated this strategy as a tool for high school teachers to help students to develop historical thinking skills. Instructional resources from this project, in the form of lesson plans, videos and primary source documents were used in developing activities for Session 2.

During Session 2, I divided the teachers into two teams, a middle school and a high school team. The teams examined several primary and secondary source documents from “The Starving Time” in Jamestown Colony. Using the SCIM-C Strategy, the participants were asked to answer the following “guiding” question, “What really happened at Jamestown during the Starving Time?” The teams were given time to analyze the sources using the SCIM-C questions. Then they had the opportunity to share their responses to the guiding question, using evidence from the sources they examined.

At the end of Session 2, each participant received a set of primary sources that I compiled for each to use in his/her classrooms based on the content each was teaching. In order to help make these sources relevant to each teacher, at the end of Session 1, each teacher was asked to provide a topic from his/her curriculum, which might lend itself to a historical inquiry activity. I then gathered primary sources from various online websites and other resource materials I had available in the social studies resource closet. The topics varied widely from The Japanese bombing of Pearl Harbor, the Bolshevik Revolution in Russia, and the Battles of Lexington and Concord, Nativism in US History to the Crusades and the Israeli-Palestinian Conflict. Participants were asked to use their particular set of primary sources to begin the process of implementing the SCIM-C Strategy in each of their classrooms by modeling parts of the strategy with their students. Lastly, I distributed Lee’s (2005) article, “Putting principles into practice: Understanding history,” to be read for the following session.

Session 3 was held in the school library, where we had access to computers. Before using the computers, we began the session by discussing the Lee (2005) reading

in pairs. I developed three questions to guide the discussion and divided the six HIPD participants into three pairs. The questions were:

1. How do you deal with students' preconceptions about history?
2. In what ways can we help students think about their own thinking?
3. How do you view Lee's suggestions for how to teach history?

Participants were given time to discuss the Lee's article, while I circulated to check for understanding and respond to any questions. Then, each teacher individually examined the SCIM-C Strategy tutorial, provided by the Historical Inquiry Project (2004-2005). Next, I gave them a list of possible web sites that offered digital copies of primary sources (See Appendix D) and asked them to peruse these sites for sources or evidence that might be used in their historical inquiry activities. Participants were reminded to implement the SCIM-C strategy in their classrooms before the next professional development session. I did not assign a reading for the next session with this in mind.

At the outset of Session 4, I decided to review some of the key points of Lee's (1998) article, "Putting principles into practice: Understanding history" because at the end of Session 3, I had a sense that some of the participants had misinterpreted some of Lee's points. In my reflective journal after Session 3, I wrote, "I think Ron (pseudonym) misunderstood the first question about preconceptions, but Mrs. Jilley (pseudonym) seemed to grasp it." After I reviewed and clarified key points from Lee's article, participants were asked to share their SCIM-C classroom experiences with the other participants. This was an opportunity to collaboratively examine how the lessons might be altered or modified to meet the needs of the various classroom environments and student populations. During this session, teachers reflected on their use of the lessons,

provided feedback to others, examined some student work and offered suggestions for change. I developed a set of questions to guide the discussion about the implementation of the SCIM-C Strategy (See Appendix E). We were not able to complete the sharing of everyone's experience during this session, so the remaining two participants agreed to share in the next session.

Session 5 was devoted to examining learning theories that support historical inquiry, as well as to sharing remaining feedback from the participants' experiences with the implementation of the SCIM-C Strategy in their classrooms. Since having an understanding of theory is an important aspect of teacher change (Sergiovanni, 1998), I first provided a brief summary of the following learning theories: Behaviorism, Cognitive Learning Theory, Social Learning Theory, Social Constructivism, Multiple Intelligences and Brain-Based Learning. I proceeded to show the connections between social learning theory and social constructivism with historical inquiry.

As a result of a discussion from Session 4, which focused on how students' own understanding of history influences their learning of history, I decided to have the participants read an article by Peter J. Seixas (1993) entitled, "Historical Understanding Among Adolescents in a Multicultural Setting," Having a good rapport with the HIPD participants and being cognizant of their needs and concerns allowed me to make adjustments to the professional development sessions. Participants were also asked to bring their own artifacts or documents to be used in an historical inquiry activity for Session 6 in order to begin to transition to their own selection of documents for creating historical inquiry lessons.

The focus of Session 6 was sharing ideas and strategies for the implementation of the next SCIM-C Strategy in each of the participants' classrooms. Participants brought in the primary source documents or evidence they selected to use in their next implementation and shared some of their concerns. However, first we discussed, as a whole group, the Seixas' (1993) article, "Historical Understanding among Adolescents in a Multicultural Setting." using the guiding questions I formulated (See Appendix F). The first question asked each participant to reflect on his/her own "lens of family experience" and how it had influenced their understanding of history. One participant noted, "My mom always made a connection to the past...there was a lot of genealogy." This question elicited a lot of discussion and participants were eager to share their family's historical lens. Lastly, I assigned the final professional development reading selection, titled "Primary Sources in History: Breaking through the Myths" (Barton, 2005).

I began Session 7 by first reviewing some of the main points of Seixas' article. Seixas (1993) suggested, "In order to engage family stories, the study of history in schools would have to provide a common ground, with common ground rules, rules of evidence, of interpretations, explicitly taught" (p. 321). Next, participants had an opportunity to share feedback from the second implementation of the SCIM-C Strategy they carried out in their respective classes. One participant shared the SCIM-C Strategy he used with his middle level students on the War in Libya using political cartoons as evidence. We also shared our comments on the final reading by Barton's (2005), "Primary Sources in History: Breaking through the Myths," which focused on the use of primary sources in teaching history. I created a summary from Barton's article,

highlighting each of the seven myths, as well as his ideas about the types of contributions that original historical sources might provide (See Appendix G).

For the last session in April, I invited Linford Fisher, a history professor from Brown University to Apponaug Junior High School. He shared his ideas about teaching historical inquiry, using historical evidence to examine events of the past, and his experience in historical research in the cultural and religious history of Colonial America, specifically as relates to Native American populations. He explained that in his research and his teaching, he used three guiding principles:

1. The past is a complex and foreign place.
2. What happened before and after is always important.
3. Perspective is all we have.

Professor Fisher also explained that historians have to decide “who counts” in history and therefore, for a long time, the views of white males, politicians, and government officials were our lens into the past, he said. The study of history, he reminded participants, is always a problem of sources. Historians do not just examine written records, but objects or artifacts, as well. Professor Fisher stressed that when using artifacts, one must be aware that “they are not as transparent as a document.” He also explained that historians “triangulate objects with other kinds of sources.” The key to understanding the history, Professor Fisher reminded us, was to “be curious and to seek out the past.” The opportunity to engage with a historian from higher education who also engaged in historical inquiry with his students, and who was practicing the craft of historical inquiry by conducting research on colonial Native American groups in the local

area, reaffirmed the importance of teaching historical inquiry and historical thinking skills to the participants.

The final session ended with participants beginning to complete their Post-HIPD Survey, as well as a discussion about next steps. As a way to remind participants about the importance of seeking out quality professional development opportunities, I also reviewed the characteristics of effective professional development. We reviewed research that indicated effective professional development was typically site-based, long term, and content-area focused with opportunities that encourage active-learning and collaboration among participants (Borko, 2004; Chung Wei, et al., 2009; Desimone, 2009; Penuel, et al., 2007).

Overall, the structure of the HIPD sessions was designed to be flexible enough to allow for modifications to meet the concerns and interests of the participants. Participants also frequently shared other activities used in their classrooms during the sessions. Teacher participants were actively engaged in developing an understanding of the process of historical inquiry by learning how to apply these practices during their professional development, just as their students would be expected to practice the application of historical inquiry during the instruction in the classroom. Participants also had the opportunity to establish informal follow-up sessions and discuss the possibility of peer coaching teams. Although no informal follow-up sessions were held, teachers continued to share their resources and historical inquiry practices with me and with each other during the year after the HIPD. In fact, several of the historical inquiry activities of the middle school teachers who participated in the HIPD have been modified and were used for social studies district common tasks.

Study Population and Location

The Historical Inquiry Professional Development (HIPD) was offered to all secondary social studies teachers in an urban school district in the central coastal part of a state in the Northeastern United States with a population of approximately 10,000 students. Each of the schools drew its student population from diverse neighborhoods, servicing an increasing number of English Language Learners, as well as students with special needs. Overall, the student population in the six schools (three middle schools and three high schools) represented a wide range of ability levels, ethnic, racial and socioeconomic backgrounds. Most students ranged in age from eleven to eighteen.

At the time of the study, there were 50 possible teacher participants; 18 teachers were from the district's three junior high schools and 32 teachers were from the district's three senior high schools. Teachers in this sample ($n=50$) had between two and thirty-plus years of experience. Some of the teachers held master's degrees and a few had earned National Board Professional Teaching Certificates in Social Studies. The focus of the participants' teacher preparation programs varied widely; some had a stronger background in history, while others had more course work in the areas of political science, geography, anthropology, religious studies, economics and sociology. The state's department of education was in the process of re-examining teacher certification requirements as well as the re-certification process.

Sampling Procedures

From the larger group of teachers who were invited to participate in the HIPD, the researcher asked for volunteers to participate in the multiple case study portion of the research. Of the possible 50 teachers who might have participated in the HIPD, only six

teachers volunteered. Because the professional development was held after school for two hours every two weeks, many teachers were unable to make the time commitment. Of the six volunteers, three were middle school teachers and three were high school teachers. The three high school teachers all had ten or more years of teaching experience in the area of social studies. Two of the three middle school teachers had over thirteen years of teaching experience and one had three years of experience. The two veteran middle school teachers were the only willing volunteers to participate in the case-study portion of the research. The less-experienced teacher was non-tenured and somewhat nervous about being observed as a case study participant. However, he was a very enthusiastic participant in the HIPD and has continued to share his knowledge, experience and resources for historical inquiry with others.

Case study teacher participants. The two case study participants, Mrs. Jilley and Mrs. Ryan (pseudonyms), were veteran social studies teachers. Mrs. Jilley taught grade 7 *World Cultures* and had been teaching for about 13 years. Mrs. Ryan taught grade 8 *Early American History* and had been teaching for almost 16 years.

Both case study teachers were interested in learning more about historical inquiry and were willing to commit the extra time to participate in the study. Both had a history of participating in numerous professional development opportunities and a collegial relationship existed between the two participants and the researcher. Resources and ideas were often shared over the years. Mrs. Jilley remarked, “I try to do as much professional development as I can and it sounds awful, but I can give you a folder full of stuff.” Mrs. Ryan said “I have chosen to do many on my own, like when I did the History Day seminar that was incredibly helpful and inspiring.”

Both also expressed an interest in participating in a professional development opportunity with other social studies teachers. “I just like to talk to social studies people, just to see what they are doing.... It's exciting, listening to them” shared Mrs. Jilley. Their comments suggested that they are often willing, enthusiastic participants in most professional development opportunities. Therefore this information should be considered when examining the data. Detailed portraits of each teacher are provided in Chapter 4.

Student participants. Each case study teacher chose one of her five classes in which to implement the historical inquiry. The students in each class were asked to volunteer to be interviewed before and after the HIPD sessions. Both parent consent and student assent forms were signed by all the students who volunteered to participate in the study. Of those who volunteered, two from each class were randomly selected to participate in the interviews. Paul and Cole (pseudonyms) volunteered from Mrs. Jilley’s grade 7 *World Cultures* class. Brittany and Alan (pseudonyms) volunteered from Mrs. Ryan’s grade 8 *Early American History* class.

Data Collection Sources and Timetable

In this study, I qualitatively examined how two middle-school teachers incorporated historical inquiry practices in their classrooms while they participated in a historical inquiry professional development. Data was collected over a period of approximately six months beginning in late December and ending in mid-June. The professional development lasted from mid-January to the end of April. Multiple data sources were used.

Pre-Post Teacher Surveys

Initially the six teachers participating in the HIPD responded to a Pre-HIPD Survey (See Appendix H). This survey contained 28 items, including three items designed to collect demographic data about their teaching background, and 25 Likert-type items that used a 1-10 scale, 1 being “Strongly Disagree” and 10 being “Strongly Agree” (Likert, 1932). Likert-type items helped to quantify some aspects of the changes that might have occurred over the course of the HIPD.

The first three questions asked the teacher to describe his/her educational background, teaching experience and grade taught. Then there were a series of questions (1-8) posed to determine the teacher’s knowledge about historical inquiry, historical thinking and the pedagogy of teaching history, one of which asked the teacher to “define historical thinking skills.” The next set of questions (9-13) asked teachers to respond to questions about their beliefs concerning the use of historical inquiry in their classrooms, as well as their beliefs about middle school students’ abilities to think historically. Questions 16-19 asked teachers to comment on their use of historical inquiry as an instructional practice in each of their classrooms. The final set of questions (18-25), also likert-scale items, asked teachers to reflect on their experiences with professional development.

The Post-HIPD Survey was administered at the end of the HIPD sessions to determine whether or not each teacher participant’s perceptions of her knowledge, beliefs or practices had changed from the Pre-HIPD Survey (See Appendix I). The Post-HIPD Survey was written to correspond closely (although not exactly) to the items in the pre-HIPD Survey. The questions were developed in an effort to assess the teachers’

knowledge, beliefs and practices related to historical thinking skills and historical inquiry, using some of the terminology associated with each (VanSledright, 2002b; Wineburg, 2001). In addition, the last set of questions focused on the characteristics of effective professional development (Borko, 2004; Chung Wei, et al., 2009; Desimone, 2009; Penuel, 2009). Table 3.2 compares the responses of the two teacher participants on the pre and post surveys. Analysis of data from these surveys will be addressed in Chapter 4.

Table 3.2

Wording for Pre/Post Survey Items across Three Constructs of KBP Paradigm and Scores for Mrs. Jilley and Mrs. Ryan

Construct	# and Survey Item	Mrs. Jilley		Mrs. Ryan	
		Pre-Survey	Post-Survey	Pre-Survey	Post-Survey
Knowledge	1Pre/n/aPost: My social studies coursework had a strong emphasis on history.	6	n/a	10	n/a
Knowledge	3Pre/2Post: I have a solid understanding of historical thinking skills.	2	8	6	7
Knowledge	5Pre/4Post: I understand the theory behind the instructional practice of “historical inquiry.”	2	8	3	8
Knowledge	6Pre/5Post: I know how to teach using the “historical inquiry” method.	2	8	3	6
Knowledge	8Pre: My ideas about teaching and learning history have changed over time. 7Post: My ideas about teaching and learning history have changed since I participated in the HIPD.	9	10	10	8
Knowledge – PD	21Pre: I usually feel I have learned new things after participating in professional development. 20Post: I learned new things after participating in the HIPD.	8	10+	3	10
Beliefs	9Pre/ 8Post: I believe my students can learn to think historically.	7	8	10	6
Beliefs	10Pre/9Post: I believe it is important for students to use primary source evidence in the study of history.	10	10	10	8

Table 3.2 (continued next page)

Table 3.2 (continued here)

Beliefs	11Pre/10Post: I believe my students can learn to corroborate sources when examining historical events.	7	8	10	7
Beliefs	12Pre/11Post: I believe it is important for students to be able to make their own judgments about historical events.	8	8	10	8
Beliefs	13Pre/12Post: I believe my students will be able to make more informed decisions, if they learn how to “think historically.”	9	8	10	8
Beliefs	13Post: I believe the historical inquiry method is an effective way to teach “historical thinking skills.”	n/a	9	n/a	7
Beliefs-PD	19Pre: Most of the professional development I have experienced has been content-related. 18Post: The HIPD has a strong emphasis on the history content area.	7	10	3	9
Beliefs-PD	20 Pre: Most of the professional development in which I have participated has made a strong connection between content and instructional practice. 19Post: The HIPD made a significant connection between the content of history and the instructional practices for history.	7	10	3	9
Beliefs -PD	23Pre: My beliefs about teaching and learning change after I participate in most of the professional development experiences I have had. 22Post: My beliefs about teaching and learning changed after I participated in the HIPD.	8	8	4	8
Beliefs-PD	25Pre: I feel that my opinions and concerns are heard during my professional development experiences. 25Post: I feel that my opinions and concerns were heard during the HIPD.	7	10	3	10
Practice	14Pre/14Post: My instructional practices have changed significantly since I first began teaching.	9	10	8	8
Practice	15Pre/15Post: I often teach history using the historical inquiry method.	6	7	6	7
Practice	16Pre/16Post: There are occasions when I feel the historical inquiry method is not an appropriate instructional practice.	9	8	5	7
Practice-PD	17Pre: I have participated in a number of different types of professional development. 24Post: I would participate in a similar professional experience in the future if one were offered.	9	10	5	10
Practice-PD	18Pre: I have a strong say in the types of professional development in which I participate. 17Post: I chose to participate in the HIPD for my own professional learning.	9	10	3 or 4	10
Practice-PD	24Pre: My instructional practices change after I participate in most of the professional development experiences I have had. 23Post: My instructional practices changed after I participated in the HIPD.	8	8	5	9

Interviews

In addition to the HIPD Surveys, I also conducted an in-depth interview with each case study participant before I began the HIPD sessions. I used the Teacher Pre-Interview Protocol (See Appendix J) to more closely gather information about each teacher's knowledge, beliefs, pre-conceptions and practices as they related to historical inquiry and historical thinking. The interview questions were open-ended to allow for elaboration of answers (Fontana & Frey, 1994; Stake, 1995). A digital voice recorder was used to capture the full text of the interviewees' responses. Once the interview notes were transcribed, the researcher filled in the gaps by listening to the digital voice recordings using a Digital Voice Editor that allowed the recording to be slowed as needed.

At the end of the study, six weeks after the HIPD ended, I conducted another in-depth interview (See Appendix K) in which I sought to capture any changes in the teachers' knowledge, beliefs, pre-conceptions and practices as they related to historical inquiry and historical thinking. Again, the interview questions were open-ended and I used a digital recorder to capture the teachers' responses. Finally, six months after the end of the HIPD, I conducted a follow-up interview to determine whether the HIPD experience had resulted in any lasting changes in knowledge, beliefs or practices or the teacher participants (See Appendix L).

Field Notes

Field notes are a written record of what the researcher "sees, hears, experiences and thinks" while collecting data in a qualitative study (Bogden & Biklen, 1982, p. 74). All of the notes taken from observations, interviews and other materials collected are

considered field notes in a qualitative study. In addition to recording what is actually observed, a participant observer also records “ideas, strategies, reflections, hunches, as well as patterns that emerge” (p. 74). Therefore field notes are composed of two parts; the first being descriptive and the second reflective.

In the descriptive part, the participant observer attempts to record as objectively as possible all the details of what occurred in the actual setting. Bogdan and Biklen (1982) remind the researcher that “as much detail as possible should be recorded when taking field notes; understanding that the setting can never be completely captured (p. 84). Reflective notes are the comments, memos, impressions or speculations of the observer, which include corrections or misunderstandings. In the present study, field notes were taken during the pre and post interviews with both of the participant teachers and the four student volunteers. Field notes were also taken during each of the four classroom observations for each teacher participant. In each case, reflective notes were recorded along with the descriptive notes in an Excel spreadsheet document.

In taking field notes, a research cannot eliminate his/her own values and “implicit concepts,” thus influencing the recorded data (Miles & Huberman, 1994, pp. 9-10). The actions observed by the researcher occur “in a specific situation within a social and historical hierarchy” (p. 10). As a result, the researcher must take plenty of care and be mindful of his/her own biases while taking field notes. Consequently, I reviewed my field notes and supplemented them with clarifying information from the teachers after the observations by way of a brief conference (See *Figure 3.1*).

Figure 3.1. Sample of field notes (taken from Excel Spreadsheets)

Teacher	Descriptive Notes	Reflective Notes
Mrs. Jilley	But in the beginning you are thrown into the job- you think "oh my gosh" and you weren't trained in the same way when you were training for teaching back then...(Pre-Interview)	Has teacher prep at Higher Ed changed?
Mrs. Jilley	We talked about the Portuguese going to Latin America (Observation 1)	Teacher displayed notes on the Eno (technology that displays on screen in front of class), which she did sitting at her desk and working with the computer that projected on the Eno – I wonder if the students like this technology tool and if it helps them learn better?
Mrs. Ryan	To me inquiry is much more of an action (Pre-Interview)	T1 has a good base already on HI and HT
Mrs. Ryan	Remember we talked about Jamestown? (Observation 1)	Special educator and teacher work collaboratively to instruct in this class - there appears to be good communication and rapport b/w the two

Throughout the study I also kept a reflective journal in which I recorded my own reflections, concerns, questions, ideas and next steps (See *Figure 3.2*). The reflective journal enabled me to create transparency in the research process. I was able to examine my own personal values, assumptions and goals through reflexivity. The research “trail” became more evident through the journaling and guided my decision-making in the HIPD, as well as in the analysis of the data (Ortlipp, 2008). For examples of some of the journal entries in the reflective journal, see *Figure 3.2*.

Figure 3.2. Sample of researcher’s reflective journal

Date	Reflection
2-17-11	<p>What a great session this was – the sharing was wonderful. Also, the differences in the way in which each participant adapted the SCIM-C strategy to his/her classroom was interesting.</p> <p>Originally, I planned to first reflect back on the previous session because I didn’t feel that I had a good closure to the last session (the snowy day). Then I was going to review the learning theories that support inquiry teaching. I had the power point developed, but the night before the session I rethought the session and reworked it. I had read Mrs. Jilley’s wiki comments about not quite understanding the main points of the Lee article that we had read for last session and I felt that there wasn’t enough time to really share as much as we should have about the article.</p>
3-11-11	<p>Adam (pseudonym) shared next and explained the types of students he deals with, as well as the focus he used in getting the students comfortable with the “fluency” of using primary source documents. He used the historical inquiry website and cut and pasted the parts he thought would be helpful. The mix of the teachers is great, everyone has something unique to share and each participant seems to be absorbing new ideas. I am always amazed at what other teachers are doing in the classroom. I think it is so refreshing!</p>
3-25-11	<p>I stopped in Mrs. Ryan’s room and chatted. She shared some more sources with me and also said she wasn’t sure what she was going to do when I came in to observe her on Wed. (I was also going to bring in the outside observer. I asked her what she was working on and she said she was approaching the Constitutional Convention. I asked if she had dealt with Shays’ Rebellion. We talked further and taking into account the students she had, she decided that might spark their interest. She was going to ask a guiding question about whether the farmers were justified in taking up arms? She would</p>

Classroom Observations

Four separate classroom observations were conducted during the study for each of the two teacher participants. The first observation was done approximately one month before the professional development sessions began. Two subsequent observations were conducted during the time period of the professional development sessions, one following

each of Historical Inquiry Professional Development (HIPD) Session 2 in early February and Session 5 in late March. A final observation was conducted in late May or early June, approximately a month after the final HIPD session was completed.

The purpose of the four observational sessions was to determine whether each teacher's instructional practices and/or pedagogical beliefs changed in any way that incorporated some of the historical inquiry instructional practices covered in the professional development sessions. Initially, I attempted to use a checklist, but found it too cumbersome. Instead, I recorded as much of the teacher's words and actions as possible. I also recorded student comments and actions. I observed student grouping practices, lesson organization, classroom procedures, and materials used. Each observation was arranged in advance and there was a brief pre-observation meeting to clarify the lesson's purpose. Each observation was followed up with a post-conference to provide clarifying feedback.

One way to triangulate data in a qualitative study is to invite another investigator to observe (Creswell & Miller, 2000). Thus, during the third observation for each participant, an outside observer was invited to observe each teacher. Prior to the observations, I met several times with the outside observer to explain the purpose of the study, the research questions, an overview of the HIPD sessions, and the expected procedure for taking field notes during the observations. I introduced the outside observer to the participant teachers a few minutes before the beginning of the observations. The outside observer and I then met after the observations to compare our field notes and her notes were added to the data set.

Teacher Self-Report Logs

The two case-study participants were asked to keep a log of their experiences in the professional development sessions, as well as during implementation of the instructional strategies in the classroom. These self-report logs were electronic Wikispaces set up by the researcher (See Appendix M). The prompts were identical on each of the Wikispaces and the two case-study participants were asked to respond on their own time. The Wikispaces were private, and only the researcher was able to view each participant's feedback.

Student Interviews

Prior to the implementation of new classroom instructional practices related to historical inquiry, two students from each of the case study teachers' classrooms were randomly selected from those who wished to volunteer in the study. At the beginning and the end of the study, the two students from each class of the participant teachers were interviewed. The questions (See Appendix N) were open-ended to glean from the students their understanding of "historical thinking" and each student's perspectives about the historical inquiry instructional practices used by their teacher. In an effort to further triangulate the data, the responses of the students were used to provide additional evidence of the changes that may or may not have occurred in the teachers' knowledge, beliefs and practices as observed through the lens of their students.

Artifact Review

Artifacts of the study included lesson plans, modified primary source documents, student work, overhead projections used for modeling, modified SCIM-C questions and posters that were produced by the teachers for instructional purposes or for student

assessment during the study. Teachers provided these artifacts to the researcher during the observations and during the professional development sessions. These artifacts were valuable data sources and were examined for additional patterns of change over time. Each teacher's artifacts were examined to determine if there was any change in the types of primary source documents selected, how materials were formatted to model the historical inquiry strategy, and how the SCIM-C questions were modified to meet the students' needs.

HIPD Session Audio Recordings

At the beginning of the sessions, the researcher asked each participant to sign a formal written consent form allowing for the audio recording of the sessions. With permission from each participant obtained, audio recordings of each of the HIPD sessions, except the last session with the guest historian, were taken. The researcher listened to each session's recordings, transcribing the dialogue, with special attention paid to the comments of the two case-study participants. Transcriptions from the HIPD sessions helped to further triangulate the data.

Data Processing and Data Analysis

This study examined the ways in which two middle school social studies teachers incorporated historical inquiry practices in their classrooms. I conducted a qualitative multiple-case study (see Yin, 2003; Stake, 1995) to examine data related to the research questions. Since this was a qualitative study, the focus of the study was to answer "how" and "why" questions about contextual conditions (Yin, 2003) relevant to the research questions. "In doing a case study, [the] goal [is] to expand and generalize theories (analytic generalizations) and not to enumerate frequencies (statistical generalizations)"

(Yin, 2003, p. 10); the investigator makes an effort to generalize a particular set of results to a larger theory (p. 37). Therefore, in this study, I attempted to generalize the theory of how teachers might change their instructional practices, their assumptions about learning, and their goals as social studies educators after participating in a professional development opportunity focused on how the historical inquiry process can be used to develop students' historical thinking skills.

The processing and analysis of the data occurred concurrently. Data from the pre and post interviews, as well as data from the four observations for each teacher were transcribed into an Excel spreadsheet. The transcription for Mrs. Jilley was composed of 992 lines and that of Mrs. Ryan was 1007 lines. In addition, each teacher's self-report logs on Wikispaces were also transcribed into an Excel spreadsheet. Mrs. Jilley's self-report log contained 39 comments and Mrs. Ryan's contained 32 comments. Furthermore, 15 artifacts were examined from Mrs. Jilley and 23 were examined from Mrs. Ryan. The pre and post interviews of the four students (2 from each teacher's classroom) were also transcribed. The total lines of transcription for all four students equaled 821 lines on an Excel spreadsheet.

Lastly, seven of the eight HIPD sessions were recorded on a digital recorder. Most of the notes and transcriptions for these sessions focused primarily on the comments of the two case study participants, although occasionally notes referred to interactions and comments from other HIPD participants. Because a guest speaker was invited to speak during the last HIPD session, the session was not recorded; field notes were taken instead. These field notes were included in the transcription. The total number

of transcription lines for all eight of the HIPD sessions was 570 lines on an Excel spreadsheet.

However, data analysis it is not as simple as just recording what one sees and hears (Miles & Huberman, 1994). Rather, data analysis is a lengthy process that requires the researcher to have a “conversation with the data.” Typically, the data analysis process is divided into three parts: data reduction, data display and conclusion drawing and verification (Miles & Huberman, 1994). Data reduction involves the “process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions” (p. 10). Data display is “an organized, compressed assembly of information that permits conclusion drawing and action” (p. 11). Conclusion drawing takes place from the beginning of data collection by deciding what things mean, by noting patterns, explanations, regularities, and inconsistencies, but at the same time remaining open and skeptical (p. 11). Verification requires testing the meaning from the data by referring back to field notes, review with a colleague or member checking. As outlined below, I tried to follow these recommendations as much as possible in my own analysis across the multiple data sources.

Preliminary Organization and Analysis

Field notes were recorded by hand during interviews and observations and my personal reflections were recorded separately in the margins. I also kept a typed log of my reflections after each of the professional development sessions, observations and interviews. Then, I transcribed each of the pre and post interviews with the teachers and the students into an Excel spreadsheet. Next, I also transcribed the classroom observations into Excel spreadsheets. During the interviews of the teachers, I used a

digital recorder and was therefore able to download the audio recordings onto my computer and play back the interviews to ensure that I had accurately recorded their statements. By creating Excel spreadsheets, I was able to more easily sift through the raw data.

Prior to actually examining the data for patterns, I created a preliminary list of codes based on the conceptual paradigm of Knowledge, Beliefs and Practices (KBP) that I adapted from the Knowledge, Attitudes and Behaviors Paradigm (Shrader & Lawless, 2004). *Knowledge* referred to teacher's knowledge about teaching and learning, middle school students, social studies content and pedagogy. *Beliefs* referred to the strongly held convictions about teaching and learning, middle school students, and social studies-specific pedagogical beliefs. *Practices* referred to the teaching and learning actions taken by the teacher while in the classroom and in professional learning situations. This coding scheme provided initial insights into the knowledge, beliefs and practices of each of the case study teachers on a very detailed level.

I sifted through each set of data and recorded the groupings or categories that were revealed, all the while also making comments or notes along the side of the field notes. Categories should "reflect the purpose of the research, be exhaustive, mutually exclusive, conceptually congruent" and easily identifiable by an outsider (Merriam, 1998, pp. 183-184). The categories that began to appear were not to be confused with the data, itself. In fact, the categories took on lives of their own; they were "conceptual elements" (Merriam, 1998; Glaser & Strauss, 1967). As I proceeded to uncover patterns, processes, commonalities and differences, I was able to find relevant coding categories that corresponded to my research questions about how teacher's knowledge, beliefs and

practices might change as a result of participating in the HIPD. I was also open to redefining or discarding codes when they no longer seemed to accurately capture what was intended (Bogden & Biklen, 1982; Miles & Huberman, 1994).

Coding and analysis progressed in three phases (See Figure 3.4). In Phase I, a total of 46 categories, identified by codes and related descriptions, were derived from two reviews of the data. Each of the coding categories aligned with one construct of the *Knowledge, Beliefs or Practices* (KBP) conceptual paradigm. Of the 46 original categories, 11 categories were related to *Knowledge*, 21 categories were related to *Beliefs*, and 14 categories were related to *Practices*. During this process, I was willing to “redefine or discard codes when they look(ed) inapplicable, overbuilt, empirically ill-fitting, or overly abstract” (Miles & Huberman, 1994, p. 65). I also remained keenly aware of the research questions to avoid analyzing data that were outside the scope of the present study (Yin, 2003). As such, I ranked each coded category in terms of its relevance to my research questions and cited evidence that supported placing data in particular categories.

In Phase II, the winnowing process enabled me to further distill the data into 19 categories. Of the 19 categories, five categories were related to *Knowledge*, nine were related to *Beliefs*, and five were related to *Practices*. Several of the categories that were initially established were easily compressed into one category.

Finally, in Phase III, after I continued to examine the categories to determine how best to present emerging patterns, I was able to reduce the coding scheme to eight final coding categories, including three categories for each of the constructs of *Knowledge* and *Beliefs* and two categories for the construct of *Practices*. Again, the story of the changes

in the teachers’ knowledge, beliefs and practices needed to focus on the important patterns that were revealed, rather than in the details of each line of data. For example, in Phase I under the *Knowledge* construct, the three codes of “Teaching History/Social Studies,” “World Cultures,” and “US History” were collapsed during Phase II into the two codes of “Social Studies Pedagogy” and “Social Studies Content”; in Phase III, these two codes were further collapsed into one of the Knowledge codes of “Social Studies Pedagogy and Content.”

Figure 3.3. Three phases of collapsing codes using the KBP conceptual paradigm to create a final coding scheme.

KNOWLEDGE		
Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> • Teaching • Learning Theories • Middle School Learners • Teaching History/Social Studies • World Cultures • US History • Other Social studies content knowledge • Historical Thinking • Historical Inquiry • Resources • Other Social Studies skills 	<ul style="list-style-type: none"> • Teaching and Learning • Middle School Students • Social Studies- Pedagogy • Social Studies Content • Historical Thinking/Inquiry 	<ul style="list-style-type: none"> • Teaching and Learning • Social Studies- Content and Pedagogy • Historical Thinking /Historical Inquiry

Figure 3.3 (continued next page)

Figure 3.3 (continued here)

BELIEFS		
Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> • Teaching and learning • Teacher Ability • Ability of middle school students as learners • Ability of students to think historically • Active Teaching and Learning • Adaptability • Adaptability to student needs • Adaptability to outside mandates • Teaching and Learning History • Historical Inquiry • SCIM-C • Resources available • Making Connections • Correcting Misconceptions • Questioning • Administrative Support • District Educational System • Schedule Design • Curriculum Design • Professional Development (District) • Professional Development (Individual) 	<ul style="list-style-type: none"> • Teaching and Learning • Middle School Learners • Middle School Learners and Historical Thinking • Adaptability • Role of Questioning • Making Connections • Historical Inquiry • Administrative/District Support • Professional Development 	<ul style="list-style-type: none"> • Teaching and Learning • Learning Historical Thinking Skills and Engaging in Historical Inquiry • Professional Support Systems
PRACTICES		
Phase 1	Phase 2	Phase 3
<ul style="list-style-type: none"> • Active learning • Passive learning • Direct Instruction • Social Studies Skills/Content Instruction • Questioning/Discussion • Modeling • Grouping • Materials and Sources • Assessment • HI Assessment • Informed Practice • Trying new ideas • Voice 	<ul style="list-style-type: none"> • Active v. Passive learning • Content/Skills Instruction • Historical Inquiry • Assessment • Professional Practice 	<ul style="list-style-type: none"> • Instructional Practice • Professional Practice

Once this coding scheme was finalized, the outside observer also helped with the data coding process. Armstrong , Gosling, Weinman and Marteau (1997) found “the frequent stress on an analysis being better conducted as a group activity suggests that results will be improved if one view is tempered by another” (p. 598). For this phase of analysis, the outside observer became an outside rater. Qualitative researchers use different methods for developing inter-rater reliability. Some require researchers to conduct separate analyses and then convene to discuss discrepancies; others hold group meetings where the coding is done as a team, in what is sometimes described as a “hashing out” session (p. 598). In any case, the use of a second scorer enhances the reliability of the qualitative research. Therefore, this additional form of triangulation was employed in this study.

Initially, I reviewed and explained the codes, using a sample from one of the teacher’s Excel spreadsheets to practice the coding process. Then, using a Random Integer Generator at www.random.org/integers, I randomly selected about 10% of each data set from each of the teacher’s combined interviews and observations Excel spreadsheets. The outside observer individually coded the two sets of 100 lines of data, using the first set of categories created. Once she completed the coding, we reconvened to compare the codes we each had assigned to the data. We examined the data together and came to an agreement on several codes, which increased the inter-rater reliability score as seen in Table 3.3:

Table 3.3

Inter-rater Reliability

Teacher	Lines coded	Percentage Agreement After Individual Reviews	Percentage Agreement After Discussion
Mrs. Jilley	100/992 (10%)	71	91
Mrs. Ryan	100/1007 (10%)	70	88

The process of discussing coding categories and checking the reliability of applied codes also enabled me to develop a deeper understanding of the categories I had created, which in turn, aided my analysis and interpretations of the patterns that emerged.

Cross-Case Analysis

After each individual case was analyzed, a cross-case analysis was conducted to search for similarities and differences in the ways the two individual teachers might have changed in their knowledge, beliefs and practices after participating in the HIPD. Yin (2003) explained that multiple case studies can be used to either “(a) predict similar results (a literal replication) or (b) predict contrasting results but for predictable reasons (a theoretical replication)” (p. 47). I searched for patterns and themes across the two teachers to ensure that the categories revealed were grounded in specific cases and their contexts (Glaser & Strauss, 1967). For example, when examining how the two teachers’ knowledge changed, I looked for changes in certain types of knowledge, such as content or pedagogical knowledge.

One of the reasons I chose to conduct a multiple case study was to enhance *generalizability*. Even though many qualitative researchers refrain from applying this term to qualitative research (see Denzin, 1983; Lincoln & Guba, 1981), others (Miles &

Huberman, 1994) contend that using a multiple case study provides an opportunity for the researcher to see the “relevance” or “applicability” of findings to other cases in similar settings. Therefore, by looking for patterns across the cases, it was possible to make some preliminary inferences from the findings about how two teachers, with particular profiles, implemented historical inquiry in their classrooms. In turn, these inferences might then be applied to or relevant for another similar setting or group of teachers. Using the cross-case analysis also deepened my understanding of the circumstances under which teachers might be able to implement historical inquiry in their classrooms.

Validity, Reliability and Credibility

Throughout the study, I used a number of recommended strategies to ensure the validity, credibility, and reliability of the research process. Validity is often defined as the quality and rigor of the data collected, while reliability is defined as the dependability of the data, and credibility refers to the trustworthiness of the data (Simon, 2011).

Recommended strategies for ensuring rigor in qualitative analysis include: triangulation of data, thick description, inter-rater reliability coding, reflexive journaling, and member checking (Creswell & Miller, 2000; Patton, 1990; Denzin, 1989; Lincoln & Guba, 1981).

In the present study, the use of multiple data sources, including surveys, interviews, participant observations, document/artifact analysis, self-report journals and an outside observer allowed me to sufficiently triangulate patterns that emerged from the data, thus assuring the validity of the research process. The use of multiple data sources served as a type of triangulation protocol, called methodological triangulation, which is likely to “illuminate or nullify some extraneous influences” (Stake, 1995, p. 114). In addition, during the interviews and HIPD sessions, data was recorded in written field

notes and on a digital recorder to ensure a rich description. Creswell and Miller (2000) indicate that rich descriptions provide the readers with the feeling that they have experienced or could experience some of the same events described in the study. Thus, given the rich descriptions provided in my study, a reader might be able to determine the applicability of the study to their own settings.

In an effort to assure reliability of the data, an outside observer was also used to help record field notes in one of the observations for each teacher as a way of verifying that the description of the participant observer was accurate. This same individual also helped to code a portion of the data, thus establishing an inter-rater reliability score. Throughout the research process, the researcher kept a reflective journal to monitor her personal beliefs, biases and to help shape her inquiry. Consequently, the researcher played a very active role in directing the research process; acting as a practitioner who acted in response to the situation and context of the school environment, but who also made strategic decisions to ensure a valid research process.

Lastly, member checking served as a vital component of triangulation in this case study to ensure the credibility or trustworthiness of the data. The two case study teachers provided “critical observations and interpretations, sometimes making suggestions as to sources of data” (Creswell & Miller, 2000, p. 115). The two teachers were asked to review pieces of writing where their actions or words were featured and they offered critical observations, interpretations, and other feedback that provided clarity, as well as validation of interpretation. A few minor changes were made to biographical data, such as number of years taught and number of courses taken in college. Also, Mrs. Jilley clarified the composition of her middle school team. Furthermore because I was a

member of the school's faculty, I was able to have a prolonged engagement in the setting of the study, which enabled me to verify data with participants on a more regular basis, and allowed me to compare interview data with observational data (Creswell & Miller, 2000). Finally an audit trail was also kept of all the data collected, analyses procedures, and research journal.

Chapter Summary

A multiple case study approach was used to examine how two middle school social studies teachers might change their knowledge, beliefs and practices through participation in a long-term professional development opportunity on historical inquiry. The researcher gathered evidence over a six-month period from several data sources in an effort to triangulate the data and provide a richer understanding of the questions under examination.

The two teachers volunteered to participate in the HIPD that was offered bi-monthly after school for a total of eight two-hour sessions over the course of approximately four months. The researcher had the opportunity to meet with the participants on a regular basis to share ideas and to augment learning from the HIPD.

The data was coded and re-coded several times in an effort to discern the most relevant patterns within and across the cases. Eight final categories based on the constructs of knowledge, beliefs and practices emerged, thus enabling the researcher to make interpretations and draw conclusions from patterns that emerged within and across both case study teachers. Findings from these analyses are presented next in Chapter 4.

CHAPTER 4

Findings

Introduction

This chapter presents the results of a series of qualitative analyses of multiple data sources from case studies of two teachers. The data was collected over a six-month period for each of the two case study participants as they participated in the HIPD and implemented the historical inquiry method known as SCIM-C Strategy in each of their respective classrooms. These analyses were conducted in an effort to answer the following two research questions:

Research Question 1: How do two teachers take up the process of implementing historical inquiry methods into their instruction while participating in professional development over the course of six months?

- A. Were there observable changes in each teacher's knowledge of key constructs related to historical inquiry and historical thinking?
- B. Were there observable changes in each teacher's beliefs about teaching historical inquiry and their assumptions about which skills are most important for students?
- C. Were there observable changes in teacher's implementation of historical inquiry practices?

Research Question 2: Were there similarities and differences in the teachers' experiences as a result of their participation in the HIPD and their attempt to implement historical inquiry in their classrooms?

The data analyzed for this case study was bounded by both time and activity in order to ensure the scope of the study remained reasonable (Stake 1995; Yin 2003). First, each of the cases was analyzed to tease out the changes that might have occurred in knowledge, beliefs and practices over the course of their six-month participation in the HIPD. The individual case studies were then compared and contrasted according to the variable-oriented approach of multiple case study methodology, which is a process of looking for themes or patterns across cases (Miles & Huberman, 1994). This method was chosen instead of the case-oriented strategy advocated by Yin (1984), in which a theoretical framework is used to study one case in depth and then successive cases are studied to determine whether they fall into the same pattern. Using the variable-oriented approach, the researcher first studied each case individually, then compared and contrasted the findings from each case to find patterns or themes. The ensuing paragraphs provide a roadmap for this chapter.

First, a portrait of each case study participant is presented. The descriptive data in these portraits helps to identify the unique characteristics of each teacher in terms of her educational background, teaching experience, current teaching assignments, and engagement in professional development. The names of the teachers, their students, and the school in which they teach are pseudonyms. Next, an individual description of each of the teachers' pre-existing knowledge, beliefs and practices related to teaching social studies is presented to help better understand each teacher's frame of reference at the beginning of the study. Together, the individual portraits and descriptions of pre-existing knowledge, beliefs and practices serve as baseline data for examining each individual's experiences with the implementation of historical inquiry in her classroom.

Then, each teacher's individual experience with the implementation of the historical inquiry method (SCIM-C Strategy) in her classroom is presented to reveal patterns in the types of changes that emerged over the six-month period. Because this study sought to examine how the teachers may or may not have changed over the six-month period while participating in the HIPD, each teacher was examined within the context of her classroom, while teaching her students using the curriculum for which she was responsible. In addition to collecting data from classroom observations, data was collected from pre and post interviews of participants and students, participant reflections outside of the classroom, teacher artifacts, participant surveys and audio recordings from the professional development sessions (Yin 2003).

In the last section of this chapter, the two case studies are compared and contrasted to reveal any similarities or differences that might have emerged. Examining two teachers and how they implemented the historical inquiry method (SCIM-C Strategy) helps to reduce "radical particularism" (Firestone & Herriott, 1983 as cited in Miles & Huberman, 1994, p. 172). In other words, having two case studies allows the researcher to make some generalizations about whether the findings might be applied to other similar cases. An examination of two teachers rather than just one case allows for a broader understanding of the ways in which teachers may or may not change under different circumstances. These findings will likely have relevance for other teachers of social studies interested in building students' historical thinking skills as part of their curriculum. In addition, cross-case analysis can help provide a deeper understanding of how teachers' knowledge, beliefs and practices might change through sustained opportunities for professional development focused on historical inquiry practices.

Individual Case Portraits

Mrs. Jilley's Individual Case Portrait

At the time of the study, Mrs. Jilley (pseudonym) was a 38-year-old social studies teacher, who had been teaching at Apponaug Junior High School for 13 years. She held a Bachelor of Arts in Education and a Masters' Degree in American History, both from local colleges. Among the history courses she took for her Master's Degree was a course in historiography, the focus of which she explains was historical inquiry: "We had to take a historical inquiry class, actually as the start of the whole program to get you back into old documents" (J: 24, 25). In addition, Mrs. Jilley had completed coursework to receive a middle school endorsement from the state department of education. She lived for her entire life in the community where she taught, attending schools in the same public school district and carrying out her student teaching assignment in the school where she currently teaches. Mrs. Jilley was married to a history teacher and her mother was also a veteran elementary teacher in the same district with a minor in history.

Mrs. Jilley's love of learning and history was evident in much of what she shared in her interviews. She readily admitted that her love of history was one reason why she and her family traveled to many historic sites, "...we go to Washington, D.C., I can't tell you, it's probably close to 15 times...I go to the same places over and over... I think it's important to visit the documents, the monuments, the museum [historical documents, e.g. *Declaration of Independence* at National Archives]" (J: 62-63). She and her husband travelled to Europe several times and she visited "battlefields up and down the East Coast from up in Canada, Montreal, and down to Virginia" (J: 48, 53, 66). She believed travelling helped her become a better teacher by offering valuable insights and

experiences about history to share with her students (J: 246). “Since I love history, I am trying to instill the importance of past events and how they have shaped the way our country runs or even how other countries in the world work” (J: 95). Mrs. Jilley freely admitted she was passionate about learning and history and she hoped this passion was evident to her students (J: 245).

For the past 11 years, Mrs. Jilley had taught grades 7 and 8 social studies at Apponaug Junior High School. For the last five years, she had been on a looping team, teaching the same students for both grades 7 and 8 social studies. At the time of the study, she was teaching 7th grade social studies, which was the *World Cultures* curriculum, a standards-based curriculum developed by the district. Mrs. Jilley was part of the team that helped develop the 7th grade social studies curriculum in 2007-2008.

Mrs. Jilley engaged in a wide variety of professional development experiences over the years, focused on topics such as multidisciplinary teaming, content-area literacy (STEPS), middle school teaming, new technologies, National History Day workshops, cooperative teaching with special educators, and many others. She was intent on participating in as many professional development opportunities as her schedule and family would allow (J: 406). When asked why she wanted to participate in the HIPD, she indicated she wanted “to learn more about what historical inquiry actually is [and] maybe how I can bring things back to my team [of teachers] and especially the ELA teacher I work with. We can develop lessons off the ideas and I am excited to learn from the other people, especially the high school teachers to see what they are looking for” (J: 425, 430). In summary, Mrs. Jilley’s enthusiasm for learning and history was evident in her educational background, her family history, and her love of travel to historic sites.

Mrs. Ryan's Individual Case Portrait

At the time this study was conducted, Mrs. Ryan was a 52-year-old social studies teacher who had been teaching at Apponaug Junior High School for two of her 16 years of teaching. She received her Bachelor of Arts in History with minors in Religious Studies and Journalism for Media from a local private university. She studied US History for the most part; however she had taken some European and world history courses, including Irish and Elizabethan history, as well as a number of religion courses. Also she attended a state university to obtain her teaching certification in both social studies and English Language Arts. Her social studies certification included endorsements in the areas of political science, economics, sociology and anthropology, as well as history (R: 34). Over the past several years, she had not taken the required coursework to maintain her ELA certification, but instead she focused mostly on improving her pedagogy and content in social studies.

Mrs. Ryan carried out her student teaching in a junior high school in the same district in which she currently teaches. She obtained a part-time, 2/5 position at a high school in the district for the Academic Year 1994-95. However, the following year she obtained a full-time social studies teaching position at the junior high school where she had done her student teaching. She taught at the same junior high school and the same grade 7 social studies curriculum until June of 2009, when she took a position at Apponaug Junior High School. The new junior high school was much closer to her home and also afforded an opportunity for, in her words, “a much needed change.”

Mrs. Ryan had amassed quite a collection of resources, lesson plans, and artifacts for the *World Cultures* curriculum over the years. In addition, she was an active,

contributing member of the curriculum-revision committee for the grade 7 social studies curriculum during the 2007-2008 Academic Year. However, during the year of this study, for the first time since the mid-1990s, Mrs. Ryan taught *Early American History* to grade 8 students. This was a new curriculum for Mrs. Ryan, since the *Early American History* curriculum had also been revised according to state Grade Span Expectations and National History Standards. Also, the time period addressed by this curriculum begins at the Age of Exploration continuing through the colonial, revolutionary, and expansion periods and ends at the completion of the Civil War. Consequently Mrs. Ryan was teaching an entirely new curriculum.

Most notably, Mrs. Ryan was passionate about teaching and learning history. Her areas of interest were diverse.

I have gone through different phases - I immersed myself in Native American history after I saw *Dances with Wolves*. I love Middle Eastern history. I love European history. I mean it all depends on what I feel like... I have read biographies. So I was reading about everybody from Queen Elizabeth to Anastasia to Joseph Stalin. But right now I would say genealogy and more local colonial history are my areas of interest” (R: 40-46).

Her genealogy research appeared to have captured her interest at this time as she felt it had a close connection to the *Early American History* curriculum she taught. “I do a lot of genealogy and a lot family research. So I find that I can really personalize a lot of the things that are part of our curriculum” (R: 38). Most importantly, Mrs. Ryan liked the “human side, anthropology, the anthropological side, and the study of indigenous cultures” (R: 47). Her enthusiasm for teaching and learning was evident.

In terms of professional development, Mrs. Ryan was very clear about her dislike for most of the district-mandated professional development. “They are either a repeat of

what I have done over the past sixteen years or they're so vague that they are not specialized enough to be helpful to me as a history teacher” (R: 287-289).

However, Mrs. Ryan did feel that some of the self-selected professional development opportunities she had attended were worthwhile. For instance, she eagerly participated in an Outward Bound professional development, National History Day workshops, a volunteer district-sponsored opportunity on reading in the content areas (STEPS), as well as several NELMS (National League of Middle School) conferences. (R: 294).

On the whole, she was critical of district or school supported professional development, especially those provided during faculty meetings (R: 297). Mrs. Ryan was also confident in knowing what she expected from a professional development opportunity.

She remarked, “I seem to really learn the best when I actually have to do the activity.

Even though sometimes, you know we groan when they say we have to make something or we have to do something... Those are the ones that are the most helpful” (R: 300-302).

Individual Case Study Findings

Research Question 1: How do two teachers take up the process of implementing historical inquiry methods into their instruction while participating in professional development over the course of six months?

- A. Were there observable changes in each teacher’s knowledge of key constructs related to historical inquiry and historical thinking?
- B. Were there observable changes in each teacher’s beliefs about teaching historical inquiry and their assumptions about which skills are most important for students?

C. Were there observable changes in teacher's implementation of historical inquiry practices?

Pre-existing Knowledge, Beliefs and Practices of Case Study Participants

In an effort to respond to the first research question and its three sub-questions, this next section examined the pre-existing knowledge, beliefs and practices of Mrs. Jilley and Mrs. Ryan. Then, the changes in each of their knowledge, beliefs and practices were examined after they participated in the HIPD.

Mrs. Jilley's Pre-Existing Knowledge

This section presents Mrs. Jilley's pre-existing knowledge about teaching and learning including her knowledge about an extensive set of social studies instructional strategies, her knowledge about how middle school students need to be actively engaged, and her knowledge about social studies content, social studies, pedagogy, and historical inquiry, including historical thinking skills and the resources needed to implement historical inquiry.

Mrs. Jilley's pre-existing knowledge about teaching and learning in general.

Mrs. Jilley's pre-existing knowledge about teaching and learning revealed that she had developed a large number of instructional strategies for grades 7 and 8 social studies, which included incorporating technology. She first remarked, "Ok, I try to do things not all in one way, not all stand and talk, not all read the book, I try to vary it" (J: 157-159). As a result of participating in a teacher technology professional development opportunity (RITTI – RI Teachers and Technology Training Institute), she acquired an ENO (interactive whiteboard that interfaces with a computer) to augment her lessons almost

every day. In fact, during the first classroom observation before the HIPD began, she used the ENO to display notes.

In addition to the changes that technology had brought to her classroom, when asked how and why her teaching had changed over the years, Mrs. Jilley indicated the pedagogy she used had undergone some major shifts since she began teaching:

Definitely, I relied a lot more on the book... I was coming off the idea that doing lecture and using textbooks and reading textbooks and that was what I did and it was so not the way to go... I look at what I do today is a lot more fun and more hands-on and using rubrics to help me grade” (J: 286-293).

Cole, one of Mrs. Jilley’s students, confirmed his teacher’s disdain for the textbook by explaining, “I don't like reading out of the books, textbooks. She [Mrs. Jilley] doesn't have us do that because she hates it too” (J: 28 & 29).

Most of Mrs. Jilley pre-existing knowledge about how middle school students learn appeared to be limited to the types of hands-on activities she knew worked with middle school students. On several occasions, she emphasized that middle school students learn best with hands on experiences: “I just did a rainforest project, and they constructed a rainforest, themselves... they would rather be doing it. I think things like that are everlasting” (J: 251, 253, 254, 255 and 256). She also expressed a general knowledge about middle school teaming methods and how to develop interdisciplinary lessons, which she had learned through her teaching certification coursework as well as in a number of professional development opportunities.

Mrs. Jilley’s pre-existing knowledge about teaching and learning appeared to have evolved over the years as a result of experience, as well as engagement in professional development in the areas of technology and middle school. Her emphasis

was clearly on acquiring skills, and less on content knowledge, as she reminded students during the first observation: “Skills, Skills, Skills that's what 7th Grade is all about, being able to read a map” (J: 463 & 464).

Mrs. Jilley’s pre-existing knowledge about social studies content and pedagogy. Mrs. Jilley possessed considerable knowledge in the areas of the *World Cultures* and *Early American History* curriculum before she participated in the HIPD. Although she was not teaching *Early American History* during the period of the study, there were occasions during the pre-interview in which Mrs. Jilley mentioned her knowledge about the key battle sites of American wars, as well as key documents in American history.

Before the study began, Mrs. Jilley revealed extensive pre-existing knowledge about the four world culture regions taught as part of the *World Cultures* curriculum, including Latin America, Middle East/North Africa, Northern Eurasia, and East Asia. She had been teaching the *World Cultures* curriculum since she began her student teaching experience. Consequently, over the years, she had augmented her knowledge of each area. She seemed very comfortable, for example, explaining El Nino and how “it affects fishing animals and plants” (J: 43).

Prior to participating in the HIPD, Mrs. Jilley’s general knowledge about social studies pedagogy and social studies skills focused mostly on skills development. “Teaching middle school kids, again, I can't stress enough the teaching of skills, having research skills, having skills to create a proper bibliography, to be able to use technology” (J: 189). In fact, during each of the classroom observations, Mrs. Jilley reminded students about due dates and she often reviewed learning from the previous day with them. Mrs.

Jilley's teaching artifacts confirmed her emphasis on skills instruction. Several of the artifacts were activities that required the students to work on map and chart reading skills, research, create bibliographies, and evaluate a historical novel.

Mrs. Jilley's pre-existing knowledge about historical thinking and historical inquiry. Before participating in the HIPD, Mrs. Jilley's knowledge of historical thinking was very limited. She explained that historical thinking skills were the general skills she considered essential for her students to acquire in her social studies classes, which included map reading skills, research skills, and the ability to write essays and "bibliographies." Mrs. Jilley spoke several times about the use of primary and secondary sources during the Pre-HIPD interview, but she did not mention any specific historical thinking skills at this time in connection with how to use these sources.

Data from the pre-interview and the Pre- HIPD Survey suggested Mrs. Jilley had a limited understanding of historical thinking skills and historical inquiry. Similarly, her responses in the pre-interview suggested her knowledge about historical inquiry at the beginning of the study was limited to a basic understanding that the historical inquiry process involved looking at a topic more in depth (See Appendix O). However, she did seem to have considerable knowledge in locating sources to be used in the historical inquiry activities. Since the ability to examine both primary and secondary sources is a key component of historical inquiry, knowledge about how to locate such sources is necessary to implement historical inquiry. During the pre-interview, Mrs. Jilley mentioned, for example, that she was aware of many primary source documents related to the *Early American History* curriculum, such as the *Declaration of Independence* and the *US Constitution* or the actual building, Independence Hall. In her discussion about

primary sources, Mrs. Jilley did not, however, make any reference to the types of sources that she might use in implementing historical inquiry for the *World Cultures* curriculum. Overall, data collected before the HIPD started suggested Mrs. Jilley had a limited knowledge of historical thinking skills and historical inquiry and some knowledge about the use of primary sources as evidence. A summary of Mrs. Jilley's pre-existing knowledge about teaching and learning, social studies content and pedagogy and historical thinking and historical inquiry is provided in Appendix P.

Mrs. Jilley's Pre- Existing Beliefs

Mrs. Jilley's pre-existing beliefs about teaching and learning in general.

Prior to her participation in the HIPD, Mrs. Jilley believed that in order for her to effectively teach and for her students to learn, she must vary the activities and keep the class constantly moving and excited about learning, "I try to keep them as engaged as I can...I try to be silly and I try to be animated... Students themselves - I think if you see the glazed over look, you got to do something different" (J: 328, 367). Mrs. Jilley also strongly believed that technology was an important asset to her instruction and that it kept students engaged. She used the ENO on a daily basis to support her teaching. She also considered current events an important component of her instruction, indicating, "It's important that they read current information. I try to bring in articles from the outside world" (J: 173-174).

In addition, Mrs. Jilley believed map skills were essential for her students, explaining, "I always like to try to start a new unit with map skills,... So I think maps go along nicely with the teaching of history." (J: 168-169, 187). Furthermore, she believed that she played an essential role in preparing her students for high school and that the

skills they learn in grades 7 and 8 were “a preparation stage” success in their future education (J: 190).

Because of what she had learned over the years, Mrs. Jilley was confident in her ability to teach her students the skills they needed. When she first began teaching, she explained that she felt as though she did not have the proper tools. However, over the years, she felt she had been able to hone her instructional strategies and better understand the needs and the interests of the students. “I do a much better job today trying to prepare my kids for the future” (J: 239). It appeared that Mrs. Jilley would do whatever it took to find the information needed to help her students succeed and she imparted to her students this knowledge about how to locate information. She believed this was one of her greatest strengths.

In addition, before the HIPD sessions, Mrs. Jilley had a number of years of experience collaborating with members of her team and working with special educators to meet her students’ needs. She explained, “Planning with the team and planning with my next door neighbor [ELA teacher] keeping up with IEPs and 504s has been so helpful... I think the working together as a team helps me... Because you are so isolated in your class, but when you talk about what the math person is doing and the English person is doing and the science person is doing it really helps me in my own class” (J: 323, 410-411). Mrs. Jilley believed these opportunities for collaboration have been invaluable to her ability to teach and learn.

Perhaps what best summed up what Mrs. Jilley believed about her students is her notion that “middle school students are a special breed.” She believed they still need a little “hand holding” and that they still enjoy coloring maps and doing some of the same

activities they did in elementary school. Some of her students, she explained, know more than they will admit. “I know there are students who might pretend that they don't know what is going on, but they actually do” (J: 213). Middle school students are going through many changes and seeking approval from their peers. Mrs. Jilley believed the desire to “fit in” often influenced her students’ behavior.

Mrs. Jilley’s beliefs about teaching and learning also included a willingness to be adaptable both as a teacher and learner. She believed in the importance of being flexible enough to adjust her instruction to meet the needs of her students and to meet various mandates from the social studies department, the school, the district, and the state. For example, often times, she found that she had to slow down and review material a little more closely with students who do not grasp concepts the first time. Furthermore, Mrs. Jilley expressed a belief in the importance of connecting to students’ prior knowledge, experience or interests. One of the first comments Mrs. Jilley made in the pre-interview was her belief about the importance of connecting historical events to current events. On a number of occasions, she referred to her efforts to reach students by asking them about their interests and knowledge. She remarked, “I always try to tap into those one or two kids that know a lot and read a lot and watch The History Channel...those kids who might get a little extra out of what I say” (J: 216, 217).

Mrs. Jilley believed that making history come alive by sharing personal experiences through photographs and other artifacts from her family’s history helped her connect to her students. She described how she sometimes tried to show empathy toward students when she realized the task was tedious. When reviewing a geography skills worksheet, she prodded the students by saying, “I know this isn't exciting, but we need to

get through it” (J: 474). Similarly, she believed attempts to make connections across the curriculum helped her students. For example, when showing several visuals on the ENO of terraced hillsides in Latin America, she shared with students, “I saw the Procopios (pseudonym) at dinner last week and Mrs. Procopio was so excited that we were doing an assignment that connected to her curriculum in Spanish class... We are studying Latin America at the same time.” (J: 510).

Mrs. Jilley’s pre-existing beliefs about teaching and learning history were mostly focused on the teaching and learning of American history. She said, “I think that it is important that they know the basics about American history. So many people from other countries know our historical information, but we don't even know our history” (J: 224-225). She also believed that students should know the foundations of our nation and its democracy and “that the nation didn't just magically appear just because they were born in 1995” (J: 357).

Finally, Mrs. Jilley expressed that part of understanding American history also required understanding the roots of our democracy, which she believed would help her students become productive citizens who are informed and aware of their rights and responsibilities as members of a democratic society.

They should know where their rights came from and what had to be done to obtain those rights that we take for granted, every day. I often tell my students that they should feel lucky and blessed that they live in this country. I feel that it's important to ensure that they understand the importance of voting and that people have a say in this country (J: 221-223, 226).

Overall, Mrs. Jilley’s comments about teaching and learning reflected a number of strong beliefs including confidence in her own ability to teach; the need to recognize the uniqueness of middle school learners; the importance of being adaptable as a teacher; the

need to make a connection to students' prior knowledge, experience or interests, and the importance of students knowing the roots of American democracy.

Mrs. Jilley's pre-existing beliefs about middle school students' ability to think historically and to engage in historical inquiry. When asked during the first interview whether she believed her students could think historically, Mrs. Jilley responded, "I hope that they would be able to think historically... it would help to bring history to life" (J: 269, 271). She also believed the development of these skills would help establish a foundation for their learning in Grade 8 *Early American History* (J: 279). On the Pre-HIPD Survey she showed confidence in her students' ability to "think historically" and in their ability to corroborate sources (*See Figure 3.3*). Since Mrs. Jilley had prior experience with using primary sources, she was confident in her ability to locate sources for historical inquiry activities. However, she was clear in her reservations about her students' ability to use primary sources. "I think that letting them read primary sources on their own right now... I think it's too much for them" (J: 263-264).

Mrs. Jilley expressed more confidence in eighth graders' ability to "dissect primary sources" and reported that seventh graders need a lot more guidance than eighth graders. She believed the *Early American History* curriculum lends itself to "lots and lots of primary sources." She also said she was confident in her seventh grade students' ability to assess the reliability of a source (J: 270). Mrs. Jilley's confidence in her students' abilities to use historical thinking skills was optimistic from the outset.

Nevertheless, at the initial interview, Mrs. Jilley also expressed uncertainty about the feasibility and the effectiveness of historical inquiry since she was unfamiliar with the method. She did indicate that she believed historical inquiry helped to encourage

students to “question further” (J: 115). Before participating in the HIPD, Mrs. Jilley’s beliefs suggested that historical inquiry might help her students to develop more critical thinking skills. However, she also seemed to strongly believe that historical inquiry should not be used all the time in teaching social studies. See *Figure 3.3* in the previous chapter for a full review of Mrs. Jilley’s responses on the Pre-HIPD Survey.

Mrs. Jilley’s pre-existing beliefs about professional support systems. Mrs. Jilley believed both the building principal and the social studies department head were supportive of her efforts. She believed the principal was “thrilled” to know teachers were not “chalking and talking” and that they were indeed engaging their students in inquiry. Since the researcher in the study had several different roles in the study, including the professional development instructor, as well as the social studies department head, Mrs. Jilley was confident in her support of participation in the HIPD.

In terms of the district’s educational system, Mrs. Jilley was most critical of the schedule design. She found the forty-seven minute period constraining and not conducive to in–depth analysis of history. In the pre-interview, she complained, “There is not enough time to do history and to do it right and the way I would love to do it...47 minutes, 5 days a week is not enough!” (J: 231). In addition to the shortness of the class periods, she complained of the constant interruptions in the schedule caused by mandatory state testing, school holidays, school assemblies, weather cancellations and field trips. The testing was causing a strain on her ability to adequately address her curriculum, as she noted, “There is so much emphasis on the testing and testing and testing and making sure that the kids do well on all this testing. I don’t have time to address all of what I would like to do in my classes” (J: 203).

Notably, the *World Cultures* curriculum did not prevent Mrs. Jilley from volunteering to participate in the HIPD despite the emphasis on geography and culture, instead of history. She felt confident that she could incorporate historical inquiry into the curriculum, since providing an overview of a region's history was part of her curriculum. Prior to her participation in the HIPD, professional development was an essential part of Mrs. Jilley's teaching profession, and she did not specifically differentiate between the quality of district mandated professional development and ones she chose individually. She believed any kind of professional development enhanced her instructional techniques and helped her to be a better teacher, team member, and co-teacher. She was intent on participating in as many professional development opportunities as her schedule and family would allow (J: 406) and she voluntarily chose to participate in the HIPD for this study. When asked why she wanted to participate in the HIPD she responded:

To learn more about what historical inquiry actually is [and] maybe how I can bring things back to my team [team of teachers] and especially the ELA teacher I work with and we can develop lessons off the ideas and I am excited to learn from the other people, especially the high school teachers to see what they are looking for" (J: 425, 430).

Overall, Mrs. Jilley seemed to absorb whatever learning she could while engaged in various types of professional development. Mrs. Jilley's beliefs about teaching and learning, historical thinking and historical inquiry, and about professional support systems are summarized in Appendix P.

Mrs. Jilley's Pre-Existing Practices

Mrs. Jilley's pre-existing instructional practices. Before engaging in the HIPD, Mrs. Jilley's instructional practices appeared to include a combination of both active and passive learning opportunities. During the pre-interview, Mrs. Jilley shared a number of

active instructional strategies she has used with her students in social studies. For example, she described activities that involved students' role playing explorers, creating a poster about an explorer using primary sources, using KWL charts to introduce a new topic, crafting a rainforest model, and tackling a problem of the day (J: 122-128, 253-254). However, passive learning also took place in Mrs. Jilley's class. Students might watch a video clip about a particular topic or view images on the Smart Board, listen to Mrs. Jilley read a historical novel, take notes, or check answers on a worksheet (J: 458, 487, 514).

During the first observation, which took place before the beginning of the HIPD, all of the learning activities were passive in nature. Mrs. Jilley reviewed a geographic skills worksheet and then she continued on with a review of notes on Latin America on the ENO. She finished by reading aloud from a historical novel, *Crossing the Wire* by Will Hobbs, a story about a young man's dilemma while illegally immigrating to the United States from Mexico (J: 458, 487, 514). Although the activities were varied, the students were mostly passive learners during the 50-minute lesson.

The instruction of skills and content was also evident during the first observation before the HIPD commenced. For example, Mrs. Jilley reviewed the geography skills worksheets for Latin America, defining key terms as in the following: "The term 'landlocked' means surrounded by land on all sides...The Tropic of Capricorn crosses four countries in Latin America" (J: 458-459). While explaining these terms and reviewing the worksheets, Mrs. Jilley often referred to the large pull-down map hanging from the blackboard at the front of the class. Furthermore, in the pre-interview Mrs. Jilley explained her emphasis on map skills, research and writing skills as she stated here:

In geography we need to teach skills, how to read maps, understanding latitude and longitude. We need to teach them how to write essays and learn how to do bibliographies and of course, better research skills (J: 86-87, 91).

The artifacts Mrs. Jilley shared of activities she had assigned to her students confirmed the actual implementation of these practices. These artifacts included geography skills worksheets, a Russian leader's Facebook Poster (activity based on the internet social network, Facebook) and the Cold War Interview. Students also confirmed their engagement in these activities. Cole, one of Mrs. Jilley's students who volunteered to be interviewed for the study commented, "I think the ones that best help me are the mini projects, like the brochures on the Incas and Mayas." Overall, there appeared to be a mix of both active and passive instructional practices taking place in Mrs. Jilley's class prior to her participation in the HIPD sessions.

Furthermore, on the Pre- HIPD Questionnaire, Mrs. Jilley rated her use of historical inquiry in the classroom as a "6" out of 10. Although she was not confident in her understanding of the historical inquiry method before the HIPD began, she still believed that she engaged her students in some type of historical inquiry. Mrs. Jilley's self-reported use of historical inquiry might be a result of her years of work with the National History Day competition, which emphasized the use of primary sources in conducting research about student chosen topics related to a yearly theme. In fact, the use of primary and secondary sources had been part of Mrs. Jilley's instructional practice for quite some time. For a full review of Mrs. Jilley's responses on the Pre-HIPD Survey, see *Figure 3.3* in the previous chapter.

As observed prior to the HIPD, Mrs. Jilley also had a clear idea about both summative and formative assessments and she used them to help her determine whether

her students had learned content. She explained that her students show their learning in a number of ways. Evidence of their understanding might also appear in a class discussion or on a formal assessment. Mrs. Jilley viewed a student's ability to find information in a particular source as evidence of learning. She conceded that just spewing back facts is simple memorization and therefore does not necessarily constitute learning (J: 331-341). Amongst the artifacts collected from Mrs. Jilley were several types of both formative and summative assessments, including a Geo-Themes Skills Sheet, Cold War Interview Project, Facebook Poster project, and *The Wild Children* Student Reading Guide.

Mrs. Jilley's pre-existing professional practices. Undoubtedly, Mrs. Jilley felt strongly about continually improving her practice as evidenced by her participation in numerous professional development opportunities, as well as her willingness to participate in the HIPD to improve her understanding of historical thinking skills and historical inquiry. Her desire to make learning more interesting and exciting for her students is part of what motivated her own learning. She explained, "If I can take away anything, anything I can find useful for the class, for the kids to make it more interesting" (J: 433).

In addition, Mrs. Jilley exhibited the characteristics of a professional who understands herself as a learner and as a professional. She frequently commented on the knowledge she gained through interactions with her team members during common planning time. Mrs. Jilley's enthusiasm for learning from her colleagues and from professional development opportunities appeared to be a part of who she was as an individual and a professional. A summary of Mrs. Jilley's pre-existing instructional and professional practices can be found in Appendix P.

Mrs. Ryan's Pre-Existing Knowledge

In this next section, Mrs. Ryan is described in terms of her pre-existing knowledge, beliefs and practices, using the same subcategories outlined above for Mrs. Jilley.

Mrs. Ryan's pre-existing knowledge about teaching and learning in general.

Mrs. Ryan's knowledge about teaching and learning had evolved over the sixteen years she has been teaching. She asserted, "Experience is the best teacher. So, I know more about the kids and I know more about myself, I know what not to do and I definitely have become more organized in terms of managing, grading, evaluating student work and developing assessments" (R: 189-191). In addition, she had taken the initiative to communicate with parents on a more regular basis as revealed in her statement, "I have really ramped up my parent communication and I have become more proactive, so instead of waiting for them to contact me I contact them" (R: 192). She also appeared to understand the evolution in teaching and learning that has taken place over the last century. She recalled,

"I have my grandmother's notebook and she graduated around 1927 and...it is so perfectly written and it is perfectly vermillion and it is just page after page after of just data.... And there doesn't seem to be much inquiry there. It just seems to be just rote memorization...you know 'Columbus sailed the ocean blue'" (R: 119).

Mrs. Ryan had also seen a major shift in the role of teachers and the needs of students. She acknowledged that students are coming to school with a whole new set of issues, whether it is family problems, anxiety disorders, special learning disabilities or language barriers, which requires teachers to adjust their teaching practices. She recalled a time, for example, when an underachieving student who failed every subject and received little

support from home was still capable of engaging in her class discussion. “I just see so much potential and I just wonder, does he need to be chopping wood somewhere and hunting and getting the experience instead of sitting here? I just don't think that this approach is reaching him” (R: 126).

Overall, Mrs. Ryan appeared to understand the changing needs of students in our modern society and realized that teaching and learning must adapt to these changes. Mrs. Ryan felt that her knowledge about middle school students had also developed throughout the sixteen years she had been teaching at the middle level. She reflected on workshops that were “really interesting because you got to be exposed to a variety of teaching styles and ideas, methods and materials” (R: 295). In addition, she participated in school-sponsored professional development focused on middle school teaming as part of the transition process from junior high school to middle school model. Her knowledge of middle school students appeared based on both experience and some professional development (R: 294-295, 11). For the most part, Mrs. Ryan’s comments about middle school students related to her beliefs rather than her knowledge.

Mrs. Ryan’s pre-existing knowledge about social studies content and pedagogy. Mrs. Ryan had a wealth of content knowledge about the *World Cultures* curriculum, which she had been teaching for fifteen years. She had collected artifacts, back issues of *National Geographic* magazine, numerous resources including maps, activity books and videos. However, for the first time, Mrs. Ryan was teaching *Early American History*. She explained that she was often re-learning the content just a few days ahead of her students. She was teaching a new curriculum and thus felt a need to hone her pedagogy and content in this area.

I really find that it is very different teaching the 8th grade curriculum (American History), than the 7th grade curriculum (World Cultures)... Because when I came into teaching this curriculum, I was forced to start from scratch. So I was forced to start doing research and looking for new ideas, which led me to places I hadn't been... I didn't do nearly as much kind of trolling around looking for resources [when I didn't have a computer]" (R: 199, 206).

At the beginning of this study, Mrs. Ryan was in the process of developing some new instructional practices and at the same time refreshing her knowledge about the types of skills and content that the students should be learning in the *Early American History* curriculum. In teaching *Early American History*, she indicated she was focusing on the analysis of primary sources since the curriculum lent itself to primary source examination more so than the *World Cultures* curriculum. In fact, during the first observation before the HIPD began, Mrs. Ryan provided each of the students with a copy of the *Mayflower Compact* and a set of analysis questions and guided them through an examination of the document.

In addition, according to the two students from Mrs. Ryan's class who volunteered to be randomly selected for pre and post HIPD interviews, Mrs. Ryan emphasized the importance of understanding cause and effect in social studies. When studying the early colonial settlements in the Americas, Mrs. Ryan encouraged students to think about why the settlers chose to settle in particular areas. Brittany (pseudonym) explained during the pre-interview, "She (Mrs. Ryan) wants us to understand how the colonies were settled and the reasons they were settled. There were different reasons for the settlement of the different colonies. I remember one where people worked to pay off their debt."

Mrs. Ryan also knew the importance of teaching chronological development in social studies. This was confirmed by the second student from Mrs. Ryan's class, Alan (pseudonym), who said during the pre-interview,

“Well, in the social studies room there is a big timeline on the roof (ceiling) that goes from 1600 to 2000 and beyond. We draw pictures and place them on the timeline where they happened...when I learn about a new event, I place it on my own imaginary timeline and I can remember it. I place it on the timeline based on the big event that I have already remembered from the timeline in our classroom.”

In summary, at the beginning of the HIPD sessions, Mrs. Ryan's knowledge about social studies content and pedagogy was constantly evolving, especially since she was teaching a new curriculum. Nevertheless, it was clear that she had a solid understanding of how to help students analyze primary source evidence, apply map skills, and identify causal or chronological relationships between historical events.

Mrs. Ryan's pre-existing knowledge about historical thinking skills and historical inquiry. At the outset of the study, Mrs. Ryan seemed to have a preliminary understanding of historical thinking skills. She touched upon some of the components of historical thinking in her definitions before the HIPD began. Among other details, she initially explained historical thinking skills as “the ability to look at things from multiple perspectives.” However, in several instances, she admitted that she did not have a very “solid” understanding of historical thinking skills.

Similarly, Mrs. Ryan's students appeared to have a vague idea about historical thinking skills. Brittany defined historical thinking in the pre-interview as: “I think it is when you look back at history and you answer questions about what you know and what

you want to know. I think it is kind of like a KWL chart.” She defined *perspective* in the pre-interview as, “To look at it from different views.... to try to find out what was going through their heads when they were drawing or writing. If you go to the museum and you try to look at different types of artwork. You try to see their inspiration for why they created it.” When asked to define *corroborate*, she explained, “I think it is when you take two pieces and compare them, like compare and contrast them. You can look and see the differences about them.” Alan also revealed a basic understanding of historical thinking skills at the beginning of the study.

I would define historical thinking as smart thing to do. So it could help you remember what you learned about the past and how it could affect you or someone else’s future. When Henry Ford invented the first car that affected everyone else; that would happen because people would get there faster. It affected me in the future. I would be walking to school or the supermarket. It wouldn’t be such a quick ride in the car.”

While Mrs. Ryan appeared to have a basic knowledge of historical thinking skills, she also possessed some understanding of historical inquiry. She explained that historical inquiry was a process and that the process would help students analyze historical events in a more systematic way. On the Pre-HIPD Survey, Mrs. Ryan reported having a good preliminary understanding of historical inquiry, but indicated that she was not knowledgeable about strategies for teaching historical inquiry. For a fuller explanation of Mrs. Ryan’s definitions of historical thinking and historical inquiry before and after the HIPD, see Appendix O.

Earlier in the school year Mrs. Ryan’s students were exposed to some inquiry in her social studies class, even though she might not have used the terminology of

“historical inquiry,” Brittany remembered doing an activity related to the Roanoke Settlement on the coast of North Carolina. She recalled the activity in this manner:

We talked about the Roanoke Colony and why they had to stay back. They had no idea what happened to the Colony. We talked about what we thought happened to the colony. They may have moved, because they may have been attacked by Indians. The Indians saw the ship leave and they may have thought they all left and they destroyed everything. They may have moved to the mainland.

Neither Mrs. Ryan nor Brittany (her student) used the terminology “historical inquiry” to describe the activity about Roanoke. During the pre-interview, Mrs. Ryan’s student, Alan, was able to describe a science inquiry lesson in detail. He described the properties of copper and also explained how he conducted an experiment at home using different metals, revealing his intense interest in science. Nevertheless, he could not recall an inquiry lesson in his social studies class.

Mrs. Ryan also understood how to incorporate primary sources into both Grade 7 and Grade 8 curricula before engaging in the HIPD. She guided her students through the National History Day Competition in which students were expected to conduct research using primary sources related to their topic. In addition, during the first observation, she used the *Mayflower Compact*, an important primary source for the American Colonial Period. See *Figure 3.3* for a full view of Mrs. Ryan’s responses on the Pre-HIPD Survey. A visual summary of Mrs. Ryan’s pre-existing knowledge across all of the areas explored (e.g., teaching and learning, social studies content and pedagogy, and historical thinking skills and historical inquiry) can be found in Appendix P.

Mrs. Ryan's Pre-Existing Beliefs

This section reports Mrs. Ryan's pre-existing beliefs about teaching and learning, middle school students' ability to learn historical thinking skills and the feasibility of implementing historical inquiry, and professional support systems.

Mrs. Ryan's pre-existing beliefs about teaching and learning in general. At

the outset of the study, teaching appeared to be a very personal activity for Mrs. Ryan.

She explained:

Teaching is a lot like being a parent because you have to find out what works for you because you are having a relationship with these 100 kids every day. Every day is a different day... It's also like being an artist. It really is. It's like being an artist or a chef; you have to deal with what you have to deal with. You know my oven at home is really bad. So I have to set it five degrees lower. My husband doesn't know this, so he overcooks everything (R: 141-142, 143).

These analogies offered by Mrs. Ryan provide a window into her beliefs about teaching and learning. She admitted that each teacher has a particular style, which is expressed in his/her classroom:

We are alone with the kids for most of the time and it does lend itself to individual expression... I find that social studies and English Language Arts lend themselves to a lot more personal expression. And because there are so many personalities involved and because everybody has a different temperament. You know the way one teacher approaches a group of students might be completely different from the way another teacher approaches that same group" (R: 110, 112, 114).

In addition to her beliefs about the personal aspects of teaching and learning, Mrs. Ryan believed the curriculum played an important role in teaching and learning. She admitted that teachers were more attentive to the standards of their content area and felt more accountable to the guidelines of the curriculum than in years past. In social studies, critical thinking played a much larger role and students were not "just memorizing the

capitals” (R: 117). Instead, teachers were spending a lot more time trying to help students understand why events happened. Mrs. Ryan also believed that teachers were responsible for challenging students with open-ended tasks or ones that do not have a specific solution in order to develop higher order thinking skills. She admitted she no longer “hammers them with assignments.” Instead, she explained, “If I can just light the fire in them, even if it doesn't show a concrete reward right now, maybe ten years from now... [students will say] remember when we did that in social studies, remember when that teacher was so crazy about that... Then maybe they'll be more ready cognitively and socially to move forward and learn” (R: 132-133).

Mrs. Ryan was also concerned about the trends in society that seem to be impacting her students. She expressed her concerns that many of society’s problems have changed teaching and learning:

Just the changes in the families and just the way kids are today, I think some are coming with real deficits and it is getting increasingly challenging to try to do the academics when so many of them need parenting, mentoring and just general life skills.” (R: 136-137).

She believed many students were coming to school with anxiety, special needs, learning disabilities and family problems, which in turn, impeded students’ ability to learn and teachers’ abilities to teach.

When asked about her strengths and weaknesses as a teacher, Mrs. Ryan first wanted to address her weaknesses. She admitted:

I think because I get so excited about so many topics, that sometimes I jump around a lot and although I can always see and explain what the connections are, the kids don’t always... So when I catch myself getting off topic. I am very careful to go back and draw the path that I took... Sometimes the kids say ‘how did we get to this subject’ so I always want to show them exactly how it related (R: 159,

163, 164).

For some of her students whom she views as more linear thinkers, this can be disconcerting and frustrating. At the same time, Mrs. Ryan viewed her interest in a myriad of topics as one of her strengths. She becomes excited about a lot of topics and issues, which she then shares with her students. She set wide parameters for discussion topics, allowing for her students “to ponder more lofty issues” (R: 169, 171). She also possessed a high tolerance level for others’ opinions, “except if they are racist,” thus enabling her to encourage discussion on a regular basis as part of her instructional practices. As a result of her diversified interests, as well as her ability to encourage students to express their opinions and to think about complicated issues, discussion played a key role in teaching and learning in Mrs. Ryan’s class.

Mrs. Ryan considered middle school students to be at a difficult age in their lives; one at which “they feel older than they actually are” and they are trying to determine how they fit in amongst their peers. She believed “the social aspect really trumps the academic expectations” (R: 129-130). Each student grows at his/her own pace, according to Mrs. Ryan, and some are more ready academically than others. She expressed concern that, “Some are coming in with such a deficit – academically, socially or with their families or whatever, I just think it is going to be really hard to get them to the point where the state says we have to have them academically until we take care of those other needs” (R: 135). She also believed middle school teachers needed a special talent for dealing with this transitional period of life that many students face. For this reason, Mrs. Ryan strongly believed teachers of middle school students either really enjoyed teaching the middle school age, or they disliked it intensely.

Believing middle school students had unique needs; Mrs. Ryan tried to encourage them to be actively engaged in their own learning through discussion by talking about topics of interest to them. However, she asserted, students need to acquire skills, such as being able to read a map, use an index, research a topic using various types of sources, and analyze political cartoons. According to Mrs. Ryan, visual representations of topics addressed in class also help middle students learn. She explained how she first introduces the course textbook by always complementing a lesson with visuals, photographs, videos, artwork, or even artifacts. She shared:

Very often they will tell me after the fact that some of the videos that I have shown have helped them to better understand some of the lessons and helped them to connect to the book. The students say that the videos kind of solidified the lesson or the unit because it gives them a visual, and they can see and hear and almost experience... because just reading things in the book, their eyes glaze over (R: 178-179).

Strongly opposed to writing an assignment on the blackboard and expecting students to complete textbook questions on their own, Mrs. Ryan spent a lot of instructional time modeling skills for her students and mentoring them as they worked. In addition, from the outset of the study, Mrs. Ryan was observed to be flexible and adaptable. At one point in the interview, she indicated, “I always modify. I’m just a realist.” She explained how she takes large topics in history and hones them down to a size that is manageable for the students. She clearly understood the need to make topics accessible to her students (R: 163-166).

Although Mrs. Ryan did not actually use the terminology of “questioning,” it was evident she believed strongly in posing questions to her students in the hopes of arousing discussion. During her pre interview, she shared her reliance on teacher-led discussion in

which she hoped her students would share and discuss (R: 85). In the classroom, Mrs. Ryan used questioning strategies to encourage her students to think critically.

Making connections to students' prior knowledge, experience and interests was also an integral part of who Mrs. Ryan was as an instructor. She shared her interest in genealogy research and explained how she was able to make lots of connections for her students as a result of this research. They were fascinated by what she had discovered about her own family and were excited about learning more about their own. Several times during the study, Mrs. Ryan wondered how genealogy research might be connected to historical inquiry. She seemed to have an uncanny ability to relate topics she taught to current events and to students' prior knowledge, as well as to her own personal experience.

“I try to draw connections between why it matters that they [students] know... [about] the struggles between the natives and the colonists...Or why it matters how the laws were written the way they were and how it applies to us today (R: 38-39 66-67).

She also used terminology such as “activating prior knowledge,” to emphasize the importance of trying to reach into their mental schema for connections.

Finally, according to Mrs. Ryan, “History is the most important subject there is...I tell the kids this, too” (R: 148). She believed that history is just one component of social studies and the one component that emerged most frequently when teaching *Early American History*. She also approached history “like a big story”, sometimes even encouraging students to rewrite what they had learned during a lesson by starting with, “Once upon a time.” (R: 155).

Mrs. Ryan's pre-existing beliefs about middle school students' ability to think historically and to engage in historical inquiry. Before the study began, Mrs. Ryan was optimistic about her students' ability to think historically. In fact, she saw historical thinking as knowledge to be applied to many aspects of learning. She enthusiastically remarked:

I want to learn about it and it makes sense to me that teaching the kids how to do this or modeling and helping them do it, this is kind of like a lifelong skill...Once they figure this out, once we show it to them, hopefully they will be able to apply it across the board...Hopefully it will be something they take with them and use to help them grow as learners" (R: 332-334).

Mrs. Ryan was so confident in her students' ability to think historically and to corroborate sources that she selected the highest rating in these areas on the Pre-HIPD Survey (See *Figure 3.3*). She also indicated her belief that students would be able to make more informed decisions and judgments if they learned to think historically. Evidently, she felt very strongly about how important historical thinking skills were for her students.

In addition to being confident in her students' ability to think historically, Mrs. Ryan was open to the idea of implementing historical inquiry, especially in the *Early American History* curriculum because, she explained, the curriculum had a greater focus on history. In the *World Cultures* curriculum, the focus was more on the geography and cultural aspects of the various regions in the world. "In history, it's more why things happened because of the people. With the 8th grade curriculum, it lends itself more to psychoanalyzing, why things have turned out the way they have" (R: 80, 82). According to the Pre-HIPD Survey, Mrs. Ryan indicated that she did use the historical inquiry with her students, but she also noted that she did not feel it was always an appropriate strategy.

Mrs. Ryan explained, “Statistics” and “basic background” information could be provided through class notes or reading from the textbook and historical inquiry would not be appropriate. She went on to elaborate on instances in which one could use historical inquiry, “If you want to start asking the why question or what if question or how could it have been different question...” (R: 262). In these instances, she posited that historical inquiry would increase the depth of knowledge required, and consequently would be more challenging for the students.

Because Mrs. Ryan was learning the *Early American History* curriculum, since the beginning of the school year she had been searching the Internet for resources to augment her teaching and learning in this area. She was also already familiar with many primary source websites as a result of her participation in the National History Day Contest. Consequently, she was very optimistic about the availability of resources and believed she would have no difficulty finding primary sources for the historical inquiry activities.

Mrs. Ryan’s pre-existing beliefs about professional support systems. Mrs. Ryan was clear in her beliefs about the lack of administrative support in terms of technology and in terms of class size. She expressed her frustration during the pre-interview:

I don't have support administratively. It's very frustrating when you attempt to start something and your technology doesn't cooperate or you are overwhelmed by the amount of kids you have or its impossible to keep them all on task and so you might have three or four kids who really embrace it ... (R: 280-281).

In terms of the schedule design, Mrs. Ryan strongly supported allowing for more flexibility. She remarked, “So for me it’s a time management issue, which gives me the

most anxiety about it [historical inquiry]” (R: 282). Thus, the lack of administrative support for technology and the short length of the class period were Mrs. Ryan’s two main concerns in the area of professional support before the study began. When asked about professional development, Mrs. Ryan responded, “I find the ones that I chose on my own have proven to be the most valuable” (R: 295). She was quite critical of the professional development offered by the district, saying, “They are either a repeat of what I have done over the past sixteen years or they’re so vague that they are not specialized enough to be helpful to me as a history teacher” (R: 289). A summary of Mrs. Ryan’s pre-existing beliefs about teaching and learning, historical thinking and historical inquiry and professional support systems is provided in Appendix P.

Mrs. Ryan’s Pre-Existing Practices

Mrs. Ryan’s pre-existing instructional practices. The instructional strategies used by Mrs. Ryan prior to the beginning of the study reflect a combination of both active and passive practices. During the pre-interview Mrs. Ryan commented, “There are times when they [students] do need to be just introduced to the content and kind of get a background of who, what, when, where, why” (R: 259). She also showed videos to provide a visual representation of some of the historical events being addressed in class, such as the video on the voyage of the *Mayflower*.

However, she explained how she also developed lesson plans, which emphasized map skills, comparing and contrasting, prediction and cause and effect strategies, as well as primary source analysis. During the first observation, Mrs. Ryan was using a set of questions to analyze the *Mayflower Compact*, a primary source document. The questions reflected an emphasis on critical thinking skills as exemplified by the following: “Why

would the Mayflower voyagers consider this colony as an ‘Advancement of the Christian Faith?’” When introducing the document, Mrs. Ryan engaged the students with questions helping them to understand the concerns of the Pilgrims. For example, she asked: “I visualize this as a tough situation. What would they [Pilgrims] do before they got off? Who is going to make the rules? What kinds of things will they need to agree on?” (R: 366-372). This type of question and answer period was fairly typical of Mrs. Ryan’s practice. Although she admitted to having only a limited understanding of historical inquiry, she considered some of her instructional practices approaching some of the same processes. She explained, “I know when I do the National History Day Project with the honors kids; I know a lot of what they do involves processes that must be historical inquiry” (R: 251).

Evidence suggested that Mrs. Ryan used some form of historical inquiry before the start of the HIPD. On the Pre-HIPD Survey, Mrs. Ryan rated herself a “6” when asked if she taught using the historical inquiry method. Of Mrs. Ryan’s two students interviewed before the HIPD began only Brittany recalled doing an activity that she considered historical inquiry.

Throughout her teaching career, Mrs. Ryan revealed creativity in incorporating various types of sources into her lessons. Over the years, she had accumulated a wealth of resources both primary and secondary for the study of *World Cultures*. For instance, she created a collection of laminated *National Geographic* photographs that she used to enhance her lessons of the various cultures and places around the world. She also used clothing and other artifacts to enhance her lessons.

The use of formative and summative assessments in Mrs. Ryan's class was also evident prior to the beginning of the study. In particular formative assessment was evident through her use of questioning, as well as the types of informal feedback she provided when students were working individually or in groups. Both formal and informal assessments were a means of helping students to learn by providing qualitative feedback rather than just scores, which are more commonly found in summative assessments. Mrs. Ryan often asked high quality questions, a type of formative assessment, to check for understanding and to help students make connections and to think more deeply about a topic. When examining the *Mayflower Compact*, Mrs. Ryan asked, "Who is going to make the rules?" One student responded, "As a group they might need to compromise." To which Mrs. Ryan responded, "Wow, good word 'compromise'" (R: 368-371). Her beliefs seemed to support this practice. During the pre-interview, she stated:

I think that is the way they learn and then you know allowing them to repeat things... I tend to let them, if they really bomb things, I'll let them come in and take it again as long as they work with me. So I let them do a lot of revisions because everyone learns it at their own pace because I think that is helpful for them" (R: 182-183).

She then used the final drafts of revised work as summative assessments and also administered other summative types of assessments, such as tests and quizzes throughout the grading period.

Mrs. Ryan's pre-existing professional practice. Prior to the HIPD sessions, Mrs. Ryan was an educator who continuously chose to improve her instructional skills and content knowledge through both informal and formal professional development. She participated in a number of middle school professional development opportunities

through NELMS (National League of Middle School) conferences. She had also attended a number of National History Day workshops to enhance her knowledge about how to help her students to research and analyze historical topics for their History Day entries. Most recently, she attended a volunteer district-sponsored opportunity on reading in the content areas (STEPS).

Mrs. Ryan was also confident in knowing what she expected from a professional development opportunity. She remarked, “I seem to really learn the best when I actually have to do the activity. Even though sometimes, you know we groan when they say we have to make something or we have to do something... Those are the ones that are the most helpful” (R: 300-302). When asked why she chose to engage in the HIPD, she explained:

I felt like it was an opportunity for me to learn what it is and have somebody who is in the trenches who could direct me and possibly enhance my teaching and enhance the learning of my kids. And then being given a chance to design something using our curricular mandates –me the teacher with the facilitator... it makes sense to me that teaching the kids how to do this or modeling and helping them do it, this is kind of like a lifelong skill (R: 313, 330, 332).

Appendix P provides an overall summary of Mrs. Ryan’s pre-existing instructional and professional practices prior to the HIPD sessions.

Changes in Knowledge, Beliefs and Practices that Occurred After Participating in

Eight HIPD Sessions

Changes in Knowledge for Mrs. Jilley

As a result of participation in the HIPD, Mrs. Jilley’s knowledge changed in four areas. First, she came to a better understanding of how her students learn based on their

prior knowledge and experiences. She also deepened her content knowledge in specific areas of the *World Cultures* curriculum. Third, her knowledge about historical thinking skills and historical inquiry was improved. And finally, her knowledge about the readability and validity of primary sources in the historical inquiry process changed. Each finding is explained more fully below.

Changes in Mrs. Jilley’s knowledge about teaching and learning in general.

For Mrs. Jilley, a new area of knowledge about how students think and learn began to emerge during the HIPD sessions. Specifically, she came to a better understanding about the role students’ preconceptions and experience played in their learning. The reading selected for HIPD Session 5, “Historical Understanding among Adolescents in a Multicultural Setting” by Peter Seixas inspired the following comment from Mrs. Jilley:

As a result of this session, I think differently about... bias based on family perception and what is taught in schools. I found the Seikas [Seixas] case studies to be fascinating. I never stopped to think how kids "think or perceive" what is being taught in social studies classes... (Wiki- J: 26). I think the fact that we reviewed the article as a bunch helped me to understand more of what Seixas was trying to say. Plus, hearing what our group had to say sparked more ideas about the article. (Wiki J: 34).

Notably, this new knowledge was not evident in the three classroom observations after the HIPD began, although it certainly might have played a role in other classes that Mrs. Jilley taught when I was not observing or in her thinking about her instructional practice.

Changes in knowledge about social studies content and pedagogy. In terms of this second category, Mrs. Jilley augmented her knowledge of social studies content as a result of the use of historical inquiry activities in her classroom. While engaged in the process of teaching students to examine topics more deeply, it appeared that she was also adding to her own knowledge of social studies content. For example, during each

observation in which she implemented the historical inquiry activity, it was apparent that Mrs. Jilley's content knowledge in *World Cultures* was increasing. In the past, Mrs. Jilley and her students would not have examined such topics as the role of OPEC (Organization of Petroleum Exporting Countries) in the world economy, the reasons for the insistence of Peter the Great on cultural reforms, or the significance of filial piety in Chinese society. Instead they would have learned some of the facts and key terms, and would not have asked the "why" questions. However, because historical inquiry activities require deeper analysis, the teacher needs to have a deeper understanding of the topic to adequately guide students in examining these topics. Consequently, it appeared that Mrs. Jilley's engagement in planning and conducting the inquiry activities prompted her to expand her knowledge of social studies content.

Changes in Mrs. Jilley's knowledge about historical thinking and historical inquiry. By the end of the HIPD, Mrs. Jilley seemed to have a slightly better understanding of historical thinking skills and historical inquiry. Most notably there were signs of these changes as her students conveyed that Mrs. Jilley was trying to address the specific historical thinking skills of sourcing, perspective and reliability assessment, corroboration, and interpretation. However she did not use the term "historical thinking skills" once during any of the observations that took place while the HIPD sessions were still ongoing. Moreover, when asked to define "historical thinking skills" after the completion of the HIPD, she was not able to offer a clear definition. Before the HIPD began she struggled with defining historical thinking skills and at the end of the study, her definition only showed a small change in her understanding of these skills, defining them as "beliefs one learns from sources, but taking them and applying them further."

Only when prodded during the Post-HIPD interview, was Mrs. Jilley able to recall some of the key aspects of historical thinking. She remembered “reliability-checking” and “sourcing, yes, finding the source, the time period it was written” (J: 770).

Furthermore, her understanding of the historical inquiry process also revealed she had appeared to move further along the continuum from novice to expert, to somewhere between acclimation and competence (Alexander, 2003). When asked during the post-interview about whether her knowledge of historical inquiry had changed since participating in the HIPD, Mrs. Jilley remarked that she learned how to be more selective in the sources she used and was able to find more sources using the websites provided during the HIPD. She did not specifically mention the SCIM-C Strategy or any of its components in her response. Yet, at the end of the study, she self-reported a strong understanding of historical inquiry. From my perspective (as the HIPD instructor and onsite researcher), the validity of this self-report rating of “8” is questionable.

Participants tend to report what they believe researchers expect to see, report on what reflects positively on their abilities, knowledge, and beliefs, and cannot always accurately recall past behaviors (Schacter, 1999; Cook & Campbell, 1979). However, this source of data is only one of several sources of data and does not reflect what the participant thought she knew at the time of the surveys. The triangulation of the data helped to allay concerns about self-reporting by participants. For a full review of Mrs. Jilley’s pre and post definitions of historical thinking skills and historical inquiry, see Appendix O.

Mrs. Jilley was aware of her minimal knowledge in this area at the beginning of the HIPD sessions as further indicated by a remark she posted on her Wikispace

Reflection Journal after the second HIPD Session in which the concepts of historical inquiry and historical thinking skills were explained:

After this session, I plan to... look more into the adjectives we used to define Historical Inquiry and Historical Thinking. I need to get these separate terms ironed out so I do not look silly! I've got some super smart people to keep up with in this group (Wiki-J: 11).

Even during the HIPD sessions, she had difficulty understanding the terminology.

During HIPD Session 5, Mrs. Jilley shared her first experience with the implementation of the historical inquiry method (SCIM-C Strategy) by responding to a set of questions to see whether participants they could see any evidence of historical thinking skills in their students' work. Mrs. Jilley was unable to identify any evidence of these skills in her students and explained that the focus of the *World Cultures* curriculum was more geography and therefore grasping historical thinking skills might be more difficult.

Although Mrs. Jilley was unable to articulate her understanding of historical thinking skills and historical inquiry, she was able to explain parts of the process, especially in terms of the use of the primary and secondary sources. She explained:

I now use more sources to go over even just a single thing. Not just a letter and taking it at face value (pause) two to three or four sources to get differing opinions, so that is what I am trying to do (pause) Showing them that although it's the first thing I pull up on the computer. Just because it's the first thing, doesn't mean it's the law. You've got to look around" (J: 773-775).

Despite Mrs. Jilley's lack of confidence in her knowledge about historical thinking skills and the historical inquiry process, her students appeared to have shown a change in their knowledge of the concepts. The data suggests that through engaging in the historical inquiry strategy (SCIM-C Strategy) in Mrs. Jilley's class, it might be assumed the two students who volunteered to be interviewed learned historical thinking

skills without actually naming them as such. They each were able to define *perspective* and *corroboration* and they knew what primary sources were. Prior to the beginning of the HIPD both of Mrs. Jilley's students, Cole and Paul (pseudonyms) were able to only partially define historical thinking skills. For example, Cole said, "I think it's about how people back then thought and how we think now." Paul offered the following explanation: "I would probably define that as thinking. I'm Columbus and putting myself in his place. How he might have felt. Putting yourself in a historical person's point of view. Reliving their experience."

During the post interviews, each student's definition of historical thinking skills appeared to have changed slightly, which aligns with a change in Mrs. Jilley's knowledge. When asked to define historical thinking skills at the end of the study, Paul confidently responded, "Historical thinking is learning what it was like during a time period and what a person would think or do who lived during that time and placing yourself in that time." When asked to explain the *perspective* of an author and the term *corroboration*, he was also able to clearly define each. He explained that when examining the perspective of a person in history, one must look at all of the factors that might have influenced a person in his/her decision-making. In addition, he understood that when conducting research, historians needed to corroborate evidence by examining several sources.

Cole appeared to be less sure of his understanding of historical thinking skills at the end of the study. He defined them as "Thinking about history or the past. You would be good at knowing history." However he did seem to grasp the concepts of *perspective*

and *corroboration*, defining them as trying to understand one's viewpoint and examining different sources, respectively.

Additional pre-post data also suggests development in Mrs. Jilley's students' knowledge about historical thinking. When asked about primary sources during the pre-interview, both Paul and Cole gave only partial definitions. In contrast, during the post-interview both seemed very confident in their responses. Paul offered, "A primary source is a document, image or anything that was produced during a time period that can tell that time period's history." Similarly, Cole explained, "primary source is like from a witness or someone who was there. A guy sees a fire and he writes about it." Consequently, students' knowledge appeared to have shown growth in the area of historical thinking skills and historical inquiry as a result of Mrs. Jilley's participation in HIPD.

Understanding how to locate, examine and use primary sources is a key component of the historical inquiry process. Once the HIPD sessions began, a clearer understanding about where to find primary sources relevant to her *World Cultures* curriculum was also evident. In particular, after HIPD Session 3, Mrs. Jilley expressed an interest in searching for primary sources for her *World Cultures* curriculum. She seemed encouraged by the quality of primary sources used by the other participants in the HIPD and was inspired to search for primary sources that were relevant to her curriculum.

After this session, I plan to... talk over this session with [Mark - pseudonym] to see how he gathers information for a DBQ or historical question...I hope to look at some religious materials in the next few days in order to make an attempt at using ex[c]erpts from The Koran, the Bible and The Torah to answer a historical question created by me. (Wiki-J: 15-17).

During HIPD Session 4, the participants had an opportunity to explore several Internet websites that provided primary sources for a wealth of topics. Mrs. Jilley expressed gratitude for these resources on the Wikispace:

I learned... about various places to use to obtain primary sources. I have used some of them in the past but thought it cool that there were some with a database of about 4,000 primary documents. The National Archives site is one of my favorites... (Wiki- J: 19).

In fact, Mrs. Jilley did find sources for her historical inquiry-based lessons on the Internet and from several resources available in the social studies department office. During HIPD Session 4, each participant received a set of primary source documents for the topic each had provided during the previous session. Mrs. Jilley received the following documents related to the topic of the “Creation of the State of Israel,” which had been obtained from Yale University’s Avalon Project: *Letter from President Roosevelt to King Ibn Saud, 1945, Declaration of Israel’s Independence, 1948, Immigration into Palestine – Statement by President Truman, 1946*. She remarked on the Wikispace:

After this session, I plan to... pare down the documents [the instructor] gave me. They were about the creation of Israel, but were very intense. I will use only small clips of each to get the students able to get the idea of credible sources versus non-credible. I think it will be good to get them used to the SCIM format we discussed last week (Wiki-J: 21).

Upon closer review of the primary sources provided, as well as further reflection on the direction of the curriculum and student interest, Mrs. Jilley decided to select a different focus for the historical inquiry activity. She wanted the students to examine the importance of OPEC in the world economy. She selected different primary and secondary sources to use in the SCIM-C Strategy, such as a blog, a political cartoon, an

online article, as well as an overview from a secondary source, *World Today*. She felt these were more accessible to her students.

Not only did Mrs. Jilley enhance her interest in and knowledge about where to locate sources, but she also arrived at a new knowledge about the importance of explaining the difference between primary and secondary sources and about the readability and validity of primary sources in the following passage:

I learned... the value of explaining the difference between first and secondary sources to my students. They were exposed to both types in their activity and did a pretty good job with some readings which were probably more of a high school level than junior high. I feel once they heard "primary source" students took it as gospel. As I proceed with the use of historical inquiry that maybe they will not see validity in all primary sources (Wiki- J: 25).

Some sources might require higher level reading ability and Mrs. Jilley understood that this might pose a problem for some students and would require the teacher to help deconstruct some of the sources. In addition, she became more aware of her students' false sense of confidence in primary sources. She learned about the importance of stressing the process of interrogating the sources and assessing the reliability of sources. For the most part, Mrs. Jilley showed some growth in her knowledge about historical thinking skills and historical inquiry, which was mostly revealed through the evidence her students provided. She also showed growth in her knowledge about the use of primary sources in the inquiry process. Interestingly she overestimated her understanding of her knowledge about historical inquiry by the end of the study.

In summary, several changes in Mrs. Jilley's knowledge were observed over the period of her participation in the HIPD. She came to a new understanding about taking into account her students' perspective and pre-conceptions about topics being taught in

social studies. Also, she deepened her knowledge of the specific content of the topics examined during the historical inquiry activities she implemented. Most notably, her knowledge about historical thinking skills and historical inquiry process showed some change in a positive direction along the continuum from novice to expert. She also appeared to have a stronger grasp on how and where to obtain the sources to carry out the historical inquiry process and she became more aware of the importance of explaining the difference between primary and secondary sources. Finally, her understanding of the importance of assessing the readability and validity of primary sources seemed to have changed the most. Nevertheless, Mrs. Jilley might still need more guidance in acquiring a deeper understanding of historical thinking skills and the historical inquiry process.

Changes in Beliefs for Mrs. Jilley

This section elaborates on five patterns of changes observed in Mrs. Jilley's beliefs. First, participation in the HIPD appeared to reinforce Mrs. Jilley's beliefs about the importance of keeping students actively engaged in their learning, as well as trying to connect to students' interests. Secondly, her belief about modifying lessons to meet the needs of her students and making connections to them was reinforced through her engagement in the HIPD. Also, her initial optimistic beliefs about middle school students' ability to think historically were tempered by the constraints of the curriculum. Overall, she was convinced that the historical inquiry method was an effective way to teach history, but she had reservations about the specific SCIM-C Strategy. Fourth, because of administrative decisions regarding scheduling and curriculum, over which she had no control, her beliefs about the feasibility of implementing historical inquiry became less optimistic. Lastly, her participation in the HIPD moved her in the direction of

believing that professional development that focuses on content-specific pedagogy is more effective than other sessions. Each finding is explained more fully below.

Changes in Mrs. Jilley's beliefs about teaching and learning in general.

Participation in the HIPD appeared to reinforce Mrs. Jilley's belief in the importance of teaching students social studies skills and also in keeping her middle school students actively engaged. Before the study began, she frequently commented on the need to keep students involved in different activities during a class period to help them develop social studies skills. Modeling the historical inquiry activity and providing group and individual work time to examine the sources enabled her to engage her students while also addressing skill development.

When commenting on the historical inquiry strategy, Mrs. Jilley asserted, "Middle school students need the hands on... They don't have the attention to sit and be spoken to and sit and dissect things on their own" (J: 790-791). Several times during the study, she reiterated her ongoing belief that middle school students need continuous engagement and constant guidance in skill development. The historical inquiry strategy is one way in which students can be actively engaged in learning about the past and at the same time be developing historical thinking skills.

Next Mrs. Jilley's belief in the importance of modifying lesson plans and activities to meet the needs of her students was reinforced during her participation in the HIPD. Over the course of the study, Mrs. Jilley made a number of changes during the implementation of the historical inquiry strategy. She not only changed the topic to be addressed in her first implementation of the historical inquiry (SCIM-C Strategy) but she

also modified the questions of the SCIM-C Strategy, reduced the number of sources, and varied the type of sources.

During HIPD Session 5 when Mrs. Jilley shared her experience of implementing the SCIM-C Strategy, she explained that she chose to do an inquiry on the topic of OPEC, instead of the Creation of the State of Israel, both topics that fit the *World Cultures* curriculum. She felt the reading level required for the primary sources available for the topic on Israel would be too difficult for her students. In modifying the SCIM-C Strategy, she selected one question from each of the five categories in the SCIM-C Strategy (See Appendix Q), because she believed, “Using the full SCIM-C Strategy was too much for these kids... I looked at what the other teachers in the HIPD did and made changes” (J: 678, 680). In the second historical inquiry activity about the cultural reforms of Peter the Great of Russia, she decided to reduce the number of sources and added a visual to be examined by the students. Mrs. Jilley’s beliefs about adapting the SCIM-C Strategy to meet the needs of the students and still fit the curriculum seemed to be confirmed by the other HIPD participant’s decisions to modify. She expressed this belief about changing the SCIM-C strategy to meet the students’ and teacher’s needs in the following response on her Wiki Journal:

I learned... the others in the group altered their SCIM-C sheets to fulfill the needs of the teacher and the students. Most of us did that the first time around, but was unsure how people would do it again. Tom Rayes (pseudonym) never fails to amaze me in what he pushes his kids to accomplish and is so matter of fact about his expectations. I find he altered his SCIM-C to be even harder for students! :) (Wiki-J: 31).

In summary, on many occasions, including the implementation of the historical inquiry method, Mrs. Jilley’s belief in the need to be adaptable to student needs while still

adhering to curricular guidelines was reinforced during the HIPD sessions - by other participants and by the instructor.

Mrs. Jilley's focus on connecting the curriculum to students' current experiences was also reinforced by the HIPD. Prior to the HIPD, Mrs. Jilley appeared to believe deeply in the importance of making connections to the students in any way she could to draw them into their learning and this belief appeared to gain momentum throughout the study. For example, when teaching about OPEC (Organization of Petroleum Exporting Countries) and the rising oil prices during their study of Middle East/North Africa, Mrs. Jilley believed that students needed to connect to the topic. So she began by asking:

What would happen if you have something like silly bands and you had so many and no one wanted to buy? 'The price would go down,' responded a student. Think about what happened in 2008-2009 when gas prices went up...your family may have cancelled vacations" (J: 572-576).

She made a similar connection when she talked about fashion in Russia as an example of how Peter the Great's reforms were imposed on cultural practices. In fact, she purposefully designed the guiding question for the historical inquiry activity to focus on fashion in Peter the Great's Russia.

In the third historical inquiry activity, she made connections to family when she was introducing the concept of "filial piety" and Confucius. As she read passages from the *Analects*, book of Confucian teachings, she explained the passages in terminology understandable to the students. "At your age of 12, 13, or 14 it might be difficult to understand the ideas of Confucius...the duty of the children to their parents is one from whence all other virtues spring... but if you show respect and responsibility to your parents then you will have a lot other good virtues and qualities" (J: 718-720).

Throughout the implementation of the historical inquiry activities, Mrs. Jilley's commitment to make connections to the students intensified.

Changes in Mrs. Jilley's beliefs about middle school students' ability to think historically and to engage in historical inquiry. Mrs. Jilley's beliefs about her students' ability to think historically also changed slightly over the course of the study. She was optimistic from the outset and appeared to improve this positive stance by the end of the HIPD; however, it was tempered by the belief that the curriculum she was working with did not lend itself well to addressing historical thinking skills. The *World Cultures* curriculum was addressed through a five part lens of geography, history, government, economics and culture. Therefore, history played only a small part of the overall curriculum. Nevertheless, Mrs. Jilley expressed considerable confidence in her students' ability to think historically before the HIPD began, and her confidence showed some growth by the end of the study.

When asked at the end of the study about whether her students could learn specific historical thinking skills such as sourcing, perspective-taking and reliability assessment, corroborating and interpreting, Mrs. Jilley indicated she believed the students seemed most comfortable with sourcing and determining perspective (J: 800, 835, 837). Reiterating what she had said in her first interview, when she shared her historical inquiry experience in HIPD Session 5, Mrs. Jilley said that she felt it was somewhat difficult for her students to grasp the historical thinking skills because the focus of the *World Cultures* curriculum was more geography and culture. However, she did indicate her confidence in her students' ability to assess the reliability of a source (HIPD5, J: 79-86). For the most

part, she believed the students had trouble with the terminology and that they might need more exposure to the terms in future historical inquiry activities.

Despite her concerns about her students' difficulty in grasping historical thinking skills, Mrs. Jilley concluded that using historical inquiry was an effective way to teach history. However, her beliefs were tempered with reservations about how and when it should be implemented. Before the HIPD began, she indicated she believed historical inquiry helped to encourage the students to "question further" (J: 115). By the end of the study, Mrs. Jilley admitted "you are not just taking an event or topic at face-value... You're looking, exploring other options, taking a look through materials that you might not have looked at before... hoping students will walk away with a deeper understanding of the historical event" (J: 818-820: Although she was not asked about her beliefs about the effectiveness of historical inquiry in teaching historical thinking skills at the beginning of the HIPD, Mrs. Jilley seemed to believe that the method was effective by the end of the study.

She also showed a slight change in her contention that the historical inquiry strategy was effective all the time. In her Post-HIPD interview she explained, "The only time that I could really think that historical inquiry would not be appropriate is if you are introducing a unit, you know you are in the early stages when you are introducing background information" (J: 846).

However when asked specifically about the SCIM-C Strategy, which was the historical inquiry method used during the study, Mrs. Jilley expressed stronger reservations about the feasibility of using this method of historical inquiry. She was unfamiliar with the strategy before the HIPD began. During the HIPD sessions, the

strategy was explained and modeled and participants had an opportunity to practice using the strategy during the second HIPD session. Nevertheless, during Observation 3, Mrs. Jilley admitted her reservations about using the full SCIM-C Strategy, stating that even the terminology of “SCIM-C” seemed too much for her students. She believed they would be overwhelmed. During the post interview, she reiterated this position:

The SCIM-C Strategy in its entirety was too hard... I don't know if my 7th graders would be ready. I thought it was too extensive, you know maybe if I did just one document. I think if I did the 3 or 4 that I chose, it would be too extensive. I suppose if I jigsawed [instructional method of dividing the work between members of a group] it. As adults we did a great job when we did the one on Jamestown. That was okay. But I don't know about the kids... (J: 828-832).

In addition to the difficulty of the SCIM-C Strategy, Mrs. Jilley also admitted her concern about the difficulty in locating resources. Over the course of the study, she came to the realization that resources are not as readily available for events and topics further back in history. She remarked, “I found that finding resources for Peter the Great was more challenging than the topic of OPEC, which is more recent. I think the further back you go, the more difficult you have in finding resources” (J: 852). In fact, the sources Mrs. Jilley used for the Peter the Great of Russia Inquiry were website sources downloaded from a web log. The sources used for this historical inquiry activity were not the same quality of sources used for some of the historical inquiry activities in the *Early American History* course. However, during HIPD Session 5, after hearing her colleague Mrs. Ryan (the other case study participant) share her experience with the historical inquiry SCIM-C Strategy, she appeared willing to try the strategy with another class of students who have more challenges with learning. Mrs. Jilley posted the following comment on her Wiki Journal:

As a result of this session, I'd like to try... using my co-op class [content teacher and special educator work together with students who have special needs] to work on the SCIM activities as well. Mrs. Ryan was able to successfully work with Lilly (special educator), so what is to say I cannot start small with my kids? I do give them primary documents when I can in geography so now I should start to ramp it up and include everyone. (Wiki-J: 27).

Again, Mrs. Jilley's beliefs about historical inquiry remained positive throughout the study and she appeared to be encouraged by the work of her colleagues. She felt the SCIM-C Strategy needed to be significantly modified for her students and that the challenges in finding good quality resources were greater in the *World Cultures* curriculum. As a result, a change was observed in Mrs. Jilley that indicated her beliefs about the feasibility of the use of historical inquiry in the middle school social studies curriculum diminished slightly.

Changes in Mrs. Jilley's beliefs about professional support systems. In terms of the district's educational system, by the end of the study, Mrs. Jilley became even more critical of the schedule design. She found the forty-seven minute period constraining and one that made the implementation of historical inquiry very difficult. Early in the study, she complained, "There is not enough time to do history and to do it right and the way I would love to do it...47 minutes, 5 days a week is not enough!" (J: 231). The belief that the schedule was a hindrance became even more vivid after completing the historical inquiry professional development when she admitted, "I think the HIPD definitely opened my eyes to how much more there is and how little time I have to make things spectacular...just how little time there is" (J: 777, 853). In fact, she reported the historical inquiry activities took at least 2-3 full class periods.

In addition to the shortness of the class periods, the constant interruptions in the schedule caused by mandatory state testing, school holidays, school assemblies, weather cancellations and field trips were also a hindrance. She described the frequent interruptions in this fashion:” It's the start - stop, start - stop, start- stop. You know at the beginning of the year you try to get everybody on a routine. Then it's a holiday” (J: 952). The interruptions appeared to create an additional obstacle to her beliefs about the supports available to implement historical inquiry.

Despite her seemingly positive belief about the use of the historical inquiry method at the outset of the study, Mrs. Jilley came to believe it was more suited to the *Early American History* curriculum and that it was more difficult to find ways to incorporate this strategy in the *World Cultures* curriculum. Before the HIPD began, she believed the historical inquiry strategy would be an easy fit for her course. However, her beliefs changed about the feasibility of implementing the historical inquiry method in the *World Cultures* curriculum.

She often struggled to fit what she perceived as a good instructional strategy into the curriculum. The *World Cultures* curriculum had a greater emphasis on geography and culture. In fact, she said she purposely tried to avoid topics that were covered in *Ancient Civilizations* taught in elementary school. She believed the primary focus should be on understanding the geography and people of the four culture regions. History, she believed, was certainly part of the culture, but time did not allow for extensive coverage of the history of these regions. In fact, when asked six months later, after the conclusion of the study, Mrs. Jilley said, “Now I am teaching the 8th grade [*Early American History*], so it all fits in very nicely. In *Early American History* we are getting into colonial times

and moving toward the American Revolution where there is so much more to work with for the historical inquiry” (J: 935-936).

Mrs. Jilley’s beliefs about the type of professional development that most strongly supported her as an educator changed in favor of professional development that is connected to the content-area. Prior to participating in the HIPD, Mrs. Jilley participated in numerous professional development opportunities, most of which were not content-specific. Some were mandated by the school district, others she voluntarily chose to attend. She attended very few that addressed content-specific pedagogy. She was enthusiastic about being a part of the HIPD and sharing ideas with other social studies teachers. After HIPD Session 2, she posted the following comments on the Wikispace Journal:

I received.... a cool technique about teaching thematic units in history from Will (pseudonym). It was through the discussion [the instructor] started about the difference between Historical Inquiry and Historical Thinking. I cannot wait to try it! I learned... how valuable it is to have people of the same discipline together and wish it was more often. Social Studies people hardly get the chance to talk social studies/history stuff and it is so important especially junior and senior high! I love to know what is going on at the high school. I am thankful we have been brought together so we will have the chance to share” (Wiki-J: 9-10).

After HIPD Session 7, she reiterated her gratitude for working and sharing content-specific pedagogical strategies with her colleagues on the Wikispace Journal. “I valued... listening to the others share their SCIM-C activities round 2. The people in this group have amazing ideas and means in which to pull off their activities” (Wiki-J: 32). At the end of the HIPD, Mrs. Jilley remarked, “Well, it’s probably the best professional development I ever had because it directly applied to my content. This is certainly applicable. All the other professional development is not necessarily so” (J: 739-741).

The HIPD provided a rare opportunity to share ideas and resources among colleagues that changed Mrs. Jilley's beliefs about quality professional development. For a full review of Mrs. Jilley's responses on the pre and post responses to the HIPD Survey items related to her beliefs, see *Figure 3.3*.

Changes in Practices for Mrs. Jilley

Mrs. Jilley also exhibited four changes in both instructional practices and professional practices. First, she added a new active (as opposed to passive) instructional practice to her classroom practices while learning how to use the historical inquiry activity over the course of the study. Second, she also systematically modified the SCIM-C strategy throughout the period of the study. Third, compared to before the HIPD began, she showed more initiative in finding and using more diverse primary sources in her social studies teaching. Finally, her professional practices as an informed practitioner and an enthusiastic, risk-taking learner were reinforced and intensified during the study. Evidence of each of these changes is outlined in the sections below.

Changes in Mrs. Jilley's instructional practices. An analysis of the data suggested that the introduction of the historical inquiry method might have added an additional active practice to Mrs. Jilley's repertoire of instructional practices, therefore tipping the balance more in favor of active engagement. As a result, a change in instructional practice was observed. As noted in the section on pre-existing practices, Mrs. Jilley used a combination of both active and passive instructional strategies. However, in the three observations that took place after the HIPD began, other than time set aside for reminders and homework collection, the majority of the class periods were devoted to the historical inquiry process (SCIM-C Strategy), an active learning practice.

Although passive instruction did take place during the observations, only about ten minutes at the opening portion of each period was devoted to more teacher-directed instruction of skills and content. Then the students became actively involved in learning the SCIM-C Strategy through modeling, teamwork, and individual examination of sources provided. This was in great contrast to Mrs. Jilley's first observation when students were engaged in passive instruction throughout the period as they wrote the correct answers on a worksheet they were reviewing with Mrs. Jilley.

To further confirm the use of historical inquiry in the classroom, the two students Paul and Cole were asked whether they noticed any changes in Mrs. Jilley's practice regarding the use of historical inquiry at the end of the study. Both Paul and Cole explained they had engaged in historical inquiry in their social studies class, unlike their responses from the pre-interview when they could only recall doing an inquiry lesson in science class. First Cole said, "We did stuff on Confucius, about how he thought – filial piety. We read some of his writings." Paul shared his recollection, "The one we did on filial piety. We had to answer what it was like for a child to respect their parents and ancestors and what they did to show that." Both students recalled the most recent historical inquiry activity, most likely because it was the most fresh in their minds.

Despite the perceived constraints, she was able to implement the modified SCIM-C Strategy with some success, a more student-centered approach to instruction. Over the course of the study, Mrs. Jilley systematically changed implementation of the SCIM-C strategy in her class to meet her students' needs. In the first observation after the start of the HIPD (Observation 2), Mrs. Jilley implemented the historical inquiry activity for the first time, using a modified set of SCIM-C questions by first modeling the inquiry

activity. The inquiry activity addressed the following guiding question: “Why was it important for OPEC (Organization of Petroleum Exporting Countries) to be formed?” She selected four pieces of evidence and began by providing direct instruction for the historical inquiry method:

I am going to pass out 3 sheets. My questions are going to revolve around one Essential Question or Historical Question. For example, I might have you look at sources about the Amazon Rain Forest. We are trying to answer one question.... Here is how I would like it to go. Article 2 we will do together. Article 3 you will do in a group. Article 4 you will work on your own. Then we will look at the Essential Question again (J: 557-568).

In an effort to model the historical inquiry process, she began to read aloud the first article about OPEC. As she read, she explained difficult words and checked for understanding by asking questions that connected to students’ prior knowledge and interests. She asked about the price of oil and how it impacted their families and she used a comparison with “silly bands” to make a connection to the supply and demand of oil. To encourage students to think about what type of source they were reading, she asked, “Do you think this is a primary or secondary source?” (J: 582). For the summarizing component of the SCIM-C Strategy, she asked:

Who can tell me what the article is about?” (J: 587). Then she asked about the origin of the article and about its author; posing the following questions, “Do you think Henry (Henry Brun is the author) knew anything? There's no bibliography in the book? Should we try to find out more about Henry Brun? What conclusion can we make? How reliable is the source? Do you think this is a good source? (J: 593-599)

Similarly, Mrs. Jilley carried out the historical inquiry process in much the same manner during the third observation when she developed a historical inquiry lesson addressing the reforms made by Peter the Great in Russia in the early 1600s. She provided students with four pieces of evidence this time, two of which were visuals. In addition, she gave

students the set of modified SCIM-C questions that they were expected to answer for each of the documents (See Appendix Q). The classroom practice was as follows:

- Mrs. Jilley: I am going to give you some documents that we will examine today.
- Mrs. Jilley: I will read aloud the explanation of the "beard tax." Some men thought that shaving their beards made them look more effeminate.
- Student: What does effeminate mean?
- Mrs. Jilley: It means more feminine. The government told them how to dress. And that they had to wear knickers.
- Student: What are knickers?
- Mrs. Jilley: Look at my pants when I kneel [Mrs. Jilley kneeled]. That is how far their pants went.
- Student: [incredulous]: The government could tell the men they had to shave?' Mrs. Jilley: Let's read the guiding question.
- Mrs. Jilley: Now look at the documents and answer the questions before going back to the guiding question....What do you think the reform was?" (J: 647-658).

During the fourth observation, Mrs. Jilley appeared to revert back to more direct instruction and modeling, and much less opportunity for question and answer. Notably, the classroom was very warm, it was last period on a Friday afternoon, and the students appeared disinterested. Nevertheless, Mrs. Jilley followed the procedure, much as she had done during the previous two observations. She began by distributing the materials. However, this time, the historical question or essential question was not evident and Mrs. Jilley did not mention it once during the class period. The historical inquiry lesson was started after reviewing the previous night's homework, as well as information the class had learned about timelines and dates. Mrs. Jilley's instructional practice is indicated below:

We are looking at 3 philosophers: Confucius, Lao-Tzu and Buddha. Confucius is going to be the first, he lived between 551-479 BCE. Maintaining strong family ties was strongly emphasized. The relationships between individuals in a family were important. The five relationships were: Father and son, husband and wife, older brother to younger brother, friend to friend and ruler to subject. Confucian

ideals were thought to improve Chinese society at that time by providing everyone with roles and responsibilities to help create an ordered society. At your age of 12, 13, or 14 it might be difficult to understand the ideas of Confucius “The duty of children to their parents is one from whence all other virtues spring” (excerpt from Document 1). If you show respect and responsibility to your parents then you will have a lot of other good virtues or qualities. ‘Let your parents only reason for worry be whether you are healthy’ (excerpt from Document 1). You can't give your parents other reasons to worry about you. Let's take a look at the other documents...Now let's look at the historical questions (J: 707-725). (Appendix Q)

Most significantly, in spite of the constraints she felt by the focus of the *World Cultures* curriculum, Mrs. Jilley developed three historical inquiry activities using a modified SCIM-C strategy. She provided some direct instruction, modeled the first document in each activity, and offered some opportunity for question and answer. Using the historical inquiry process signified a change in her practice, as did the use of modeling techniques. Mrs. Jilley's use of the SCIM-C terminology was limited in her direct instruction and her focus on the guiding question was inconsistent. At times, she referred to the guiding question as the “historical question” and other times as the “essential question.”

In terms of grouping practices, Mrs. Jilley indicated the students would work in groups on the third document of the OPEC inquiry; however this did not take place during the observation, but rather the next day. During the Peter the Great historical inquiry activity, students had about twelve minutes to collaborate on answering the questions related to one of the documents. Again this was a change in practice from the first observation. Time did not allow for any group work during the fourth observation. Overall, the grouping practices were limited to one document per inquiry activity.

During Observation 3, in which group work was done, Mrs. Jilley designated

groups of four to five students. While they were working, she circulated to encourage reluctant group members, to answer questions, and to encourage productive teamwork. One student in each group took the lead to guide the activity. On one occasion, Mrs. Jilley moved a student from one group to another to encourage the student to be more productive.

Finally, a comparison of scores on the pre and post questionnaires indicated, that although Mrs. Jilley was not confident in her understanding of the historical inquiry method before the HIPD began, she still had a sense that she did engage the students in some type of historical inquiry by rating herself a 6 out of 10 in this area. Once she completed the HIPD, she changed her rating by one point to 7 out of 10, possibly indicating that she felt more comfortable with the method since she had implemented the modified SCIM-C Strategy three times.

Data combined from interviews and the HIPD sessions provided additional evidence that suggested Mrs. Jilley's instructional practices showed considerable changes in terms of how she addressed historical topics within the *World Cultures* curriculum. She did implement the modified SCIM-C Strategy with some success. At the end of the study, she admitted, "I probably wouldn't have examined filial piety as in-depth, we probably would have talked about it and I would have given examples of how it relates to the students" (J: 808). Her eagerness to try the strategy with her *Early American History* students the next year was evident in the following statement: "I can't wait to do this next year. I won't have to worry about all the cultural stuff" (J: 783).

Furthermore, Mrs. Jilley used several different types of sources more frequently during the historical inquiry activities. Once she was given guidance in the HIPD, Mrs.

Jilley had little difficulty finding the relevant sources. In fact, she began to take the initiative to locate sources that would be accessible for her students and relevant to curriculum topics. The use of primary and secondary sources had been part of Mrs. Jilley's instructional practice for quite some time; however she used several different types of sources more frequently as a result of her participation in the HIPD. She found primary and secondary sources for each of her three historical inquiry activities.

During HIPD Session 5, Mrs. Jilley also provided details about her use of multiple sources when she shared her first historical inquiry implementation with the other participants:

“I gave them 4 different sources: I gave them a blog, I gave them information out of *World Today*, which was an article explaining the beginnings of OPEC, information from the OPEC website, and I gave them a political cartoon. So I gave them different types of sources - primary and secondary” (HIPD5 J: 63-64).

She also explained the difference between the types of sources to her students. After HIPD Session 5, Mrs. Jilley remarked on the Wiki Journal:

I learned... the value of explaining the difference between first and secondary sources to my students. They were exposed to both types in their activity and did a pretty good job with some readings which were probably more of a high school level than junior high. I feel once they heard "primary source" students took it as gospel. As I proceed with the use of historical inquiry, maybe they will not see validity in all primary sources (Wiki-J: 25).

Engaging in the HIPD offered Mrs. Jilley the opportunity to find more relevant sources for her students and encouraged her to use more different types of sources than she had in the past.

In addition, her students remembered using primary sources as they recalled during the post interviews. Paul remembered, “We have done primary source activities where we have examined them and answered a specific historical question using these

sources.” Cole remembered, “We did stuff on Confucius, about how he thought – filial piety. We read some of his writings.” Both students’ recollections confirmed the use of primary sources in Mrs. Jilley’s practices. The historical inquiry process appeared to have reinforced Mrs. Jilley’s use of both primary and secondary sources, as well as changed the way she used the primary sources in her classroom.

Changes in Mrs. Jilley’s professional practice. By participating in the HIPD, Mrs. Jilley appeared to more often exhibit the characteristics of a professional who understands herself as a learner and as a professional. As an informed practitioner at the outset of the study, she continuously made decisions about teaching and learning based on enhanced knowledge, experience, and evidence. Over the course of the study, Mrs. Jilley’s decisions during her implementation of the historical inquiry process revealed this informed practice more frequently. She chose topics that she felt would interest the students and also fit into the *World Cultures* curriculum. She also made the decision to select only one question from each of the SCIM-C Strategy categories because she felt the students would be overwhelmed with the entire set. She admitted, “Using the full SCIM-C Strategy was too much for these kids. I looked at what the other professional development [HIPD] teachers did and I changed it” (J: 678, 680).

When selecting the topic for the second historical inquiry activity, Mrs. Jilley decided to use two visuals and two documents based on her knowledge of her students’ abilities and interests. She selected a topic that related to fashion in Russia during the time of Peter the Great. This was not a change from her pre-existing informed practice, but rather a reinforcement of the importance Mrs. Jilley sees in adjusting to student needs and interests.

Not only did Mrs. Jilley make informed decisions about her practice by assessing her students' needs and interests, but, over the course of the study, she also showed a renewed enthusiasm for learning and a renewed interest in trying new ideas and taking risks. She often adapted ideas from colleagues as she did with the Facebook activity she created for famous Russian leaders, as well as a flipchart activity she adapted from another member of the social studies department (J: 980). The activities were not always a success, but she was willing to try new strategies and ideas.

Further, Mrs. Jilley considered herself a "life-long learner" and she admitted, "I love to take classes, I have already said, if I hit the lottery, I would be a professional student. I do miss taking classes - You know I don't miss the taking of exams and the papers, just sitting, listening, learning" (J: 863). She frequently commented on the knowledge she gained through interactions with her team members during common planning time. She also was enthusiastic about being a part of the HIPD and sharing ideas with other social studies teachers. Lastly, Mrs. Jilley was very clear and confident about what she learned from the HIPD. She expressed the following:

I learned more about exploring beyond just pulling a primary source out of a book and using and reading it over myself and looking at it. I never worked with people or had been taught directly about how to actually use a primary source effectively. You say "primary source" in front of the class and woo...woo, but learning how to use the sources and going beyond is amazing. Do not just accept something because it says 'primary source' at the top. You have to consider the time, gender, religion, race, just the moment in time. There are so many different things that can play into a particular moment. You can't just accept it at face value (J: 742-749).

Mrs. Jilley' enthusiasm for learning from her colleagues and from professional development opportunities was most definitely part of her identity as an individual and a professional. The HIPD opportunity appeared to have reinforced these characteristics.

Changes in Knowledge for Mrs. Ryan

As a result of participation in the HIPD, Mrs. Ryan's knowledge changed in four areas. First, she came to a better understanding of how her students learn based on their own motivation levels. She also deepened her content knowledge in specific areas of the *Early American History* curriculum. Her knowledge about historical thinking skills and historical inquiry was deepened. Finally, her knowledge about new repositories of primary sources was augmented and she came to a new understanding of how to use artifacts in historical inquiry. Data to support these findings came from pre and post interviews with Mrs. Ryan and her students, classroom observations, audio recordings of HIPD sessions, Pre and Post-HIPD Surveys and Mrs. Ryan's Wikispace Reflection Journal.

Changes in Mrs. Ryan's knowledge about teaching and learning in general.

Over the course of the study, Mrs. Ryan came to understand that student motivation played a role in whether students chose to learn new skills, such as historical thinking skills. At the outset of the study, Mrs. Ryan was very optimistic about her students' ability to develop historical thinking skills. Yet over the course of the study and throughout the implementation of the historical inquiry strategy, she detected reluctance on the part of several students. She said they would just as soon be told to read the textbook and answer the questions at the end of the chapter, rather than be engaged in what they perceived as a difficult process where they were required to think. She

expressed it very clearly, “Because I think some kids and some adults too, prefer a more linear black and white way of approaching things and they don't want to get their hands dirty and they don't want to uncover the rocks and they don't want to look at all the different causes” (R: 79). Participating in the HIPD and engaging in the higher level thinking required by historical inquiry seemed to prompt this new understanding about the role of motivation of students in their own learning.

Changes in Mrs. Ryan’s knowledge about social studies content and pedagogy. At the outset of the study, Mrs. Ryan was seeking to enhance her knowledge of the content and pedagogy in the area of American history. Since she was teaching the *Early American History* curriculum for the first time in over fifteen years, she needed to continually learn new material as the year progressed. Her effort to re-learn and augment her knowledge was evident as she was able to supplement each historical inquiry lesson with contextual knowledge from the time period of an event. First, she revealed her knowledge about the early settlements in North America when the HIPD participants worked in teams on the SCIM-C Strategy to examine the events that occurred at the Jamestown Settlement. She shared the following with the HIPD participants:

They are still excavating so much of the site [Jamestown]. They are finding new stuff all the time and you know they have this one guy who they uncovered. They are trying to reconstruct how he died. They have a fragment from bullets in his leg and they think he might have accidentally shot himself because he was a dandy and he was not a trained militia man. He didn't know how to use the gun and when the Indians were attacking them they started getting paranoid and making them do practice drills and because they didn't know how to use the weapons... (HIPD2-R: 28).

Throughout the HIPD sessions, the interviews and the observations, Mrs. Ryan shared her knowledge about American history with passion. She spoke confidently about the

Boston Massacre during the American Revolutionary Period, about Shay's Rebellion during the Constitutional Period, about Andrew Jackson and Indian Removal, and the injustices experienced by the Native America peoples as shown below. In fact she revealed a deep knowledge about the Native American experience:

I thought that John Ross the Chief of the Cherokees was mostly Cherokee. In fact, he is 7/8 Scottish. He had one great grandparent who was a Cherokee. And yet he became the Cherokee leader. Quanah Parker was the other one of the Comanche. He was a half breed because his mother had been kidnapped by the Comanche. And they went through all the proper channels and even appealed to the Supreme Court and the Supreme Court agreed with them. Did you know that Davey Crockett resigned his Senate post because he was so ticked off when Congress passed the Indian Removal Act? (R: 892, 894).

The HIPD provided repeated and tangible opportunities for Mrs. Ryan to share her growing knowledge base with others. For example, she was especially excited about teaching her students the skills of political cartoon analysis. She mentioned her search for foreign-created political cartoons, which reflected other nation's opinions about the United States. During one of the HIPD sessions, she commented, "I have one [political cartoon] that came out of a book that shows a hamburger with a bottle of oil. It shows a hamburger...it is from an Argentinean newspaper - the hamburger is a symbol for America...a negative perception" (HIPD7-R: 29-30). She wanted her students to understand foreign perceptions of the United States. Thus, out of necessity and desire, as well as because of her participation in the HIPD, Mrs. Ryan's knowledge about social studies content and pedagogy appeared to develop over the period of the study.

Changes in Mrs. Ryan's knowledge about historical thinking skills and historical inquiry. A major change in Mrs. Ryan's knowledge about historical thinking was evident by the end of the study. Before the HIPD began, Mrs. Ryan seemed to have

a preliminary understanding of historical thinking skills. After the HIPD sessions, Mrs. Ryan able to more fully articulate her understanding of historical thinking skills, but she also provided an example of how this impacted her instructional practice and the knowledge of her students. Mrs. Ryan's definition at the end of the HIPD revealed a much deeper understanding of historical thinking skills:

Well [historical thinking skills] just mean the ability to try to look at things from multiple angles...and to try to get multiple sources and perspective ... [and] everything could be dissected and looked at in a much more complete manner than just the overview that most of our history books and most of our general knowledge. And sometimes it's when you are using the skill of digging, and you look back at the historical context, something else was happening that might have impacted. And what was happening in the world at the time...You look back at the historical context, you might not realize that something else was happening that had a significant impact on [an event]. A good example I can give you- We are doing some inquiry on the Cherokee on the Trail of Tears, and the Indian Removal and I have a lot of artifacts from my family, from my genealogy and I have a set of Cabinet Cards, They are from the 1870s and 1880s and they are photographs of Native Americans and they have handwritten notes in my grandfather's handwriting on the back. And they depict the Kiowa and the Arapahos and you know various Indians and when we revisited those pictures. Because when I brought them in at the beginning of the year and I brought them back this week and it gave us a completely new way of looking at those pictures because the kids and I were all appalled at the way the Indians were being treated, it was completely racist. But yet when you looked at the photographs, they did look very savage in some ways and they didn't have the same type of hygiene or the same type of demeanor that western people had, the American people had so it kind of made sense to me. It almost made sense to me that some people would refer to them as savages. Because the way they came across on the camera, they did look kind of scary. And I had never really thought about that before, I had just looked at them without thinking about people's perceptions (R: 719-733).

While this quote from Mrs. Ryan is quite lengthy, it connects many elements of her knowledge about historical thinking skills. In her comments, she addressed sourcing, perspective taking, contextualizing, and even the use of authentic artifacts from the 1800s. She also spoke of her efforts to engage students in historical inquiry and make connections to their prior knowledge.

Moreover, Mrs. Ryan's definition of historical thinking skills on the Pre and Post HIPD Surveys also showed an enhanced understanding. Mrs. Ryan's definition of historical thinking skills at the end of the study does come close to the researcher's accepted definition. She freely used terms such as "historical context," "multiple sources and perspectives", and "the skill of digging." Interestingly, she rated her understanding of historical thinking skills as a "7" on the Post-HIPD Survey, as compared to a rating of "6" on the Pre-HIPD Survey. This minor change might reflect Mrs. Ryan's thirst for additional knowledge about historical thinking skills and a possible desire for more professional development in this area.

Furthermore, during the observations in which Mrs. Ryan implemented the historical inquiry process (SCIM-C Strategy), she used the terminology of historical thinking skills such as "perspective" and "reliable source" numerous times as reflected below in this set of quotes from the second observation:

In this class, we all might have a different perspective about what happened... Her perspective (the author of the letter) is that these British soldiers were doing only what they could do considering the events of the time.... Just for closure on the first one (first document), do you think that it is a reliable source? As we read this next document, think about the point of view they have. (R: 440, 469, 472, 478).

In the third observation, Mrs. Ryan also used the terminology of historical thinking skills several times, referring to the term "contextualize" when she asked the students to look at the timeline on the ceiling in an effort to place the event, Shay's Rebellion, in a time period.

By the end of the HIPD Mrs. Ryan's students, Brittany and Alan, also showed growth in their knowledge of historical thinking. At the outset of the study, neither was

able to come close to the definition of historical thinking skills in the beginning. Brittany first defined historical thinking skills as “When you look back at history and answer questions.” In contrast, at the end of the study, she explained historical thinking as: “Maybe how to think about how people would think from the time you are studying, from their point of view.” Alan also showed some growth in his understanding of historical thinking skills, moving from initially describing them “as smart thing to do” and by the end of the study indicating they are “Something that you looked in to find information that you needed or wanted. Primary sources are probably exactly what the subject is about.” The students’ apparent change in knowledge supported the significant change evident in Mrs. Ryan’s understanding of historical thinking skills.

Both students also showed heightened understanding of the terms *perspective* and *corroborate*. Brittany’s definitions of *perspective* from before and after the HIPD were very similar. First she defined it as: “To look at it from different views.... to try to find out what was going through their heads when they were drawing or writing. If you go to the museum and you try to look at different types of artwork. You try to see their inspiration for why they created it.” Then in the post-interview she defined it as: “To try to see what they were seeing when they wrote or drew something. Maybe what they were feeling or what they were thinking.” However Brittany also revealed her additional understanding of *perspective* in the following comment made during the implementation of the historical inquiry method (SCIM-C Strategy) in the second observation. She explained, “In a letter you might get one person's source, but a textbook has both sides” (R: 452). However she was unable to define *corroborate* when asked during either the pre or post-interviews.

Alan's understanding of key terms also seemed to have improved. At the end of the study, when asked about *perspective*, Alan might have confused it with *corroborate* because he said he thought it meant, "I think it has to do with similarities between two reliable sources." Then, when asked to explain *corroborate* he responded, "I usually look at information in more sources to find more detail to find the answers. Or I ask a teacher. Maybe try to look at more information - different reliable sources. Usually documents or a book are reliable, any information that had been proved correct." Interestingly, when asked about primary sources just prior to the question about *perspective*, Alan offered the example of examining political cartoons and how when one views the political cartoon, one is examining not the actual drawing, but rather the message of the cartoonist.

Overall, Mrs. Ryan's knowledge of historical thinking skills grew considerably during the six-month study period. This was confirmed by her comments in her post-interview, her explanations during the observations and the comments of her students. Not only did Mrs. Ryan's knowledge of historical thinking skills grow, but her knowledge of the process of historical inquiry also showed growth. Before the HIPD began, she seemed to have good understanding of historical inquiry. She was fairly certain it was a process and that the process would help students analyze historical events in a more systematic way. Nevertheless, her understanding of historical inquiry deepened over the course of the study as reflected in her detailed description of historical inquiry during the post-interview which she presented with considerable confidence:

Historical Inquiry is a way of looking at events from history. But you can go off on a tangent; historical events can even be events happening now. It is just a way of getting a complete picture of what exactly transpired, getting the different perspectives. And what was happening in the world at the time; looking at it from the point of view of the various participants. And just trying to get a deeper

understanding of why the outcomes ended up the way they did and how they could have changed... So with historical inquiry, gives us the ability to look back and say, 'if only we could have done.' Or why did they do it this way or how could they have done this? (R: 700-709).

Mrs. Ryan's deeper knowledge of historical inquiry was also revealed in the different definitions she provided on the Pre and Post HIPD Surveys and in the pre and post interviews: "Historical inquiry is the practice of historical thinking ...using the various evaluation and comprehension tools to assess a topic from all perspectives and come up with your own judgment about it." After having completed the HIPD sessions and implemented the SCIM-C Strategy a number of times in her class, Mrs. Ryan's knowledge about historical inquiry process appeared to have changed considerably. For a full review of Mrs. Ryan's responses and definitions in the pre and post interviews and on the pre and post surveys, see Appendix O and *Figure 3.3*.

Additional data from Mrs. Ryan's journal reflected these findings as well. On the Wikispace journal set up for participant to reflect on the HIPD sessions, Mrs. Ryan remarked after Session 1, "I received a more concrete definition of Historical Inquiry during the presentation..." (Wiki-R: 6). After HIPD Session 2, she also commented on the similarity between the SCIM-C Strategy and the National Archives' Primary Source Analysis guideline sheets:

In this session I received some detailed explanation of the SCIM Strategy, which seems very similar to the strategies that are used on the National Archives sites (for Document Analysis etc.), but just under a different name. It is interesting that there are acronyms for a lot of the methods that we already use (Wiki-R: 13).

Mrs. Ryan's students had already been exposed to some aspects of inquiry in her social studies class, even though she might not have used the terminology of "historical inquiry"

By the end of the study, Mrs. Ryan located large repositories of primary sources on the Internet to demonstrate her ability to locate resources for historical inquiry. She asked during the initial interview if she would be provided with computers so that she and her students could search for sources on the Internet. Despite the technology limitations, by the end of the study, she was marveling at the amount of primary sources and information available online. She enthusiastically remarked:

I could not believe the amount of websites that actually had already completed lessons on historical inquiry on a variety of topics... Once I understood what the catch words were and how to search for things... The knowledge of where to find the information, you know all those websites and there are a lot of websites that I didn't even know existed before this (R: 819-922, 924).

She apparently retained much of her knowledge about these resources because during the follow-up interview conducted six months after the end of the study, she explained:

Just in the past week, I have gone back to some of the websites, specifically the Historical Inquiry (SCIM-C) website [www.historicalinquiry.com/links/index.cfm]. And I have been jumping around on some of the links just to see if any of the 20th century history materials can be incorporated into the units that I am doing now. Then when I started unpacking all of my boxes, I didn't use all of them I have so many resources for Early American History. I have so many primary sources (R: 967-968).

After the first HIPD session, Mrs. Ryan posted a comment on her Wikispace Journal indicating her success at finding primary sources for the topic she was addressing with her students. She reflected:

I actually was able to find some good passages that were written from a variety of viewpoints during the early days of the colonies. One was written by a German immigrant to Philadelphia, and it presented a very negative point of view about the immigrant experience. This surprised me, as I suppose I had always assumed that the early immigrants possessed a happy-go-lucky attitude in their venture.....not until the Irish or the slaves, did I imagine that they might have endured such tremendous hardship (Wiki-R: 10).

In addition she noted on her Wikispace Journal that she had used some of the same documents in her class as were used in the Jamestown SCIM-C activity during HIPD Session 2 (Wiki-R: 14). She was also very complimentary of the resources she received during the HIPD Session 3:

In session # 3, I received some great suggestions for web sites and sources for inquiry based resources. Some of them were familiar to me, and some were new. Since first being clued in to this "inquiry" model last fall, I have found a virtual treasure trove of sources for my curriculum, and have become more and more comfortable using them in the classroom (Wiki-R: 18).

Finally, after the last HIPD session, Mrs. Ryan's knowledge about using primary sources took a new direction. She learned about the effectiveness of using more tangible items or artifacts for the students to examine for evidence. She reflected,

“This week, I incorporated some additional "sources" (not so selectively mind you...I just tried to grab interesting things that I had around the house). Presenting the kids with the actual tangible item and having them touch it, feel it, see it, use it, etc.; providing a new way to invigorate my lessons. Now I am actually thinking of other cool items that I can bring in!” (Wiki- R: 32).

This new excitement about using artifacts might have been a result of the last HIPD session in which American Colonial History Professor Linford Fisher of Brown University shared his ideas about historical inquiry and the use of artifacts. He said during the session, “You need the integration of objects and documents. Triangulate objects with other kinds of sources” (HIPD8 Fisher: 24-25). During the post-interview, Mrs. Ryan again reiterated this new direction, in the following comment: “I want to branch off into artifacts, things that they [students] can really hold” (R: 772).

For each one of the historical inquiry lessons she presented, Mrs. Ryan was able to find more than enough resources. In fact, she admitted that at times, she found so many on the Internet and she said, “You just get sucked in....And there are so many things and

you start printing them out and you say what am I going to use?” (HIPD7 R: 103-104). Evidently, Mrs. Ryan’s knowledge about resources for historical inquiry exploded. She began to search using some of the recommended sites, as well as developing the skill of knowing which key words to use in her search.

At least one of Mrs. Ryan’s students showed change in her knowledge about primary sources during the study. Brittany first explained primary sources as, “A dictionary or an encyclopedia.” By the end of the study, she had a much better understanding of primary sources, “First accounts I don’t know how to explain it. If somebody writes something down at that time and you want to know about that time you could use that source. You could use that to compare to books you are reading or articles on line.” The change in Brittany’s knowledge was additional confirmation of Mrs. Ryan’s knowledge that was imparted to her students. Consequently, as a result of participation in the HIPD, significant changes were observed in Mrs. Ryan’s knowledge about student motivation for learning, historical thinking skills, historical inquiry and primary sources.

Changes in Beliefs for Mrs. Ryan

This section provides evidence for the changes observed in Mrs. Ryan’s various types of beliefs over the course of the study. First, Mrs. Ryan became convinced that students should be assigned work that requires them to think more critically. Secondly, she believed that videos and visuals took on an even more important role in instruction when using historical inquiry. Also her belief about modifying lessons to meet the needs of her students was reinforced. Third, her belief about making connections to students’ prior knowledge, experience and interests was intensified through her engagement in the HIPD.

A fourth pattern for Mrs. Ryan was that the role of questioning in instruction took on a new importance, and she came to believe that inquiry should be a central strategy for history instruction. Fifth, her initially optimistic beliefs about middle school students' ability to think historically were tempered by her perceptions about students' motivation levels and various time constraints. However she was convinced that the historical inquiry method was a valuable and feasible way to teach history. Sixth, with respect to professional support systems, her concerns about the lack of administrative support in the areas of technology and resources, as well as in schedule design were heightened during the study. Seventh, she came to the realization that not all curriculums were suited to historical inquiry. Finally, at the end of the study, she was convinced that the most effective professional development are those which offer teachers in the same district the opportunity to collaborate on an ongoing basis.

Changes in Mrs. Ryan's beliefs about teaching and learning in general.

Engaging in the HIPD reinforced Mrs. Ryan's belief that assigning more critical thinking assignments was more valuable for her students. As she remarked in her post interview, Mrs. Ryan acknowledged her willingness "to give them [students] something that is not as linear and structured like a textbook assignment" (R: 784). Compared to her pre-existing beliefs, she was more willing to try open-ended tasks and ones that did not have a specific solution or conclusion as was the case with historical inquiry activities. Because she was open to discussion and wanted to encourage her students to express their opinions, the implementation of the historical inquiry activities provided a perfect opportunity for the types of classroom activities she valued. The historical inquiry activity in effect reinforced her belief in inquiry-based instruction.

Also, the historical inquiry method strengthened her resolve about using videos and visuals to enhance instruction. Mrs. Ryan found that videos and visuals could provide useful evidence as part of the historical inquiry process. Because she came to the study with the strong belief that visuals enhanced instruction, throughout the implementation of the historical inquiry activities, she tried to make connections between the videos or visuals students had seen and the evidence they were examining. She reiterated the impact of videos on her students while explaining her experience with the implementation of the historical inquiry to the other HIPD participants. During the first historical inquiry activity, Mrs. Ryan introduced two different primary documents describing the events of the Battles of Lexington and Concord; one was written by a loyalist and the other by one of the commanders of the Colonial troops. She was impressed by the connections the students were making between the historical inquiry activity and the video:

What it [*America, The Story of Us*] did for kids - it brought to life as if it were written for the letters that we read, the textbook we had gone over...they were excited to see the guerilla warfare and the ragtag army and one of them said ‘I didn't see anyone cut a nose off’ (HIPD5 R: 41).

Through videos and other visual aids, students were given the opportunity to further corroborate information when examining an event in history.

Another change in Mrs. Ryan was that she exhibited even more flexibility and adaptability than previously observed. “I always modify. I'm just a realist,” stated Mrs. Ryan at the end of the study. Being flexible and adaptable were characteristics of Mrs. Ryan from the outset of the study. However, as she worked with her students on historical inquiry, she saw how modifying the SCIM-C strategy and making it more

accessible to her students enabled them to think historically. She explained how she took large topics in history and honed them down to a size that was manageable for the students. Her pre-existing ability to determine the saturation point of her students and to assess their learning enabled her to modify the length of the historical inquiry activity in such as way as to make it a valuable learning experience. By the end of the study she remarked:

I am kind of detaching from feeling like I have to go from A to Z and finish every single thing I start. And so, I am giving myself the permission to say we're not going to finish this and we don't have to finish this, you guys just learned a big lesson by having to really dig through this one document. Have a class discussion and then be willing and flexible enough if we hit a road block, we stop, if we run out of time or it's a weekend. And now we are just going to move on to something else. So it's like enjoy the journey, not the destination (R: 743-745, 785,787).

This adaptability was also evident in how Mrs. Ryan modified the SCIM-C Strategy. First, she took the SCIM-C questions and reduced them to a set of questions that addressed the various categories of the SCIM-C Strategy (See Appendix R). During the HIPD Session 5, Mrs. Ryan shared her experience with the implementation of the historical inquiry activity on the Battles of Lexington and Concord. She explained how she modified the questions: “We kind of really shaved it down so you know that we could reach them [the students]” (HIPD5 R: 18 – 19).

Mrs. Ryan’s willingness to adapt the SCIM-C Strategy to meet the curriculum mandates, as well as the skills and needs of her students, was evident throughout the study. Knowing that sometimes her students have difficulty producing written evidence of their work, she modified the SCIM-C Strategy to ensure students would not become overwhelmed. She described this group of students in the following way: “I mean if we

can get them to write their name on the paper, we are lucky. So sometimes it is like a hit or miss as to what we can get out of them” (HIPD5 R: 9-10). Because she was convinced of the value of the historical inquiry activity and that her students would benefit from examining events using this method, her belief in the need to be adaptable was strengthened.

Making connections to what students’ prior knowledge, experience and interests was also reinforced through historical inquiry implementation. Mrs. Ryan’s belief in making connections was evident in every aspect of her practice - in the classroom with her students and in the HIPD sessions with the other participants. For example, when introducing the first SCIM-C Strategy on the Battles of Lexington and Concord, Mrs. Ryan introduced the activity in this way: “We're not just going to look at these [letters] - we have to look at these as if we were CSI [Crime Scene Investigators, popular television program] investigators” (R: 447). During subsequent observations, Mrs. Ryan frequently asked the students to “remember when...” and also used some familiar terminology with which the students could connect. When reminding them to remember a particularly important event, for instance, she remarked, “tuck it in your hard drive.” (R: 528).

In Observation 4, students were examining primary source evidence from the Lewis and Clark Expedition. Two students were given a map drawn by Lewis during the journey. Mrs. Ryan asked one of the students to compare the large classroom map of the Louisiana Territory to that created by Lewis. The student examined both maps, explained that, “today we have satellites,” and estimated that Lewis’ rendition of the Louisiana Territory was quite accurate, about 75-85% (R: 658-663). Each time Mrs. Ryan implemented the historical inquiry activity in her class, the students became more

familiar with the process. Mrs. Ryan believed that making connections to the steps in the earlier activities, as well as to their prior knowledge, would help them acquire historical thinking skills.

Furthermore, throughout the HIPD sessions, Mrs. Ryan would weave into discussions connections between the content and her students' prior knowledge. After listening to one of the participant's suggestion to examine history more thematically, she agreed with the feasibility of this format: "That makes sense because kids can make connections then across the board. If you are doing revolution, compare American Revolution to the Russian Revolution to the Egyptian Revolution." Also when one HIPD participant was discussing the complicated details of the life of Henry the VIII, Mrs. Ryan commented: "What we have to show is the universality of the experience. That Henry could be like their boyfriend or their parent, but didn't have the tools to do divorce legally...the problem is though, the students don't realize they have to do the groundwork before they can make the connections" (HIPD6 R: 38, 40).

By the end of the study, Mrs. Ryan was convinced more than ever of the importance of making connections. She shared how she was discussing a recent comment by President Obama chastising the Israelis for not honoring borders and how then she made a connection to the hundreds of treaties, which the US government failed to honor with the Native Americans. This was part of a historical inquiry activity in which the students were examining a US Supreme Court case, *Worcester v. Georgia*, (1832) over the rights of the Cherokee. She remarked: "This particular inquiry requires them to build on prior knowledge, and to build on precedents [legal] that have been set.

Oh, remember when you looked at this and this is what we found out. You know this is a similar thing” (R: 842).

In sum, implementing the historical inquiry process reinforced Mrs. Ryan’s strong belief in making connections to her students. She found it very easy to consistently make connections between historical events and her students’ prior knowledge, experience and interests. In fact, making connections was constantly on Mrs. Ryan’s mind as reflected in this Wikispace Journal posting after HIPD Session 7: Lying awake at night, I usually start to think about school....and eventually, I start to brainstorm how I can more adequately address the interests of the students (Wiki R: 29).

Other evidence suggested that Mrs. Ryan’s beliefs about the importance of questioning were also reaffirmed with the implementation of the historical inquiry method. Throughout the observations, when Mrs. Ryan was implementing the historical inquiry method, she guided the students through the initial steps of the process by posing questions to the students to pique their interest and to guide their investigation of the evidence. For example the guiding question (or “essential question”) for the first historical inquiry activity was: What really happened at the Battles of Lexington and Concord? Then during the examination of the evidence she reminded them to “Think about all the massacres and other Pre-Revolutionary Events. Why did they take place in New England?” (R: 425). This type of questioning was consistent throughout the observations. The historical inquiry method might have given her an opportunity to question the students more deeply, especially since the guiding questions asked them to pull their ideas and evidence together.

Another pattern that emerged was that Mrs. Ryan's beliefs about the importance of teaching and learning history seem to have moved in the direction of inquiry while she participated in the study. She found students became more interested in historical topics when she allowed them the opportunity to make informed decisions about what happened. She shared the following:

I think that they like, well some of them I should say, I think some of the kids' interest gets piqued when you can allow them to dig around because it's not like you are telling them that there is a black and white answer. Because you are showing them where to go and letting them be the ones to excavate the conclusions (R: 765).

Historical inquiry took history out of the "black and white of the textbook and made them [students] realize that these are real people having bad days and good days and you know" according to Mrs. Ryan (R: 815-816). So, history was not about recounting the past in a story, but in effect examining past events and drawing conclusions based on evidence examined. Thus, engaging in historical inquiry, she believed, made the study of history more interesting and relevant to her students.

Changes in Mrs. Ryan's beliefs about middle school students' ability to think historically and to engage in historical inquiry. Despite her reservations, Mrs. Ryan was convinced that given the proper time and resources, middle school students could learn to think historically. However it was tempered by the realization that some students would choose not to engage in the more difficult task of thinking historically. Before the study began, she was very confident in her students' ability to think historically. She also showed great optimism for her students' ability to corroborate sources and to make more informed decisions and judgments as a result of learning historical thinking skills. However, by the end of the study, Mrs. Ryan's optimism was tempered by what she

perceived as reluctance on the part of some students, as well as a concern about the length of time it took to properly implement historical inquiry.

Data from Mrs. Ryan's post-survey indicated that motivation seemed to play a role in the students' ability to think historically; Post-HIPD Survey, "if they want to...." Could this have been a result of some of the students' reactions she faced in implementing the historical inquiry? She recalled some of her students complaining about doing historical inquiry, "Can't we just answer questions in the book?" (R: 766).

Nevertheless, at the end of the study, Mrs. Ryan still believed in her students' ability to think historically. When asked to share her first experience with historical inquiry in HIPD Session 5, she said this when asked about whether she thought her students could think historically:

Oh, Absolutely, I find that now unless I give them a document, a visual, a comparison, they don't want to do...oh we're just going to read the textbook, like it's almost as if I have to put out a full course...I mean because they are so accustomed to it. I have filled up a whole box of primary sources because this unit really lends itself to this. I don't know where it will be next year with the Middle East (HIPD5 R: 51).

However, she also expressed concern about insufficient time to adequately implement historical inquiry and the need to also incorporate artifacts for the students to actually hold (R: 770-772). These concerns of motivation and time did not prevent her from continuing to wrestle with the more challenging instructional strategy of historical inquiry. In fact after one of the HIPD sessions she posted on her Wiki Journal:

After this session, I plan to assign a very detailed historical analysis assessment to my classes, utilizing some of the skills that we have been learning about. My beliefs about the daunting challenges of this type of teaching are diminishing every time I try one.....even when the results are not what I had hoped for (Wiki R: 15).

Mrs. Ryan's personal reflections also suggested her belief in the value of using the historical inquiry method as an instructional strategy showed growth over the course of the HIPD. After the first HIPD Session, Mrs. Ryan posted the following comment to her Wikispace Journal, indicating a strong connection to the philosophy behind historical inquiry and a validation of her own philosophy about teaching history:

This validation came in the form of some of the quotes that were included in the presentation notes, especially the one by Wineburg regarding our "membership in the entire human race". This concept of being a part of one world, one race is one that I emphasize with the kids at all times. I try to help them see history as a STORY....just like their life could be played out as a story, and to understand that all of the things that we are learning about were actually achieved or orchestrated by real people, who had mothers and fathers and brothers and sisters and were neighbors and friends etc.....it could have been one of their relatives!! Rather than being a boring series of dates and events, I want them to see the real core of the story, (I loved the use of the word 'shards' [VanSledright's (2004) use of the phrase "traces and shards of the past" [in referring to primary source evidence] in the notes)...The past was not / nor will be perfect....but it is in the imperfection that we can draw our real connections to the past (Wiki R: 7).

This comment further confirmed Mrs. Ryan's willingness to use the historical inquiry method with her students because she believed it was a valuable learning strategy.

In addition, Mrs. Ryan remained optimistic about the feasibility of using the historical inquiry method in her class. However once she actually implemented the process, she was able to identify some concerns about time management as well as the complexity of the SCIM-C Strategy.

During HIPD Session 5, when sharing her first experience implementing SCIM-C, Mrs. Ryan said "It was still a really, really stimulating class and we're still making references to it now as we go through the book [text] we're saying 'remember when we did this'" (HIPD5 R: 12). In her description of her second attempt at the historical inquiry method, Mrs. Ryan was pleased with students' insightful verbal responses, but

was somewhat stymied by the length of time even the modified version of the SCIM-C Strategy required. She shared the following comment, “I don't know about you, but for me to get to all five categories in one lesson. You know, I am not to that point” (HIPD7 R: 92).

By the end of the study, Mrs. Ryan was still convinced of the usefulness of the historical inquiry method, but she indicated that there was a time and a place for its use. She reiterated what she had said before the study began, “There are times when they do need just the straightforward background that the expository text will offer them or that my composed notes would offer them” (R: 875). While she also did not believe historical inquiry methods should be used on a daily basis, nor for every single topic, she felt, “It definitely does spice things up” (R: 877). Mrs. Ryan’s belief in the effectiveness of historical inquiry method is also reflected in her self-report data on the Post-HIPD Survey, in which she expressed a belief that historical inquiry was an effective way to teach (See *Figure 3.3*). Mrs. Ryan’s beliefs about the historical inquiry method (SCIM-C Strategy) might best be summarized in her comments made during HIPD Session 5:

My goal is not to "slay the dragon in one class. It is more like to collectively help them build up a kind of visual and a comprehension that they can take with them. Each person has a unique classroom situation and set of students and if students can verbally express some of these ideas related to historical inquiry, then I feel like they have learned (HIPD5 R: 43-45).

Lastly, Mrs. Ryan’s doubts about being able to locate adequate resources to carry out the historical inquiry were allayed once she accessed the primary source websites presented during the HIPD sessions and found a wealth of resources at her fingertips. When she was given the opportunity to examine reliable websites during HIPD Session 3, her concerns about accessibility to primary sources as a result of inadequate technology were

eliminated. According to her Wiki journal after HIPD Session 3, websites shared with the participants during the HIPD sessions were in some cases those with which Mrs. Ryan was familiar.

In session # 3, I received some great suggestions for web sites and sources for inquiry based resources. Some of them were familiar to me, and some were new. Since first being clued in to this "inquiry" model last fall, I have found a virtual treasure trove of sources for my curriculum, and have become more and more comfortable using them in the classroom (Wiki R: 18).

However, she found many more sites and said, "There are a lot of websites that I didn't even know existed before this" (R: 924). She even claimed to be captivated by the number of sites and resources available, having to sift through to find the ones most relevant and comprehensible to her students.

Changes in Mrs. Ryan's beliefs about professional support systems. As a result of participation in the HIPD, Mrs. Ryan's beliefs about the lack of administrative support for technology, the schedule design, as well as the concern over the curriculum intensified as a result of her participation in the HIPD. Several times during the study she reiterated her frustration with the lack of administrative support in the area of technology and resources. For example, she expressed concern about the quality of the technology to display some of the primary source documents for the historical inquiry activity:

[I am frustrated by] the lack of technology that I have to display them. I had a painting called 'The Trail of Tears' by Robert Lindenow. And I could copy off my little private copy machine a fairly clear color picture of it, but I couldn't get it to transfer to the overhead. I didn't have my laptop so I couldn't put it on the projector for them and I could only make a black and white in here and the copy machine was broken. So, I ended up with my one little copy on a clipboard passing it around to them, which was insufficient. So you know those technological challenges are a struggle" (R: 857-862).

Little had changed six months after the end of the study. Mrs. Ryan was still struggling with procuring the adequate technological tools. Consequently, the historical inquiry method might have been more successful, if Mrs. Ryan felt she had the administrative support in the area of technology. The implementation of the historical inquiry method might have intensified her beliefs about the lack of administrative support in the area of technology and the need for professional development in this area.

The need for a reform in the schedule was also made more apparent as a result of participation in the HIPD. The district's schedule design had often frustrated teachers because it did not allow sufficient time for teachers to implement activities that required in-depth analysis and research. Mrs. Ryan strongly supported allowing for more flexibility in time, and her anxiety over having sufficient time to carry out lesson plans, including the historical inquiry, only intensified as the study continued. She often commented that she needed at least 2-3 class periods to complete the historical inquiry activities, even in the modified SCIM-C form. At one point, she suggested a "double block" would facilitate the process. The lack of time issue did not disappear, but again seemed to intensify toward the end of the study.

Also, Mrs. Ryan came to the realization that not all social studies curriculum are necessarily suited for the use of historical inquiry. At first, she was very enthusiastic about using historical inquiry in both the *Early American History* and the *World Cultures* curriculum. However, by the end of the study, she was more cautious about saying that the historical inquiry could be easily implemented in the *World Cultures* curriculum. In fact, she admitted the *World Cultures* curriculum might present a challenge the following year. She confirmed this during a follow-up interview six months after the end of the

study. She had not been able to incorporate as many historical inquiry activities as she had hoped because she admitted, “I have had a more difficult time finding things that are appropriate for world culture and geographies” (R: 960). This was not a change, but rather an affirmation of her initial concern.

Finally, participation in the HIPD revealed to Mrs. Ryan the importance of frequent opportunities to collaborate with colleagues in ones’ own content area. Engaging in a content-specific professional development with colleagues from her own district convinced Mrs. Ryan that the best professional development opportunities are those which offer social studies teachers time to collaborate with colleagues and an opportunity to enhance both content and pedagogy (R: 754). She expressed her hope for professional development in this way: “In an ideal world, school (district leaders) would factor in professional development for us or have several social studies teachers be free the same period or make it so that we had more of an opportunity, because meeting with grade level teams is kind of counter-productive” (R: 947). Instead of criticizing the administration for not supporting professional learning opportunities for social studies teachers, Mrs. Ryan took a different path by suggesting the district support monthly meetings for all social studies teachers in the district to provide an opportunity for collaboration and coordination, similar to the type of collaboration she experienced in the HIPD.

Changes in Practices for Mrs. Ryan

This section will address the changes observed in Mrs. Ryan as a result of participation in the HIPD. First, in terms of instructional practices, Mrs. Ryan used more active practices. She also systematically modified the SCIM-C Strategy over the course

of the study. Furthermore she also used primary sources more frequently. And formative assessments took on a new importance in her class. As far as professional practices, she came to realize the effectiveness of onsite professional development and the need for teachers to practice strategies before using them with their students. Finally, Mrs. Ryan was inspired to collaborate with her colleagues and to work toward more collegiality.

Changes in Mrs. Ryan's instructional practices. Throughout the duration of the study, Mrs. Ryan appeared to use historical inquiry practices more frequently, and as a result, her use of active learning practices was more frequent. The instructional strategies used by Mrs. Ryan prior to the beginning of the study reflected a combination of both active and passive practices. She claimed some of her instructional strategies, such as National History Day, were similar to historical inquiry. Her engagement in the HIPD appears to have provided an opportunity for Mrs. Ryan to develop her ability to implement the historical inquiry instructional strategies with all of students, not just the honors level students, who were the only students to participate in the National History Day competition.

Not only did she use the historical inquiry strategy during the times she was observed by the researcher, but also on a number of other occasions including near the end of the school year. This was confirmed by several artifacts she shared and discussions she had with the researcher about lessons she had implemented. The use of historical inquiry in Mrs. Ryan's class is also reflected in a minor change from a rating of 6 to 7 on her pre-post survey responses in terms of how often she taught history using the historical inquiry method. This may be reflective of the implementation of the historical inquiry activities in her class.

However, it might also reflect a better understanding of the historical inquiry process and therefore might call into question her first rating on the Pre-HIPD Survey suggesting she may not have been aware of what she did not know about implementing history inquiry until she actually engaged with these practices on a regular basis. As noted earlier, self-report data has limitations and therefore must be triangulated with other data. On a number of occasions, Mrs. Ryan shared historical inquiry materials she used with her students that were not part of the observations, such as the activity on *Washington Crossing the Delaware* activity to suggest she was actually applying historical inquiry methods in her classroom.

Also, by the end of the study, students, Brittany and Alan confirmed that Mrs. Ryan was using historical inquiry as part of her instruction. During the post-interview Brittany recalled doing a historical inquiry in which Mrs. Ryan asked them why President Jefferson wanted to send Lewis and Clark to explore the Louisiana Territory. She mentioned examining some of the drawings that Lewis had made during the expedition.

When first interviewed at outset of the study, Alan, a second student from Mrs. Ryan's class, did not recall engaging in any type of historical inquiry in social studies class. However, during the post-interview, he described historical inquiry as: "Thinking about historical events. What happened there? Why it happened there? Who or what caused it to happen? Where and when did it happen?" Therefore, both students' comments confirmed that historical inquiry was being used more often in Mrs. Ryan's classroom practice.

Gradually over the course of the study, Mrs. Ryan systematically modified the way in which she implemented the historical inquiry process. Each time she used the

historical inquiry process she made considerable changes in terms of implementation of the various steps of the process. Mrs. Ryan began to use the terminology of the SCIM-C; she emphasized the essential or guiding question; she created a set of modified SCIM-C questions for each student; and she also created graphic organizers. This was a definite change in practice for Mrs. Ryan.

At the outset of the study, although she had worked with her students on analyzing primary source documents, she had not attempted to use the historical inquiry process in the SCIM-C format. During the second observation, Mrs. Ryan implemented a historical inquiry activity using the primary source documents from the Battles of Lexington and Concord provided during HIPD Session 3, based upon where she thought she would be in the *Early American History* curriculum. Mrs. Ryan chose to modify the SCIM-C Strategy, using the following questions to engage the students: What type of document is this?; Who produced it?; When was it produced?; What is suggested by it?; How reliable is the source?; Are these sources similar in any way?; Are they different? The questions were written in colorful markers in large print on flip chart paper displayed in front of the class on a flip chart (See Appendix R).

Mrs. Ryan began the lesson by explaining, “There are two sides to every story. In this class we all might have a different perspective about what happened. There were two sides, The British and the Colonists” (R: 439-442). Mrs. Ryan modeled the historical inquiry process by reading through the documents as she asked the modified SCIM-C questions and she encouraged the students to underline important information or “make notes.” She prompted them to answer questions about reliability and corroboration, with

questions such as, “Just for closure on the first one [letter written by American colonist, Ann Hulton], do you think that it is a reliable source?” (R: 472).

Then after each document was examined, she asked the students to compare the perspectives of each. The special educator in the class used the overhead projector to display a t-chart with the two perspectives listed at the top and students provided observations about each of the documents using evidence from each text (See Appendix S). During most of the class period, Mrs. Ryan spent time modeling this process. The students did not individually write the responses to the modified SCIM-C questions, nor did Mrs. Ryan begin the class by introducing a guiding question for the historical inquiry process.

Mrs. Ryan made several modifications to the historical inquiry method as she incorporated it into her instruction. During the third observation she first reminded students of the previous inquiry activity related to the Battles of Lexington and Concord and another inquiry activity the class had completed on the Battle of Trenton. Next, she handed students a packet containing the modified SCIM-C questions and seven primary source documents related to Shay’s Rebellion, a rebellion that sparked the early government of the United States to call for a revision to the *Article of Confederation* (See Appendix R).

She also used the terminology, “SCIM-C,” which she had displayed on a flip chart in front of the class. She explained that it was an acronym or a mnemonic device to help them remember the parts of the process. She proceeded to define each term in the acronym, asking the students to help in the definitions. “You need to summarize...you

put it in your own words... ‘infer’ means to come to a conclusion on your own” (R: 529, 534, 536).

Also, unlike in the first historical inquiry activity, Mrs. Ryan emphasized the essential question with the students, which asked, “How did the weaknesses in the *Articles of Confederation* and Daniel Shay’s Rebellion lead to a call for a stronger central government?” She then read a brief background summary of events surrounding Shay’s Rebellion. She guided the students through the first document, reading aloud and circling terms that they did not understand. Much time was spent explaining terms such as: Habeas Corpus, debt, gaol (jail), etc.

Then, students were split into two groups. Each team was assigned one set of the questions from the modified SCIM-C Strategy. Before students separated into their respective groups, Mrs. Ryan explained, “In our groups we are going to try to summarize and contextualize” (R: 577). Each group assigned a student to record the information. Mrs. Ryan and the special education teacher worked with their respective groups, reviewing their respective set of questions and guiding them through the process of answering the questions. Each group of students managed to complete the set of questions assigned to them. They continued the process the following day, answering the remainder of the questions on the modified SCIM-C question sheet. Finally, Mrs. Ryan created two graphic organizers for comparing documents in the areas of “summarizing” and “contextualizing” (See Appendix T). She later explained that she ran out of time in the ensuing days and therefore never had a chance to use these with the students.

The final observation reflected a decision on the part of Mrs. Ryan to reduce the SCIM-C questions; she decided to focus only on the summarizing portion of the process,

again revealing the systematic modifications she made to meet diverse student needs, perhaps out of frustration with the format and length of the SCIM-C questions. She introduced the guiding question: Do the documents from the Lewis and Clark expedition reflect the goals of the expedition as outlined by Thomas Jefferson? She then asked several questions to activate their prior knowledge about what they already learned about the expedition from watching a video on the Lewis and Clark Expedition. She handed out the set of four questions and then a copy of Jefferson's instructions to Lewis regarding the expedition (See Appendix R).

Together they read Jefferson's instructions and discussed his goals, Mrs. Ryan explained, "Figure out everything you can about the people. A complete check-up of this area" (R: 637 -638). After completing this and reviewing a few key terms, each pair of students was handed a visual from the set of drawings created by Lewis during the expedition. The types of primary source documents included such items as a Lewis' map of the territory, a drawing of a bird, and a list of provisions for the journey. Students worked in pairs as they examined the particular piece of evidence they were given. Mrs. Ryan and the special educator circulated in the class answering questions and prodding students as they worked through the set of four questions. For example the following exchange took place:

Student: I have a bird. We can't read it. This is really hard to read.
Mrs. Ryan: So it's a list of facts and a picture. A picture and a description of a goose.
Spec.Educ: Is it typed or handwritten?
Student: Maybe it's a diary.
Mrs. Ryan: Somebody on the expedition drew this. (R: 674-681).

Together, the classroom observation data suggested that Mrs. Ryan systematically modified the way in which she implemented the historical inquiry process throughout the course of the study. Initially she did not refer to a guiding or essential question, in the second observation she presented an “essential question” and by the last activity, she referred to the “guiding question” when she introduced the lesson. Secondly, she used modified questions displayed in the front of the classroom during the first observation, then created a set of modified SCIM-C questions for the students and during the final observation, she had reduced the questions to simply the set of summarizing questions. Also, at first, she spent almost the entire class period modeling the historical inquiry process.

During the second observation, students worked in groups for part of the time to answer part of the SCIM-C questions, and in the final observations, students worked with their partners for most of the class period to answer one set of questions. These changes show a definite progression in her understanding of how to implement the historical inquiry process in more student-directed ways. Yet, several factors may have hindered the process, including the lack of time and the reading difficulty of the primary source evidence.

Interview data suggested Mrs. Ryan became vociferous in her search for primary sources to enhance the historical inquiry lessons once she became engaged in the professional development. She exhibited a significant shift toward greater frequency of use of primary sources while participating in the HIPD sessions. Although she was accustomed to incorporating some primary sources into her lessons, she found such a treasure trove of sources she could not resist incorporating them into her lessons. In fact,

during the second historical inquiry activity, Mrs. Ryan found so many sources; she needed to cull through them to choose ones that the students might be able to analyze without becoming frustrated with the sometimes difficult terminology.

For example, she found seven primary and secondary source documents related to Shay's Rebellion of 1786. A list of grievances, a letter from a general of State of Massachusetts, newspaper articles, an inscription on a statue erected to commemorate the event, and a poem. Although she was unable to have the students analyze all of the documents, she had no difficulty in locating them and used that she could fit into the timeframe of her lesson.

During the final historical inquiry lesson, Mrs. Ryan used numerous primary source documents from the book, *Lewis and Clark on the Trail of Discovery: Interactive History with Interactive Artifacts* by Rod Gragg (2003), which provided copies of many of the drawings and diagrams created during the expedition. Each pair of students was given a different piece of evidence from the collection. In addition to using the primary sources for the historical inquiry activities, Mrs. Ryan discovered many other sources she used for various other activities that touched upon some of the aspects of historical inquiry.

For instance, in examining the Battle of Trenton in the American Revolution, Mrs. Ryan found a famous painting of General Washington crossing the Delaware River by German artist, Emanuel Leutze, and painted in 1850. She chose the activity to encourage the students to examine the painting as a secondary source of evidence. On another occasion, Mrs. Ryan shared artifacts passed down in her family, Cabinet Cards (photographs of Indians) of from the 1870s and 1880s. She used these in a discussion

and activity about Indian Removal. Engaging in the HIPD appears to have awakened Mrs. Ryan's interest in exploring various sources for analysis of historical events and she was especially excited about trying to find more hands-on artifacts from the various time periods to analyze with her students. Thus, her involvement in the HIPD enhanced her practice of using evidence from the past in her lessons.

Data also suggested that Mrs. Ryan's implementation of the historical inquiry process seemed to have moved her away from summative assessment and toward formative assessment. The more frequent use of formative assessments in Mrs. Ryan's class was evident during each observation; as she continued to pose questions to check for understanding during the historical inquiry activity. By the last observation, students were working with their partners and Mrs. Ryan circulated to each team to check on progress, asking or answering questions and checking for understanding.

In addition to this informal type of assessment, Mrs. Ryan developed a set of modified SCIM-C questions for each of the activities. During the first historical inquiry activity on the Battles of Lexington and Concord, students answered the questions as a whole under the guidance of Mrs. Ryan and the special educator. During the second observation, students answered one part of the set of questions with other members of their assigned group. Finally, during the third observation, students answered their own set of questions, but they were allowed to consult with their partners on the responses. Mrs. Ryan provided verbal feedback to the students as they worked on these modified SCIM-C questions, yet no written feedback was observed (See Appendix R). However, Mrs. Ryan did implement an historical inquiry activity about the Battle of Trenton in which students were required to write a newspaper article of the event pretending to be

present at the time of the Christmas Eve attack. Mrs. Ryan provided several primary and secondary sources for the students to examine. The students were expected to use the sources to support their claims in the articles. The final version was scored with a rubric and served as a summative assessment.

Overall, Mrs. Ryan engaged mostly in informal formative assessments throughout the period she was observed. This was evident in the observations, as she seemed more intent on guiding the students through the historical inquiry process by using various informal formative assessment strategies, rather than assessing them with a summative assessment. In effect, implementing the historical inquiry process suggested the use of formative assessments took on greater importance in Mrs. Ryan's assessment practices.

Changes in Mrs. Ryan's professional practice. During her participation in the HIPD Mrs. Ryan developed a deep appreciation for repeated opportunities for onsite professional development and time to practice instructional strategies with other teachers. She realized the benefits of working with colleagues to collaboratively craft instructional strategies for students in her own school. She explained at the outset of the study that she chose to engage in the HIPD because:

I felt like it was an opportunity for me to learn what it is and have somebody who is in the trenches who could direct me and possibly enhance my teaching and enhance the learning of my kids... being given a chance to design something using our curricular mandates –me the teacher with the facilitator (R: 313, 330, 332).

At the end of the study, Mrs. Ryan reiterated the importance of trying a strategy first before trying with students:

You know I think it is important and this is true with anything, to do it yourself first before you stick it to your students. You just might find stuff you didn't anticipate and it's a lot easier to come up with solutions before you have

introduced to the students, than to realize halfway through and oops... (R: 908, 696, 932-933).

The HIPD sessions appeared to have offered Mrs. Ryan a new opportunity to share her ideas and resources; reinforcing the importance of collaboration in Mrs. Ryan's professional practice. During one session, she shared some of her ideas with Mrs. Jilley about possible topics for a historical inquiry activity that would be appropriate for studying the Middle East/North Africa culture region. She suggested examining the *Balfour Declaration* and its role in the Arab-Israeli Crisis (R: 68- 69).

Mrs. Ryan also shared her knowledge about the assassination of Tsar Nicholas II and the royal family of Russia during HIPD Session 4, recalling an activity she did with her students the previous year on the DNA testing of a woman who was thought to be Tsar Nicholas II's daughter, Anastasia. During this same session, Mrs. Ryan shared her knowledge about how filmmakers have played a role in history and mentioned the names of two sources that examine the role of the media in the foreign policy of nations. She offered to lend both sources, a book, *Faces of the Enemy* and a documentary, *Disney Goes to War* to the other participants in the HIPD (HIPD4 R: 23-30). In addition, her knowledge about genealogy research and the use of US Census Records is extensive and she continued to share her discoveries throughout the HIPD sessions. Clearly, Mrs. Ryan had diverse interests that were reflected in her diverse knowledge about many social studies topics, and she seemed to thrive during the collaborative HIPD sessions.

Mrs. Ryan also felt a renewed sense of collegiality. She mentioned that the collegiality she felt with other participants was refreshing and reminded her of earlier days as a member of social studies departments in which a lot of time was spent sharing ideas and instructional strategies. Reflecting on the HIPD experience, Mrs. Ryan said, "I think one of the best things was experiencing the other participants in the professional development and getting to see how they

approach things” (R: 697). She also commented on her appreciation of her colleagues on her Wiki Journal, indicating “I valued being part of a group of like-minded individuals who were willing to share so much of their own philosophies and perspectives, and allow me to absorb some of their wisdom” (Wiki R: 8). Mrs. Ryan revealed even more enthusiasm for working with colleagues after the third HIPD session, “I especially valued working with Tom on the Peter J. Lee article, and loved it when we would be simultaneously highlighting the same passages....while working separately. It gave more credence to the fact that great minds think alike” (T1 Wiki R: 9).

Later in the same post, she added:

Another great session! I am continually humbled by the work and creativity and professionalism of the people in our group. It has been so valuable to share the lessons, ideas and feedback of the other teachers, especially the high school teachers. It's so easy to become hyper-focused on the level that you teach, especially when you do it year after year after year. Seeing and hearing about other curriculum expectations, and realizing that the older kids may have a completely different m.o. [modus operandi] in the classroom.....well, it helps me to get out of my box and extend my thinking beyond the Jr. High school experience. (Wiki R: 22).

Apparently, the HIPD sessions helped to reinvigorate the middle school curriculum for Mrs. Ryan.

Overall, a number of changes were observed in each individual case participant in terms of their knowledge, beliefs and practices as a result of their participation in the HIPD. The next section will address the patterns in the similarities and differences in Mrs. Jilley and Mrs. Ryan.

Cross Case Analysis

Research Question 2: Were there similarities and differences in the teachers’ experiences as a result of their participation in the HIPD and their attempt to implement historical inquiry in their classrooms?

As described in the previous sections, individual case data was collected from Mrs. Jilley and Mrs. Ryan, two middle school social studies teachers in the same school

district, over a period of six months. Findings in this section are a result of a more holistic analysis of the data that explored similarities and differences across the two cases.

Analyzing data across cases can help to find themes or can build theory (Miles & Huberman, 1994; Merriam, 1998). Looking across cases can even “deepen our understanding and can increase generalizability” (Miles & Huberman, 194, p. 205).

Each of the cases was examined in terms of the changes that occurred based on the conceptual model of knowledge, beliefs and practices. A growing body of research suggests that these constructs are strongly linked to one another (Schrader and Lawless, 2004, pp. 9-11). In other words, research suggests teacher practice does not change in isolation; some change in knowledge and beliefs must also occur. As each individual case was analyzed in terms of the Knowledge, Beliefs, Practice (KBP) conceptual framework, patterns emerged. Therefore in this cross-case analysis, all comparisons were conducted based an adapted model of KBP framework that considered similarities and differences across the changes in two social studies teachers’ knowledge, beliefs, and practices as a result of their participation in the HIPD and their attempt to implement historical inquiry in their classroom.

Cross-Case Patterns of Changes in Knowledge

As a result of participation in the HIPD, both Mrs. Jilley and Mrs. Ryan augmented their knowledge in several areas. As indicated in *Figure 4.1*, there appeared to be three areas where both teachers demonstrated similarities in their knowledge gains and two areas where there were differences in their knowledge gains.

Similarities in changes in knowledge between Mrs. Jilley and Mrs. Ryan.

Multiple data sources across the two cases suggested both teachers made similar gains in

knowledge over the course of the study with respect to content area knowledge, knowledge about historical thinking and historical inquiry, and knowledge about where to locate relevant primary sources.

Figure 4.1 .Similarities and differences in changes in knowledge for Mrs. Jilley and Mrs. Ryan

Categorical Changes in Knowledge	Mrs. Jilley, Grade 7 World Cultures	Mrs. Ryan, Grade 8 Early American History
Similarities in Changes in Knowledge		
Deepened knowledge in Social Studies Content	Deepened knowledge about <i>World Cultures</i>	Deepened knowledge about <i>Early American History</i>
Developed knowledge about Historical Thinking Skills and Historical Inquiry	Developed knowledge of terms including perspective, reliability, corroboration and SCIM-C Strategy	Developed knowledge of terms including sourcing, perspective, corroboration, reliability and SCIM-C Strategy
Augmented knowledge about where to find primary sources	Augmented knowledge of Internet websites	Augmented knowledge of Internet websites
Differences in Changes in Knowledge		
Enhanced knowledge about how students learn	Enhanced knowledge about the role that students' preconceptions and experiences play in learning	Enhanced knowledge about the role that students' motivation levels play in learning
Developed knowledge about the use of primary sources	Developed knowledge about issues regarding the readability and reliability of primary sources	Developed knowledge about the effectiveness of artifacts or tangible items as primary sources

First, although Mrs. Jilley and Mrs. Ryan were teaching different courses, both appeared to deepen their knowledge in their respective content areas of *World Cultures* (Mrs. Jilley) and *Early American History* (Mrs. Ryan). The growth in content area knowledge might have occurred because engaging in historical inquiry activities required each to examine topics more in-depth. That is, in order to be prepared to instruct students in the historical inquiry activity, each teacher needed to become more knowledgeable about the topics to be examined.

For example, Mrs. Jilley learned about the origins and impact of the Organization of Petroleum Exporting Countries (OPEC) and the Confucian concept of “filial piety” before implementing the SCIM-C Strategy with her students around major themes of economic and social aspects of societies in the *World Cultures* curriculum. Likewise, Mrs. Ryan conducted considerable research on the Battles of Lexington and Concord and Shay’s Rebellion before engaging in the historical inquiry activity with her students around the theme of conflict in her *Early American History* curriculum. Because historical inquiry has been found to encourage deep disciplinary understanding, it would make sense that the teacher who models the activity should possess a thorough understanding of the major concepts and themes that run through the curriculum. Therefore, the planning and teaching of historical inquiry to middle school students appeared to enhance both case teachers’ knowledge of social studies content.

A second similarity that emerged by the end of the study was that both teachers developed their knowledge about historical thinking skills and historical inquiry. However, they each started at a different level of understanding. Mrs. Jilley began the HIPD experience with very little understanding of the concepts; however by the end of the study, she showed some gains in knowledge, especially in terms of how to carry out the historical inquiry process. She came to understand the need to formulate a guiding question for the topic, event or person in history. She also understood that primary and secondary sources needed to be examined in a systematic way in order for the students to acquire evidence to make their own interpretations of the past. Furthermore, by the end of the study, Mrs. Jilley seemed to have a fair understanding of historical thinking skills, including how to determine historical perspectives, how to corroborate sources, and how

to assess reliability of sources. Yet, in her post interview, she still expressed a need to know more about the process.

Like Mrs. Jilley, Mrs. Ryan also showed significant gains in her knowledge about historical thinking skills and historical inquiry. However, she began the study with more knowledge about both historical thinking skills and historical inquiry. Before the study began she was able to explain, “During historical inquiry, you are applying historical thinking skills, maybe... So the inquiry part would be the actual process, how do you go about you know learning about the past and inquiring about things.” During the study, she quickly learned the terminology and the SCIM-C Strategy. By the end of the study, she was confident in her definition, “Is the practice of historical inquiry...using the various evaluation and comprehension tools to assess a topic from all perspectives and come up with your own judgment about it?” Both teachers appeared to move along the continuum of knowledge about historical thinking skills and historical inquiry, but at different rates and at different endpoints by the conclusion of the HIPD. This might have been because the historical inquiry process seemed to be more easily woven into the *Early American History* curriculum as opposed to the *World Cultures* curriculum, in which history played only a small role.

A third pattern that was evident across both teachers at the end of the study was their newly acquired knowledge about where to locate primary sources to be used in the historical inquiry activities. During the HIPD sessions, relevant websites were shared with the participants and during one session, participants were given the opportunity to search the websites for relevant sources. The websites provided during the HIPD sessions were also listed on the middle school library’s website for easy access and the

participants were given a list of the websites for their binders. Mrs. Jilley remarked about how much she learned from these collections of resources: “Especially all those websites, I have them clipped up right behind where I sit. Just in case I wanted to pull something out” (J: 59), while Mrs. Ryan said she acquired from the resources, “...the knowledge of where to find the information... all those websites and there are a lot of websites that I didn't even know existed before this” (R: 924). The list of websites provided during the HIPD sessions was a reminder of the critical role the ongoing opportunity to share and collaborate afforded by the HIPD played in the learning of the participants.

Differences in changes in knowledge between Mrs. Jilley and Mrs. Ryan.

Although Mrs. Jilley and Mrs. Ryan showed similarities in their knowledge gains, two differences in their knowledge gains were also observed (See *Figure 4.1*). With respect to new knowledge about how student factors influence learning, it appeared that by the end of the study, Mrs. Jilley became more knowledgeable about how students’ preconceptions influence their learning, whereas Mrs. Ryan became more aware of the role motivation played in fostering student learning, especially related to historical thinking.

For instance, during HIPD Session 3, Mrs. Jilley seemed to come to a new understanding about how students’ preconceptions and experiences color their perspectives and may impact their learning in social studies. Prior to the session, the participants read an article titled “Historical Understanding among Adolescents in a Multicultural Setting” by Peter Seixas (1993). Through discussions with the other participants, as well as self-reflection, Mrs. Jilley admitted she had never considered her students’ preconceptions and experiences when teaching.

Interestingly, Mrs. Ryan already had some knowledge in this area. In fact, Seixas' article was added to the readings in the HIPD sessions because Mrs. Ryan had asked whether the research on historical inquiry had taken into account the multicultural demographics of our students and the prior knowledge they each brought to class. Mrs. Jilley had never thought about the different lenses through which students' might perceive an event. In fact as part of this HIPD session, the participants shared what they perceived as their own lenses.

In contrast to Mrs. Jilley's new knowledge about how students' preconceptions previous experiences can inform their learning, over the course of the study, Mrs. Ryan arrived at a new understanding about how her students learn and if they choose to learn. Optimistic at the outset about her students' ability to think historically; she realized during the sessions that a student's motivational level might also play a factor in his/her learning. On the Post-HIPD Survey, for example, when asked about whether middle school students could learn to think historically, Mrs. Ryan remarked simply, "If they want to." Mrs. Jilley, on the other hand, did not mention student motivation in relation to historically thinking ability. Instead, Mrs. Jilley seemed to focus on students' cognitive abilities and their developmental stage, and acknowledged that middle school students, "still need their hands held."

Changes in knowledge about using primary sources was another area in which the two teachers differed, such that Mrs. Jilley came to a new understanding about the importance of assessing the readability and reliability of primary sources while Mrs. Ryan found a new opportunity for learning about social studies through the examination of artifacts, or objects students could hold.

Prior to the study, Mrs. Jilley had used primary sources for a number of years, especially as part of the National History Day competition. She had also used them frequently when she taught the 8th grade *American History* curriculum every other year. However, while participating in the study, she came to a new understanding about how primary sources are used and also about the need to evaluate the readability and reliability of each source. In selecting primary sources, Mrs. Jilley had learned how important it was to select sources that the students can read. If the source was difficult to read or had unfamiliar terminology, she admitted her students became disengaged. Also, she indicated several times during the HIPD session that students perceived primary sources as “factual” and they needed to be taught to assess a source’s reliability, which is one of the historical thinking skills. After reading and discussing with other HIPD participants an article by Keith Barton (2005) titled, “Primary Sources in History: Breaking through the Myths,” they learned many history teacher’s misconceptions about the use of primary sources, such as “Primary sources are more reliable than secondary sources” (p. 746). This article made an impression on Mrs. Jilley and inspired her to think more critically about the use of primary sources. She came to a better understanding about the use of primary sources in history as a result of her participation in the HIPD.

Compared to Mrs. Jilley, Mrs. Ryan seemed to have a good understanding of the importance of assessing reliability and readability of a source at the outset of the study. However, the HIPD sessions seemed to foster a new understanding about the effectiveness of using artifacts, as opposed to just texts, as primary sources. After listening to the guest history professor from a local university who discussed the importance of triangulating objects with other kinds of sources, Mrs. Ryan was convinced

of the importance of using artifacts in the historical inquiry process. This change in Mrs. Ryan’s knowledge about the types of primary sources that could be used in the historical inquiry process was directly related to the experience she had in the HIPD.

Cross-Case Patterns of Changes in Beliefs for Mrs. Jilley and Mrs. Ryan

As was the case for changes in knowledge, Mrs. Jilley and Mrs. Ryan also expressed a number of similarities and differences in their beliefs as the study progressed (See *Figure 4.2*).

Figure 4.2. Similarities and differences in changes in beliefs between Mrs. Jilley and Mrs. Ryan

Categorical Changes in Beliefs	Mrs. Jilley – Grade 7 World Cultures	Mrs. Ryan – Grade 8 Early American History
Similarities in Changes in Beliefs		
Reinforced beliefs about modifying lessons	Reinforced belief in need to modify lessons by adapting labels and questions in SCIM-C Strategy	Reinforced belief in need to modify lessons by adapting labels and questions in SCIM-C Strategy
Intensified beliefs about making connections to prior knowledge, experience and interests	Intensified beliefs about importance of connecting to students’ interests	Intensified beliefs about importance of connecting to prior knowledge and students’ experience
Tempered beliefs in ability of students to think historically	Tempered beliefs in ability of students to think historically because of students developmental levels.	Tempered beliefs in ability of students to think historically because of students’ motivation levels.
Established beliefs in effectiveness and feasibility of using historical inquiry	Established beliefs in effectiveness and feasibility of using historical inquiry based on alignment with curriculum and availability of time.	Established beliefs in effectiveness and feasibility of using historical inquiry based on alignment with curriculum and availability of time.
Tempered beliefs in the SCIM-C Strategy as an effective historical inquiry method	Tempered beliefs in using full SCIM-C questions – reducing questions is necessary for it to be effective	Tempered beliefs in using SCIM-C Strategy- chunking is necessary for it to be effective
Differences in Changes in Beliefs		
Reinforced beliefs about how students learn	Reinforced beliefs that students learn best through active learning	Reinforced beliefs that students learn best through: critical thinking activities, visual aids and questioning
Heightened beliefs in the importance in administrative support systems	No change noted	Heightened beliefs that administrative support systems are necessary to provide technology and resources for instruction

Similarities in changes in beliefs between Mrs. Jilley and Mrs. Ryan. By the end of the HIPD experience, Mrs. Jilley and Mrs. Ryan showed many of the same changes in their beliefs, which included stronger beliefs in the importance of modifying their lessons to meet students' needs and that making connections to students' prior knowledge, experience and interests was essential. They also realized that students' ability to think historically was conditional. Furthermore they concluded that historical inquiry as an instructional strategy was feasible, but that the SCIM-C Strategy needed modifications. They both also believed the district's schedule should be redesigned to allow for more flexible instructional time. Finally they agreed that historical inquiry was less suitable for some social studies curriculum and that professional development should be content-specific and allow for collaboration.

Both teachers seemed to reinforce their belief in the need to modify their lessons as the study progressed. In some cases, it included modifying the topics examined, the materials used or the questions asked during the lesson; in other cases modifications involved changing their grouping practices or the ways in which the activity was modeled. Sometimes, the decisions to change were made ahead of time, and other times, they were made during class time when the strategy was implemented. The flexibility of both teachers to adjust to different situations was evident.

Moreover, both teachers' concerns for making connections to students also appeared to intensify over the course of the study. Both teachers wanted their students to learn historical thinking skills, and therefore, they both made every effort to find connections to the students' prior knowledge, experience or interests during their lessons. Mrs. Jilley said, for instance, during the historical inquiry activity on OPEC, "Think

about what happened in 2008-2009 when gas prices went up, your family may have cancelled vacations” (Jilley: 575-576).

Similarly, when introducing the second historical inquiry activity on Shay’s Rebellion, Mrs. Ryan wanted students to recall what they had learned about the weaknesses of the *Articles* to enhance their understanding of why the *Articles of Confederation* were not working. Because one of the weaknesses was the central government’s inability to collect revenue, she asked students, “Can I have five dollars? What if you had to pay to go to school?” One of the students remembered, “There was no way to get dollars for the national government” (Ryan: 511-513). Throughout the implementation of their social studies lessons, on many occasions, both teachers tried to make connections such as these to their students.

Mrs. Jilley and Mrs. Ryan were also very similar in the changes they experienced with respect to beliefs about their students’ ability to think historically, as well as the feasibility of historical inquiry and the SCIM-C Strategy in their curriculum. They were both very optimistic at the outset about their students’ ability to think historically. However, over the course of the HIPD sessions, each came to believe that other factors might prevent their students from being able to acquire skills so easily. Some of the skills seemed harder than they expected for students to grasp. Mrs. Jilley felt her students needed a lot of guidance “at this age.” Developmentally, she was not convinced all of them could grasp historical thinking skills. Mrs. Ryan also believed that the students’ motivation levels played a role in their ability to think historically. Some students seemed to thirst for the historical inquiry activities, while others preferred to be assigned “book work” and not have to engage in what they perceived as a difficult task.

Both teachers also believed that historical inquiry was feasible in their classrooms, but they felt the SCIM-C Strategy, as outlined in the HIPD sessions, needed modification in order to work with their students. Mrs. Jilley believed the SCIM-C questions needed to be reduced and Mrs. Ryan felt that “chunking” the SCIM-C Strategy made it more feasible. Moreover, curricular factors also seemed to play a role in their beliefs about the effectiveness of the inquiry activity. Mrs. Jilley believed the *World Cultures* curriculum made the process more difficult and Mrs. Ryan concurred. The *Early American History* curriculum had a greater focus on history and therefore was more suited for historical inquiry. Mrs. Jilley’s concern about the lack of appropriateness of historical inquiry in the *World Cultures* curriculum was mirrored in Mrs. Ryan’s remark, “Now I am concerned that I am not going to be able to do as much [of historical inquiry] with the 7th Grade [*World Cultures*] curriculum” (Ryan: 905). In addition, both teachers agreed that SCIM-C was an effective strategy for teaching historical thinking, but one that was not appropriate all of the time. For example, sometimes students needed to learn some of the background information in a teacher-directed lesson before they were prepared for more inquiry-based activities. They might also benefit from an overview of a topic or event in a textbook before engaging with sets of primary sources. Historical inquiry, they both admitted, was not for every class period. Mrs. Ryan explained:

...I think I was romanced by the idea of primary sources and historical inquiry and how cool that would be, but like an archaeologist, you can't really go on a dig unless you have some basic knowledge about what you are digging for (R: 713).

In addition, for both teachers, the schedule design seemed to become more of an issue than originally anticipated, as they tried to implement historical inquiry into their

classrooms. Neither Mrs. Jilley nor Mrs. Ryan ever felt they had enough time to properly implement the strategy. Sometimes it would take two or three periods of class time, which made it difficult to maintain the continuity of the lesson. Although this had been a concern for both teachers at the outset, these concerns seemed to be heightened during the study.

Lastly, at the end of the study, they each came to believe that the best professional development was one that involved working on content-specific pedagogy.

Opportunities to regularly meet with other social studies teachers to discuss a common strategy, express concerns about the strategy, and share student work as well as instructional resources with subject-area colleagues was seen as the most effective type of professional development. In the HIPD, the teachers had plenty of opportunity to share their experiences with historical inquiry implementation and to receive feedback from the other participants and the instructor outside regular class time.

Differences in changes in beliefs between Mrs. Jilley and Mrs. Ryan. For the most part, Mrs. Jilley and Mrs. Ryan were consistent in the changes that occurred with respect to their beliefs about teaching historical thinking and historical inquiry in middle school. However, there were a few differences in the changes in their beliefs that became evident over the course of the study. At the outset of the study, Mrs. Jilley believed more strongly in actively engaging her students, whereas Mrs. Ryan believed it was more important to encourage her students to think critically. For instance Mrs. Jilley always had a number of activities scheduled for one class period, so that students would be constantly engaged, whereas Mrs. Ryan wanted to engage her students in more discussion to encourage them to think critically. Interestingly, as a result of the HIPD experience,

Mrs. Jilley was further convinced about the need for her 7th grade middle school students to be more actively engaged. She considered the historical inquiry activity the type of lesson that could keep students actively involved. Through modeling, individual work and small group work, students had many opportunities to closely examine sources to find evidence for their interpretations. Mrs. Jilley believed this type of analysis required a lot of focus and engagement on the part of the student.

In contrast, as a result of the study, Mrs. Ryan came to believe that historical thinking activities involving lots of questioning and the use of visuals reinforced her desire to engage students with opportunities for critical thinking. She became a proponent of inquiry as the study progressed, explaining that it was important to give students more inquiry-based assignments in which they had to draw their own inferences and conclusions. Mrs. Ryan believed that using the textbook was too “linear” and required little thought, which each historical inquiry activity was an opportunity for to engage her students in more critical thinking activities.

In fact, Mrs. Ryan became more convinced of the importance of questioning that shaped critical thinking during the historical thinking activities. She began each activity by first introducing the “guiding question” and then went on to explain the various types of questions students needed to answer as they examined the sources she provided. The SCIM-C questions were modified and presented in various ways, but each time there was an extended period of questions and answers before the students were allowed to work on their own.

During this time, Mrs. Ryan had the opportunity to check for student understanding. Believing that she could determine whether her students understood the

material through questioning supported her more frequent use of formative assessment practices. In contrast, in her post-interview, Mrs. Jilley expressed a future goal of using more questioning with her students, but she did not seem to be moving in that direction over the course of the study. In summary, both teachers believed historical inquiry was beneficial, but Mrs. Jilley supported historical inquiry because it was an active instructional activity while Mrs. Ryan saw a greater benefit in the higher order thinking skills required from her students.

A second area of difference focused on their beliefs about using visuals to enhance instruction. At the outset of the study, both Mrs. Jilley and Mrs. Ryan believed in using visuals to enhance instruction. However, it appeared that by the end of the HIPD experience, Mrs. Ryan's beliefs were more intensified when compared with Mrs. Jilley's beliefs in this area. For example, Mrs. Ryan had previously used documentaries or historical films to help her students visualize events in history. During the implementation of the historical inquiry activities, however, she discovered a new way to use videos as one more source of information. Consequently, when the students analyzed a video production like the HBO *John Adams* film (in addition to reading several letters about the Battles of Lexington and Concord), they needed to examine the perspectives of the producer and director, as opposed to just the author.

Describing how her students reacted, Mrs. Ryan explained, "What it did for kids - it brought to life as if it were written for the letters that we read, the textbook we had gone over...they were excited to see the guerilla warfare and the ragtag army and one of them said 'I didn't see anyone cut a nose off' [referring to a comment written in one of the letters]" (HIPD S5: 41). Mrs. Ryan used many other visuals and artifacts to enhance

her historical inquiry activities over the course of the study. The HIPD experience helped her to see these visuals in a new light.

Finally, Mrs. Ryan's belief about the lack of administrative support in the areas of technology and resources was intensified during the HIPD experience, while Mrs. Jilley seemed content with resources available to her. After all, she had participated in a technology institute the previous summer and was given an ELMO and projector. At the outset of the study, Mrs. Ryan was concerned about the lack of technology in the building and the lack of funding to supply needed resources. Although she was able to access primary sources on her own, she faced a major hurdle when she wanted the students to be able to find sources on their own. Only a limited number of computers were available for students in the library although, occasionally, Mrs. Ryan was able to use a math-designated laptop cart for her class. Unfortunately, the laptops often had technical issues or they lost battery power. She recalled one instance in which she tried to show a visual reproduction of the famous painting of *Washington Crossing the Delaware* by Emanuel Gottlieb Leutz (1851) and the projector malfunctioned. Instead, she resorted to passing around one paper copy of the painting. By the end of the study, she was convinced that if historical inquiry was to be properly implemented, the necessary technology and other resources had to be available.

Cross-Case Patterns of Changes in Practices for Mrs. Jilley and Mrs. Ryan

A third category of patterns that emerged across the two cases suggested that both teachers showed several similarities and a few differences in how their instructional and professional practices changed over the course of the study (See *Figure 4.3*).

Figure 4.3. Similarities and differences in changes in practices between Mrs. Jilley and Mrs. Ryan

Categorical Changes in Practices	Mrs. Jilley – Grade 7 World Cultures	Mrs. Ryan – Grade 8 Early American History
Similarities in Changes in Practices		
Incorporated more active instructional practices	Incorporated more active practices into her social studies instruction	Incorporated more active practices into her social studies instruction
Systematic modifications made to SCIM-C Strategy	Modified SCIM-C questions	Modified SCIM-C questions, modeling strategies and grouping practices
More frequent use and variety of primary sources	Used more visual sources	Used more visual sources and more artifacts
Heightened awareness of role of professional as both teacher and learner	Learned new strategies from colleagues and made changes in practice based on learning from implementation	Learned new strategies from colleagues and made changes in practice based on learning from implementation
Heightened enthusiasm for collaboration and taking risks in teaching	Inspired by HIPD collaboration and was more willing to try new ideas	Inspired by HIPD collaboration and more willing to share resources and ideas
Differences in Changes in Practice		
More frequent use of formative assessments	No change noted	Used formative assessment (e.g., questioning) more often in modeling and discussion
Enhanced awareness of benefits of social constructivism in professional practice	No change noted	Enhanced awareness of need to practice teaching with peers before implementing in the classroom

Similarities in changes in practices between Mrs. Jilley and Mrs. Ryan. The following similarities were noted in the teachers’ practice: more frequent use of more active instructional practices, systematic modification of SCIM-C Strategy, more frequent use and variety of primary sources, and heightened enthusiasm for collaboration and risk-taking.

With respect to instructional practices, at the beginning of the study, both Mrs. Jilley and Mrs. Ryan used a combination of both passive and active practices, often sometimes in the same period. However, since participating in the HIPD and implementing the historical inquiry activity in their classrooms, both teachers appeared to

be using more active instructional practices than before the PD sessions, when their students might have been expected to watch a video or take notes in more passive ways. It appeared that both teachers had begun to see the benefits of student-directed historical inquiry activities. For example, Mrs. Ryan had been implementing historical inquiry practices in a class in which many students had learning disabilities. Yet, she often commented on how actively they were engaged in the process. One time, she explained:

I think some of the kids... their interest gets piqued when you can allow them to dig around because it's not like you are telling them that there is a black and white answer, because you are showing them where to go and letting them be the ones to excavate the conclusions (R: 765).

Mrs. Jilley also commented, "I think the students think it's interesting. It's not just me spewing out information about..." (J: 779). Consequently, they both exhibited more active teaching practices in their classes to engage students in learning social studies content.

A second similar change in both teachers' instructional practices suggested that they both systematically modified the SCIM-C Strategy each time they employed historical inquiry methods in their classes, taking into account the curriculum, the students' interests and ability levels, as well as the new insights they gleaned from each subsequent HIPD session. For example, during the first inquiry activity on OPEC, Mrs. Jilley modified the SCIM-C Strategy questions so as not overwhelm students in their first experience with historical inquiry. The second time, she decided to reduce the number of primary sources and include more visuals in order to show students that primary sources are not all written documents and because she thought the students might find them more interesting.

Mrs. Ryan also made modifications. The first time she implemented the SCIM-C Strategy, she guided the students through the SCIM-C elements with a flipchart (See Appendix R), instead of a handout with all the questions, thinking this would be easier for the students to understand and more helpful for modeling. During the second implementation of the SCIM-C strategy, she modified the questions by using simpler more concise language to make the task less complex. Throughout the HIPD sessions, both teachers shared their experiences with the modifications and borrowed ideas from the other participants.

A third similar pattern of change across the two cases was that both teachers came to use primary sources extensively during the period of the study. They both used a wide variety of sources during the historical inquiry activity, including letters, proclamations, drawings, diary entries, and excerpts from Confucian text. This more frequent use of primary sources may have likely emerged from the opportunity to search for some of the recommended websites during one of the HIPD sessions. In the HIPD discussions, both teachers also frequently shared websites and databases they had found on their own outside of the common search experience. From these sites, they were able to locate numerous primary sources relevant to their curriculum. Mrs. Ryan even pulled out sources she found at home from her family's genealogical collection.

A fourth common theme across both case study teachers that continually surfaced throughout the HIPD sessions was their enthusiasm about the opportunity to collaborate with other social studies teachers. On a number of occasions, Mrs. Ryan remarked, "I could just imagine how great it would be, if all the other teachers [social studies] could do this together because then we would all be clicking and working as a unit... I think we

need to return to allowing the teachers to support each other” (line 802). Mrs. Jilley also commented about the positive experience she had in the HIPD sessions:

I learned... how valuable it is to have people of the same discipline together and wish it was more often. Social Studies people hardly get the chance to talk social studies/history stuff and it is so important especially junior and senior high! I love to know what is going on at the high school. I am thankful [the HIPD] has brought us all together so we will have the chance to share... I just love the whole professional development experience” (Wiki, line 10).

From these collaborative experiences, both teachers also seemed to gain a greater understanding of their roles as teacher and learner. As they engaged in the HIPD sessions, Mrs. Jilley and Mrs. Ryan were regularly learning new strategies for teaching their students. Similarly, while implementing the historical inquiry strategy in their classrooms, they each acquired a new understanding of their students and how they responded to the new activities. In turn, they applied their new understandings to modify the strategy for the next implementation. Across both teachers, this type of informed practice revealed a strong connection between learning on the part of the teachers and its impact on their classroom practices.

Differences in changes in practices between Mrs. Jilley and Mrs. Ryan. Two additional changes were observed in Mrs. Ryan’s practices, but not seen in Mrs. Jilley’s practices. That is, Mrs. Ryan used formative assessments more frequently over the course of the study and she also realized the importance of first practicing a new strategy before implementing it with her students.

With respect to the first finding, at the outside of the study, Mrs. Ryan was observed using a combination of formative and summative assessments in her instructional practices. However, over the course of the HIPD sessions, she began to rely

more heavily on formative assessments. She did this in a number of ways. When implementing the historical inquiry activity, she continually questioned the students for understanding. The following exchange took place between Mrs. Ryan and a student during the first historical inquiry activity when she was modeling how to examine each document:

- Mrs. Ryan: These are the questions, we are going to address:
What type of document is it? Who is she writing to? Who is writing?
- Mrs. Ryan: Letters aren't as boring. What do you think?
- Mrs. Ryan: What else is in the letter?
- Mrs. Ryan: What would you rather read?
- Student: In a letter you might get one person's source, but a textbook has both sides.
- Student: Letter is someone's opinion and textbook you get true facts.
- Mrs. Ryan: Ok, you are on the right track. (R: 444-454).

This type of back and forth discussion and prompting with specific questions was typical of Mrs. Ryan's implementation of formative assessment practices as part of historical inquiry in her class.

She seemed further convinced of her students' learning from these formative questioning practices as she recalled the types of responses her students offered in class. She reiterated this belief at the end of the HIPD sessions, "My goal is not to slay the dragon in one class.... It is more like to collectively help them build up a kind of visual and a comprehension that they can take with them... If they can verbally express some of these ideas, then I feel like they have learned... Sometimes, I felt like I was in a college class [her classroom].... (HIPD 5 R: 43-46). Thus, Mrs. Ryan revealed a newly found awareness of how her questioning techniques could be used to both guide and assess her students' historical thinking skills.

Another area of practice that took on new meaning for Mrs. Ryan was the importance of actually practicing a new strategy first before implementing it with her students. During HIPD Session 2, all of the participants engaged in an historical inquiry activity using the SCIM-C Strategy to examine why so many people died at the first settlement of Jamestown in America. As the group proceeded through the activity, Mrs. Ryan revealed her understanding of the process. “My experience with this type of strategy is that you have to look at a bunch of different things and try to corroborate them and to figure out where they are similar and where they are different and it forces them to look at a wider range of perspectives” (HIPD2 R: 8). By practicing the strategy first, as the teacher, she was able to anticipate and solve some of the problems or difficulties the students might have as they engaged in a new activity during class.

In sum, although both teachers taught different curriculums and both had different students with different ability levels, they each changed in many of the same ways over the course of the study with respect to instructional and professional practices as a result of their participation in the HIPD experience. In general, many of the similar changes they experienced appeared to be directly tied to the historical inquiry activities and to the type of professional development in which they participated.

Chapter Summary

This chapter first provided a portrait of each of the two case study participants. Then the pre-existing knowledge, beliefs and practices of each teacher was provided. Next, the changes observed in each teacher’ knowledge, beliefs and practices were presented. Finally, the last section of this chapter offered the cross case comparison of the teachers; revealing similarities and differences in the changes they experienced.

Chapter 5 presents a discussion of these findings and reviews implications for classroom practice and areas for further research.

CHAPTER 5

Discussion

Introduction

This qualitative multiple-case study was designed to examine the patterns of changes in knowledge, beliefs and practices that emerged in two middle school social studies teachers as they participated in a professional development on historical inquiry and implemented historical inquiry in their classroom. The purpose of this final chapter is to briefly summarize key findings presented in Chapter 4 and to discuss the implications and limitations of these findings as well as recommendations for future research. By considering these implications, we can begin to address Van Hover's (2008) call for more research that provides insights into how teachers actually take up historical inquiry practices in ways that help students learn the domain-specific critical thinking skills of history known as historical thinking skills.

Summary of Qualitative Findings from Individual and Cross-Case Analyses

This study sought to explore and compare specific changes in knowledge, beliefs, and practices as two teachers moved along their journey of learning how to teach historical thinking skills by implementing historical inquiry processes into their curriculum. The first research question guiding this study was: How do two teachers take up the process of implementing historical inquiry methods into their instruction while participating in professional development over the course of six months? Three areas of particular interest included:

- A. Were there observable changes in each teacher's knowledge of key constructs related to historical inquiry and historical thinking?

- B. Were there observable changes in each teacher's beliefs about teaching historical inquiry and their assumptions about which skills are most important for students?
- C. Were there observable changes in each teacher's implementation of historical inquiry practices?

Research Question 2 examined the similarities and differences in the teachers' experiences as a result of their participation in the HIPD and their attempts to implement historical inquiry in their classrooms. Data was collected from many sources, including pre and post participant interviews; pre and post surveys; classroom observations; participant reflective journals; student and teacher artifacts; pre and post student interviews, and audio recordings of HIPD sessions.

As teachers worked toward developing their own understanding of historical thinking skills and historical inquiry, they were viewed through the dual lenses of social constructivist (Vygotsky, 1978; Fosnot, 2005) and expert/novice theories of learning (Alexander, 2003; Bransford & Brown, 2000). In addition, Richardson and Placer's (2002) normative-reeducative approach was used to examine the changes in knowledge, beliefs and practices in a naturalistic setting using a researcher-designed Knowledge, Beliefs, and Practices paradigm (adapted from Schrader & Lawless, 2004).

The study was conducted with two teachers who taught in the same middle school at different grade levels, with different social studies curricula and with students of varying ability levels. Transcripts of all data sources were transcribed and analyzed for patterns and codes were developed using the variable-oriented approach (Miles & Huberman, 1994). After several rounds of analysis, eight categories emerged within the

paradigm of teachers' knowledge, beliefs, and practices (KBP). First, each case was analyzed individually and then the two case studies were analyzed together to discern similarities and differences in change patterns across the three constructs in the KBP paradigm.

Discussion of Findings

Overall, multiple and cross case analyses of change patterns across two cases and eight coding categories revealed four important findings. Each is discussed in turn in relation to relevant literature.

Finding 1: *Teachers' knowledge about their content, as well as their knowledge about historical thinking skills and historical inquiry showed growth over the course of the study.*

As the two teachers moved through the HIPD, they also appeared to progress along a continuum from novice to expert in several areas (see Alexander, 2003; Bransford & Brown, 2000). First, both Mrs. Jilley and Mrs. Ryan showed growth in their content knowledge in the curriculum areas they were teaching. Their depth and breadth of knowledge moved further along the novice to expert continuum, exhibiting signs of expertise in historical inquiry and historical thinking skills. At times, they were also able to “flexibly retrieve important aspects of their knowledge” when working with their students or during the HIPD sessions (Alexander, 2003; Bransford & Brown, 2000).

Furthermore, they each revealed a deeper understanding of underlying concepts and principles of historical thinking and historical inquiry, which is typical of experts (Bransford & Brown, 2000). Although Mrs. Ryan came to the professional development with slightly more knowledge about historical thinking skills and historical inquiry than

did Mrs. Jilley, they each moved further along the continuum from novice to expert over the course of the study. For example, Mrs. Ryan was able to use the terminology of historical thinking skills with some frequency during classroom observations and also during the HIPD sessions. By the end of the study, terms like, “sourcing,” “contextualizing,” “corroborating,” and “reliability assessment” flowed freely from her thoughts. Mrs. Ryan was also able to clearly explain the process of historical inquiry and seemed to be at ease with developing guiding questions and locating high quality, relevant sources to help develop inquiry activities for her *Early American History* students. Mrs. Jilley’s understanding of historical inquiry skills, on the other hand, was still emerging. She demonstrated some understanding of the process of historical inquiry as she developed several guiding questions and located some relevant sources for the inquiry activities in her *World Culture* classes. Her more limited knowledge of historical inquiry processes was revealed during the HIPD sessions and the post interview, during which she expressed an initial understanding of perspective taking and corroboration of sources.

Kuhn (1999) argued that learning the domain-specific critical thinking skills known as historical thinking skills requires the development of metacognitive and metastrategic skills. Analysis of data suggested Mrs. Ryan exhibited these skills in the HIPD when she took a lead role in crafting historical inquiry strategies designed to meet her students’ needs and then went on to model her strategic knowledge about the historical inquiry process back in her classroom with students. Mrs. Jilley, on the other hand, seemed to struggle a little more with understanding how to differentiate between historical thinking skills and the historical inquiry process. During the HIPD sessions,

Mrs. Jilley expressed concerns about when and with which topic she should implement the strategy, suggesting she was aware of her lack of knowledge, but still unable to ascertain the differences between these two constructs at the end of the study. After the HIPD, during the post-interview, Mrs. Jilley was unable to clearly explain what she knew about historical thinking skills; she did, however, have a partial definition of historical inquiry, saying it was the process of “Question[ing] the validity of information and the use of sources from where the information comes.” Although during the HIPD sessions, the terminology of historical thinking skills as defined by VanSledright (2002a) and Wineburg (2001) was explicitly shared with participants on numerous occasions, Mrs. Jilley was still uncertain about the precise definitions.

Kuhn (1999) also explained that by adolescence, students should be able to reach the highest level of epistemological meta-knowing, the evaluative level, in which they can discern, analyze and evaluate. If students are to be guided to this evaluative level of historical thinking, then teachers must also have reached this level. By the end of the current study, both Mrs. Jilley and Mrs. Ryan exhibited this evaluative level of meta-knowing in their ability to craft guiding questions related to important topics in their curriculum, as well as in their selection of sources for their historical inquiry activities. In addition, when modeling the steps of the SCIM-C Strategy with students, both teachers attempted to help learners discern, analyze, and evaluate sources. However, Mrs. Jilley appeared to struggle a bit more with selecting relevant primary sources because it appeared that resources for the *World Cultures* curriculum were not as easy to locate as they were for Mrs. Ryan’s *Early American History* curriculum.

Finding 2: *Teachers' beliefs about their students' ability to think historically and to engage in historical inquiry were confirmed.*

Both Mrs. Jilley and Mrs. Ryan volunteered to participate in the HIPD because they believed their students could learn to think historically, as well as be able to engage in historical inquiry activities. They also believed that by developing historical thinking skills through historical inquiry, their students would learn to make more informed decisions and better judgments based on evidence. From the outset of the professional development, they were enthusiastic and optimistic about learning a new pedagogical practice to help teach their students history. Over the course of the HIPD and throughout their implementation of the historical inquiry strategy (SCIM-C) in their classes, their beliefs about the viability of using historical inquiry were confirmed, but tempered by the realities of today's schools, such as diverse student needs, different curricular topics, and scheduling constraints.

Guskey (1986) posited that in order for beliefs to change, practice must change first so that teachers could see the student outcomes. Conversely, Richardson and Placier (2002) noted that beliefs must change before practice can be altered. Change patterns observed in Mrs. Jilley and Mrs. Ryan are quite interesting and might actually incorporate dimensions of both of these theories. Because of their personalities and their eagerness to always improve their practice, both Mrs. Jilley and Mrs. Ryan volunteered eagerly to participate in the HIPD. They believed they could learn a valuable instructional strategy to be used with their students. In addition, they were convinced from the outset that historical thinking skills and historical inquiry would be important

skills and processes for their students to learn. However, neither teacher had any prior learning in this area or evidence of student outcomes to support their beliefs.

As the HIPD progressed and they implemented the historical inquiry in their classrooms, they began to face some challenges and at the same time met with some impressive results. For Mrs. Jilley, the challenge of fitting historical inquiry into the *World Cultures* curriculum tempered her beliefs about students' abilities, such that examining the history of a culture region required more in-depth coverage than she thought her students could handle at times. She also became more aware of the amount of time involved in implementing historical inquiry strategies into regular classroom routines. For the most part, Mrs. Jilley's beliefs about her students' ability to think historically and the benefits of using historical inquiry to teach history were confirmed, but she had some reservations about its applicability to the *World Cultures* curriculum and its appropriateness for the developmental level of some of her students. For Mrs. Ryan, her students' level of motivation (or lack thereof) presented an obstacle that she had not considered when she first began the HIPD. Some of the students preferred not to be challenged to think critically. She was also concerned about the amount of time required to adequately implement the historical inquiry strategy into her curriculum. Nevertheless, she was inspired by her students' heightened level of engagement and their higher levels of thinking that appeared to result from their experiences with the inquiry activities. Again, her beliefs were confirmed, but also tempered by some of the unforeseen challenges.

Therefore, findings from this study seem to confirm aspects of both Guskey's (1986) and Richardson and Placier's (2002) theories. Before a teacher engages in

professional development designed to address new pedagogical practices in his/her content area, he or she must believe that the learning of this practice is feasible and beneficial for students. Once he/she participates in the professional development and actually implements the new practice, a teacher's positive beliefs may be slightly lessened as a result of realities faced during implementation and the collection of evidence of student outcomes.

Finding 3: *Two teachers who implemented the historical inquiry strategy (SCIM-C Strategy) in their classrooms used active learning practices more frequently and also consistently modified the format and sources used to meet the needs of their students and to fit the curriculum.*

Before participating in the HIPD, both teachers used a combination of both active and passive learning strategies in their classrooms. By incorporating historical inquiry, they used active learning practices more frequently, at least in the class lessons that were observed as part of this study. Mrs. Jilley and Mrs. Ryan implemented the SCIM-C Strategy in their classrooms at least three times over the course of the study and Mrs. Ryan regularly used a form of the historical inquiry strategy, as revealed in artifacts and reflections she shared with the researcher. As part of the historical inquiry process, Mrs. Jilley and Mrs. Ryan instructed their students to actively examine primary and secondary sources in a new way, checking for perspective and reliability. They also used a greater variety of sources, as well as encouraged their students to learn how to corroborate evidence. The pedagogical content knowledge (Shulman, 1987) gained through the HIPD appeared to enable both teachers to change their instructional practices

to incorporate more active learning that encouraged domain-specific critical thinking skills.

Furthermore, for each historical inquiry activity implemented, both teachers made modifications to the SCIM-C Strategy itself and also made changes to the actual implementation of the strategy. They skillfully selected topics that aligned with the curriculum being taught, and, at the same time, assessed the interests and needs of their students. Therefore, the implication is that teachers can incorporate more active learning practices in their classrooms while simultaneously molding the general SCIM-C model to align more appropriately with their particular curriculum and unique set of students.

Finding 4: *Sustained on-site professional development on historical inquiry positively influenced two teachers' practices to include historical inquiry in their classrooms.*

To effect teacher change, high quality professional development must be offered on a sustained basis (Chung Wei, et al., 2006; Fullan, 2002, Guskey, 1986; Richardson & Placier, 2002). The HIPD in the present study was specifically designed to incorporate recommended characteristics of effective professional development. These included a content-specific focus on both pedagogy and assessment, repeated on-site opportunities for observation, hands-on engagement and reflection with district colleagues, and an emphasis on collaboration and peer learning (Chung Wei, et al., 2009, Desimone, 2009; Penuel, et al., 2007). More specifically, the HIPD was open to all social studies teachers in the school district and offered an opportunity to learn the pedagogical practice of inquiry and its relationship to historical thinking. The HIPD was held every two weeks for a total of eight sessions. Participants were all teachers from the same district and three

of the teachers, including the two case participants, were from the same middle school where the HIPD was conducted.

By design, the HIPD applied a social-constructivist model of learning, which enabled teachers to learn about historical thinking skills and historical inquiry by practicing the strategy in professional development sessions with a more “knowledgeable peer” (Vygotsky, 1978, p. 87). Moreover, participants implemented the historical inquiry strategies on three separate occasions in their classrooms and then were able to discuss their experiences and share their students’ work in the HIPD sessions. Participants also had opportunities to share their ideas and sources during the HIPD sessions and on a number of occasions during the school day. In effect, the HIPD exhibited all of the characteristics of an effective professional development.

Consequently, data from this study provided evidence that the HIPD experience enabled the two teachers to engage in onsite learning, to find new resources for the inquiry activities, to develop their understanding of the pedagogical practice of inquiry for teaching history, and to learn the theories that support inquiry in history (Fullan, 2001; Sergiovanni, 1998; Thornton, 1991). As a result, the two teachers did implement historical inquiry in their classrooms on at least three occasions (those included in the observations) and Mrs. Ryan also implemented it several other times outside of the formal observations.

Finally, Sergiovanni (1998) indicated that in order for change to take place, teachers must have a shared set of norms, they must understand their subjects’ meaning differently, they must change their knowledge about how students learn, and they must develop the skills necessary to teach differently. Data presented in Chapter 4 suggested

Mrs. Jilley and Mrs. Ryan each shared the same norms about what it meant to be an effective teacher. Each believed strongly in the importance of continually upgrading her teaching skills. Furthermore, each held high expectations for her students. As they participated in the HIPD and carried out the historical inquiry in their respective classrooms, they came to understand the teaching of history differently. Mrs. Jilley came to a new understanding about the importance of examining primary and secondary sources for their validity and readability. Mrs. Ryan's new use of the "guiding question" transformed the way she taught history to her students. Put simply, history became a CSI investigation.

Both case participants also learned new information about how students learn. For the first time, Mrs. Jilley began to consider the impact of a student's preconceptions on what was taught in her social studies class. For Mrs. Ryan, historical artifacts took on a new importance. She found her students eager to examine "shards from the past" and thus directed her energies toward finding "hands-on" artifacts to use as sources for historical inquiry. Lastly, both teachers developed their skills in teaching the strategy of historical inquiry. However, it appeared that Mrs. Ryan seemed to have developed her skills to a greater extent than Mrs. Jilley – perhaps as a result of the greater ease of incorporating historical inquiry practices into the *Early American History* curriculum as compared to the *World Cultures* curriculum.

Implications

Findings from this study have a number of implications for teacher professional development programs, school districts, and for social studies teachers and their students. These implications have the potential to guide future decision-making in ways that could

impact how and what students learn in social studies classes as well as how and what teachers learn as part of professional development.

First, school leaders can use these findings to take notice of the types of learning opportunities that teachers voluntarily choose to attend, even during times of major educational reforms. Although teachers in the present study were overwhelmed with the new demands placed on them in the current climate of continuous educational reform, some teachers still chose to participate in a long-term professional development that offered learning in their content area. This study offered all secondary level social studies teachers in a large, urban district the opportunity to engage in professional development to enhance their pedagogical content knowledge in the area of historical inquiry. Teachers in this district were being evaluated on a much more rigorous level and being held accountable for their students' achievements. Yet six teachers were still enthusiastic about learning new ways to engage their students and decided to voluntarily participate in the HIPD.

Participating teachers seemed to be enticed by both the opportunity to learn about historical inquiry and the opportunity to collaborate with other social studies teachers in their district. They were also interested in participating in a professional development that was specifically designed for social studies teachers. For a number of years, the focus had been on other content areas, specifically English and math. Social studies had taken a back seat in terms of the district's professional development efforts. The HIPD participants seemed to be attracted to the many characteristics of professional development that are considered to bring about the most change. From the evidence of

this study, change did occur in the two teachers who volunteered to be the case study participants.

A second implication of this study's findings is that before students can be expected to learn domain-specific critical thinking skills, teachers must first learn how to effectively teach historical thinking skills and the historical inquiry process. In other words, teachers must augment their pedagogical content knowledge (Shulman, 1987) in this area, through specialized professional development programs and implementation of the new pedagogy in their classrooms. Simply having deep content knowledge in the subject taught does not guarantee that a teacher will be able to help his/her students to develop historical thinking skills. Through sustained professional development opportunities in which teachers first learn the theories that support their practice and then have opportunities to share their practice while comparing student work, teachers are able to learn about historical thinking skills and historical inquiry, and thus, are ready to begin the challenging work of building their students' historical thinking skills. This type of specialized learning can take place either at the pre-service level in teacher preparation courses or in long term professional development opportunities based in their own teaching environments.

It is also important to note that historical inquiry can be adapted to fit almost any social studies curriculum; however it might be better suited to certain curriculums, such as *American History* or *Modern World History*. The two teachers in this study taught *World Cultures* and *Early American History* at the middle school level. While they both were able to implement historical inquiry practices into their classrooms, the *World Cultures* teacher found it more challenging to align the historical inquiry activity with the

curriculum, given that history is only about one-fifth of the course's focus. Furthermore, depending on the culture or region being studied, she often had difficulty in locating relevant, high quality primary and secondary sources that were both readable and reliable. In contrast, the *Early History* teacher was able to find a wealth of relevant, high quality sources. In fact, at times, she was overwhelmed by the number of sources and found it difficult to choose only a few. The implication here is that, depending on the time period and content of their social studies instruction, teachers may face different types of obstacles with respect to incorporating historical inquiry into their classes. As more and more sources are being digitized in online repositories, this may become less of a problem in the future. However, the challenge will still remain for the study of the history of peoples for whom substantial physical and written records were not maintained.

Other related implications of this study focus on aspects of assessment. It appeared that an emphasis on formatively assessing student learning may be essential to the effectiveness of providing learning opportunities for teachers in the instruction of historical thinking skills and the implementation of historical inquiry. Although teacher participants were asked to share student work during the HIPD sessions, more time to examine student responses might need to be incorporated into future HIPD sessions. Additionally, more emphasis on guiding teachers in formative assessment must be included, as, formative assessment has been recognized as a powerful way to monitor student learning and make curricular decisions to enhance learning (Wiggins & McTighe, 1998). Teachers need to be able to examine student work in order to determine the difficulties students face in learning historical thinking skills, and then make adjustments

in their instructional strategies. A teacher's pedagogical content knowledge is in part dependent on the awareness of how his/her students are learning (Guskey, 1986; Shulman, 1987). Without this key component, teachers cannot improve their practice. Therefore, in designing a future professional development for historical inquiry, more emphasis should be placed on formative assessment of student work.

For curriculum designers, this study suggests the pedagogical content knowledge essential for instructing historical thinking skills and historical inquiry requires emphasis on several overlapping instructional strategies. First, a strong emphasis should be placed on the use of domain-specific terminology such as "sourcing," "contextualizing," "perspective-taking," "reliability assessment," and "corroboration." Teachers need to use the terminology in their instruction, visually display these terms on word walls or highly visible areas in the classroom, and incorporate key terminology into both formative and summative assessments.

Secondly, teachers need to actively model the historical inquiry strategy for their students while gradually releasing responsibility as student internalize the processes and practices for applying historical thinking skills. During the modeling stages, teachers should use think-aloud strategies (Bereiter & Marlene, 1985; Fisher, Frey & Lapp, 2011) to help students hear and see the steps in the process and to try to understand the thinking processes as they are applied in context. Moreover, high quality questioning, an extension of Bloom's Taxonomy (Buehl, 2007), and requests for evidence-based reasoning (Webb, 2005) are essential throughout the process to encourage students to explain their reasoning and to learn how to critically analyze the reliability of the sources (see also Common Core Standards Initiative, 2010). Therefore, all of these instructional

strategies should be emphasized and modeled in the professional development sessions on historical inquiry so that teachers can enhance their pedagogical content knowledge and use it to inform their practices for instruction and assessment.

Finally, as a way to evaluate whether teachers are effectively implementing historical inquiry in their classrooms, teachers might benefit from the use of a self-assessment tool. Once teachers have the opportunity to incorporate historical inquiry into their curriculum and to practice developing engaging historical inquiry activities, they might use an evaluation tool such as the one outlined in *Figure 5.1* to help self-assess where on the continuum of novice to expert he/she might be in terms of historical thinking skills and historical inquiry. This tool was developed by the researcher using insights gleaned from the illuminated journeys of the two teachers who participated in this study as well as from models proposed by others in the research community.

Alexander's (2003) extension of the expert/novice theory of learning to education in her Model of Domain Learning emphasizes movement along a continuum of learning from acclimation to competence and then to proficiency. In this study, the two teachers moved along this continuum in terms of their knowledge, beliefs, and practices. Mrs. Jilley appeared to be somewhere between acclimation and competence because of the difficulty she had in defining historical thinking skills, her beliefs about the applicability of historical inquiry to the curriculum, and her limited implementation of the historical inquiry process. In contrast, Mrs. Ryan seemed to be somewhere between competence and proficiency on the continuum. Her level of expertise was evident in her ability to define historical thinking skills and historical inquiry, her beliefs that students were

capable of developing historical thinking skills, and she used historical inquiry activities more frequently in her instructional practices.

If teachers are to help students move from novice to expert in historical thinking skills and historical inquiry, then a self-evaluation tool like the Rubric for Evaluating Teachers' Historical Inquiry in terms of Knowledge, Beliefs, and Practices (RETHI-KBP – pronounced Ready-KBP) [see Figure 5.1] will likely be of great benefit as part of the HIPD experience. For example, in a professional learning community of social studies teachers in a school or district, teachers might have opportunities to assess their peers using this tool. It might also be used by the instructor in a professional development for historical inquiry to help highlight the key competencies of the expert of historical inquiry. Finally, as districts move to include teacher evaluation protocols in their decisions about teacher quality, this rubric can be a useful starting point to inform content-specific evaluation protocols for social studies teachers aiming to integrate historical inquiry practices into their curricula.

Figure 5.1. Rubric for evaluating teacher’s expertise in historical inquiry in terms of knowledge, beliefs, and practices (RETHI-KBP)

Rubric for Evaluating Teachers’ Expertise in Historical Inquiry in terms of Knowledge, Beliefs, and Practices (RETHI – KBP) ¹		
KNOWLEDGE		
Proficiency	Competence	Acclimation
<p>Possesses thorough knowledge and understanding of historical thinking skills & historical inquiry process:</p> <ul style="list-style-type: none"> Exhibits high level of depth of knowledge in defining historical thinking skills with examples related to sourcing, perspective, reliability assessment, contextualization, and corroboration Proficient in ability to explain historical inquiry process Proficient in developing “guiding questions” that correspond to relevant topics in curriculum Proficient in ability to locate relevant and high quality sources for historical inquiry 	<p>Possesses adequate knowledge and understanding of historical thinking skills & historical inquiry process:</p> <ul style="list-style-type: none"> Exhibits moderate level of depth of knowledge in defining historical thinking skills with a few examples related to sourcing, perspective, reliability assessment, contextualization, and corroboration Nearly proficient in ability to explain historical inquiry process Nearly proficient in developing “guiding questions” that correspond to relevant topics in curriculum Nearly proficient in ability to locate relevant and high quality sources for historical inquiry 	<p>Possesses emerging knowledge and understanding of historical thinking skills & historical inquiry process:</p> <ul style="list-style-type: none"> Exhibits low level of depth of knowledge in defining historical thinking skills with one or two examples related to sourcing, perspective, reliability assessment, contextualization, and corroboration Emerging ability to explain historical inquiry process Emerging ability in developing “guiding questions” that correspond to relevant topics in curriculum Emerging ability to locate relevant and high quality sources for historical inquiry
BELIEFS		
Proficiency	Competence	Acclimation
<ul style="list-style-type: none"> Believes strongly in teaching historical thinking skills and using historical inquiry in ways that impact practice. Believes strongly that middle school students are able to learn historical thinking skills. Believes strongly that students and are able to productively engage in historical inquiry. Believes strongly that if students develop historical thinking skills through engagement in historical inquiry, they will be able to make more informed decisions and judgments. 	<ul style="list-style-type: none"> Believes moderately in teaching historical thinking skills and using historical inquiry in ways that impact practice. Believes that middle school students are able to learn historical thinking skills. Believes that students and are able to engage in historical inquiry. Believes that if students develop historical thinking skills through engagement in historical inquiry, they will be able to make more informed decisions and judgments. 	<ul style="list-style-type: none"> Begins to believe in teaching historical thinking skills and using historical inquiry is an effective way to teach history. Somewhat believes that students are able to learn historical thinking skills. Somewhat believes that students and are able to engage in historical inquiry. Somewhat believes that if students develop historical thinking skills through engagement in historical inquiry, they will be able to make more informed decisions and judgments.

Figure 5.1 (continued next page)

Figure 5.1 (continued here)

PRACTICE		
Proficiency	Competence	Acclimation
<ul style="list-style-type: none"> • Teaches historical thinking skills to students many times throughout the school year • Frequently and appropriately uses historical thinking terminology during classroom instruction: Sourcing, perspective and reliability assessment, corroboration, and interpretation • Frequently uses historical inquiry strategies such as the SCIM-C Strategy. • Through modeling, questioning and discussion actively engages students in historical inquiry process • Frequently uses a variety of both primary and secondary sources 	<ul style="list-style-type: none"> • Teaches historical thinking skills to students several times throughout the school year • Sometimes uses historical thinking terminology: Sourcing, perspective and reliability assessment, corroboration, and interpretation • Sometimes uses historical inquiry strategies • Through some modeling, questioning and discussion actively engages students in historical inquiry process • Sometimes uses a variety of both primary and secondary sources 	<ul style="list-style-type: none"> • Teaches historical thinking skills to students a few times throughout the school year • Rarely uses historical thinking terminology: Sourcing, perspective and reliability assessment, corroboration, and interpretation • Rarely uses historical inquiry strategies • Rarely models historical inquiry process • Rarely uses a variety of both primary and secondary sources

¹Adapted from Alexander’s (2003) Model of Domain Learning

In summary, many researchers in the field of history agree that teachers need a certain pedagogical content knowledge to effectively teach students to think historically (Bain, 2000; Barton & Levstik, 2004; VanSledright, 2005; Wineburg, 2001). The RETHI-KBP tool (as outlined in *Figure 5.1*) can contribute to this body of work by identifying the competencies a teacher must meet in order to be considered proficient in his/her pedagogical content knowledge of historical thinking and historical inquiry. Based on Alexander’s (2003) Model of Domain Learning, the rubric provides the details of each of the levels of expertise from acclimation to competence and proficiency using the KBP paradigm. The constructs of knowledge, beliefs and practices will help teachers and evaluators determine whether a teacher’s learning translates to change in practice.

Limitations of the Study

While findings from this study have several important practical implications for school curriculum and professional development, there are also several limitations of the work provided here. First, while six teachers participated in the historical inquiry professional development, this study focused only on the two middle school teachers who agreed to be part of the multiple case-study portion of the research. Expanding the cases to include all of the teachers could have provided a broader understanding of how a wider range of teachers at different grade levels in the same district take up practices of historical inquiry over the course of the HIPD sessions. However, this study provides a first glimpse into these ideas and confirms the need for more research in this area as suggested by Van Hover (2008). Future studies in this area should seek to expand the grade level of participating teachers to include high school or elementary school teachers, as clearly each would be dealing with a very different set of student needs and curricular expectations.

A second limitation involves the lack of generalizability resulting from the qualitative design of this study. Although it could be argued that generalizing findings from a qualitative study is inappropriate (see Guba & Lincoln, 1981), examining two teachers' experiences in the same setting clearly enhances our understanding of how implementing historical inquiry in a classroom might be applied to or relevant for another similar group of teachers who work in similar settings. The rich descriptions of each teacher's profile before and while they participated in the HIPD experience, as outlined in the relevant sections of Chapter 4, may likely reveal commonalities shared by other educators who teach middle school social studies classes. In addition, the two teachers in

the present study taught different curriculum and they selected classes of varying ability levels, thus expanding the possibility of applicability to different curricula and to students of varying abilities in future work.

A third limitation of this study was that part of the data collected was self-report data, which is sometimes called into question because of the possibility that participants may tell researchers what they believe they want to hear or because participants' recollections of past events may be vague, blurry, or simply inaccurate (Cook & Campbell, 1979; Schacter, 1999). Nevertheless, to strengthen the trustworthiness of data sources, the self-report data in the present study was purposely triangulated by several other data sources including audio recording of the HIPD sessions, artifacts of materials and student assignments, student interviews, teacher reflective journals on a private Wikispace, and researcher observations of classroom teaching (coordinated with observations collected by an observer outside the study). Member checking was also used to ensure accuracy of recorded data and an appropriate level of inter-rater reliability was achieved to verify the reliability of the coding system used to analyze classroom observation data (Carlson, 2010; Creswell & Miller, 2000).

Fourth, the researcher conducted most of the data collection and analyzed most of the data sources. Yet, the researcher kept a reflective journal throughout the study to monitor her personal beliefs, biases and to help shape the inquiry. At every stage in the research process, I was keenly aware of my various roles and continually worked to separate my various duties as teacher, department head, professional development presenter and researcher. Another effort to alleviate concerns in this area was to invite a second observer to record field notes during one observation for each of the two teachers.

This second observer was not directly involved with any other part of the study, nor was she directly connected to the teachers or the school in which the observations were conducted. These notes were compared to the researcher's notes of the same observation and as mentioned previously, acceptable inter-reliability levels of 91% and 88% were achieved.

A fifth limitation was that the researcher of the present study also designed and conducted the HIPD sessions. The researcher's knowledge of historical inquiry was based upon several years of research on historical thinking skills, historical inquiry and classroom practice. The researcher also had some experience as a professional development instructor. Throughout the study, the researcher had to continually monitor her roles, as researcher, instructor, department head and teacher. In some ways, this was advantageous because it reassured the participants that the researcher had empathy for their classroom experiences and would understand the challenges she faced in the implementation process. To guard against any perceived bias, the researcher collected data from many sources and kept a reflective journal. The validity, credibility and trustworthiness of the data were ensured through the triangulation of the data, the use of member checking, inter-rater reliability and the use of an outside observer.

Recommendations for Further Study

Several opportunities for further study were revealed through this study. Although the following list is not all-inclusive, the possibilities for extending research about how teachers can better instruct students in historical thinking skills and historical inquiry would certainly contribute to the body of research on teaching history in our

schools (Bain, 2000; Barton and Levstik, 2004; Van Hover, 2008; VanSledright, 2005; Wineburg, 2001,).

First, the SCIM-C Strategy developed by Hicks, et al. (2004) was used as the historical inquiry model for this study. The model was first designed with high school students in mind. Throughout the study, the need to adapt the main components of the model (Summarizing, Contextualizing, Inferring, Monitoring, and Corroborating) became apparent to better meet the needs of middle school students. This study might be replicated in other middle schools to have a clearer picture of how to adapt a model initially designed for high school students to respond to the needs of middle school students. Future research in this area might seek to address the question of how middle school teachers modify or adapt a historical inquiry model to fit their students' needs and their curriculum.

Another consideration from this study is that other historical inquiry models exist, such as the model offered through the *Historical Thinking Matters* website at www.historicalthinkingmatters.org. Alternative models of instruction other than the SCIM-C strategy (Hicks, et al., 2004) might help teachers more readily incorporate historical inquiry into their repertoire of instructional strategies. Future work in this area might, for example, compare various historical thinking models and their relative efficacy for helping teachers instruct their students in historical thinking skills.

Thirdly, one of the implications mentioned earlier in this chapter is the importance of emphasizing the domain-specific vocabulary of historical thinking skills and historical inquiry. Research stresses the importance of instructing students in key vocabulary for understanding major concepts in the various content areas (Harmon,

Wood & Hedrick, in press). History is no exception. A future study might specifically focus on how a teacher's use of the specific vocabulary terms associated with historical thinking and historical inquiry might impact student learning of these skills.

Further, as indicated earlier, formative assessments play a key role in helping students learn. The present study might be replicated, but with a greater emphasis on examining student work. In particular, a pilot study by Breakstone (2012) found a strong link between a teacher's pedagogical content knowledge and his/her ability to assess student learning of historical inquiry. In his pilot study, Breakstone used an innovative model he developed with others from the Stanford History Education Group.

Researchers in the study created mini tasks called History Assessments of Thinking (HATs) to foster historical thinking skills. In designing these tasks, the developers took into account the difficulty teachers faced in using either multiple choice tests or document based questions (DBQs), both of which had their drawbacks. In his pilot study, Breakstone examined how teachers assessed student learning on the HATs in an effort to inform their instructional practice. Teachers in a future study of HIPD interventions might be instructed during the professional development sessions in how to incorporate HATs into their classroom practice and how to interpret student responses to the HATs in order to make informed decisions about instructional practices.

Another area for further research informed by findings from the current study might be the examination of teachers' and students' epistemology or "beliefs about knowledge and knowing" and how their epistemic beliefs play a role in the examination of primary sources (see Barzilai & Zohar, 2012). Since historical inquiry requires students to examine multiple primary sources in order to develop a historical

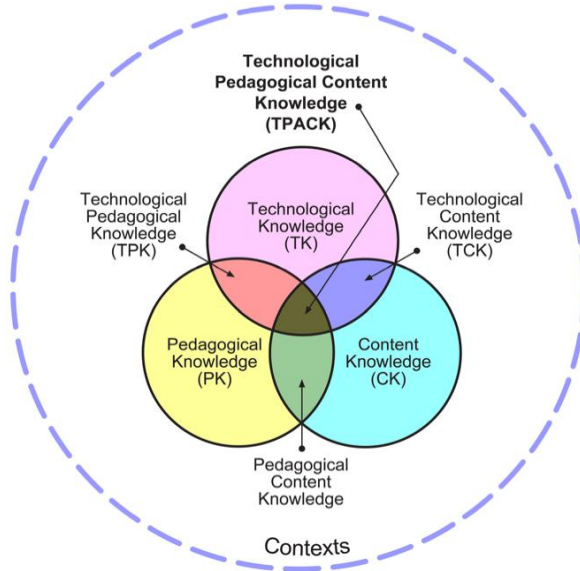
interpretation, they must have reached the evaluative level of knowing (Kuhn, 1999). Without understanding the complexity of knowledge, students might have difficulty judging the reliability of sources and making inter-textual connections between the sources. In fact, during this study, one of the teachers, Mrs. Jilley, noted that some students consider primary sources to be the best source of information about an event. Like “textbook or encyclopedia fundamentalist epistemology” (see VanSledright, 2002a, p. 145), in which students and some teachers view the information found in textbooks and encyclopedias to be the “truth,” might some students and teachers be trapped in “primary source fundamentalist epistemology?” Barton (2005) explained many of the common misconceptions about primary sources and also made recommendations for their effective use in the classroom. Thus, future studies to address these issues might examine how either teachers or students analyze primary source documents to answer historical questions and the thought processes they engage in as they examine the documents.

Finally, as noted many times by one of the case study participants, technology plays a key role in the classroom today. In fact, research revealed an expanded version of pedagogical content knowledge that includes technology (Hicks, Doolittle & Lee, 2004; Lee, 2002; Lee & Manfra, 2012). Known as the Technological Pedagogical Content Knowledge (TPACK) model (Koehler, 2011), this flexible framework (see *Figure 5.2*) could be used to examine the link between technology and the pedagogical content knowledge of historical inquiry.

For instance, to effectively display primary sources, a teacher needs the proper technology. Also, in order to locate many of the most relevant and high quality primary sources, teachers need access to the Internet, as well as skills in how to most efficiently

locate quality sources. Furthermore, today's students have been raised in the technological age and are "hard wired" to interact with technology. In fact, social studies has been seen as fertile ground for the incorporation of technology since the late 1990s. Unfortunately, social studies teachers have been slow to use technology as an instructional partner in their classrooms (Doolittle & Hicks, 2003; Lee, 2002; Lee & Manfra, 2012; Swan & Hicks, 2008; Wilson & Wright, 2010). Furthermore, an additional area for research in TPACK might examine how teachers and students develop the knowledge, beliefs, and practices needed to assess the reliability and validity of primary and secondary sources located online. Therefore, a research study that examines how the use of online resources impacts the way in which teachers take up historical inquiry would likely add to our understanding of TPACK in the area of history education. Work in this area has the potential to deeply enrich our understanding of this expanded notion of pedagogical content knowledge and how it relates to historical inquiry.

Figure 5.2 Diagram of technological pedagogical content knowledge (TPACK)



Koehler, M. (2011)

Concluding Thoughts

This study was conducted to examine how two teachers take up the process of implementing historical inquiry methods into their instruction while participating in professional development over the course of six months. The study revealed observable changes in both of the teachers' knowledge, beliefs and practices. In many instances, the two teachers showed similarities in the changes that occurred and in a few areas, differences were observed; but in both cases, positive changes were observed with respect to their knowledge, beliefs, and practices for thoughtfully implementing historical inquiry in middle school classrooms.

Most importantly, a number of implications were noted about how to most effectively help teachers develop the pedagogical content knowledge to teach historical thinking skills through the process of historical inquiry. The teachers who voluntarily

participated in this study enhanced their pedagogical content knowledge in this area. As a result of the teachers' learning, students of these teachers also showed learning. The question remains as to whether districts, individual schools, or social studies departments are willing to support the kind of professional development that is necessary to help other teachers develop these skills in order to help students learn the critical thinking skills of history that will best prepare them for their futures as active and educated citizens in a global society.

Appendix A

Sample HIPD Session Power Point Presentation

Warwick School Department
January - April 2011

HISTORICAL INQUIRY PROFESSIONAL DEVELOPMENT

The sustained encounter with the less familiar past teaches us the limitations of our brief sojourn on the planet and allows us to take membership in the entire human race.

(Wineburg, 2001)

PROFESSIONAL DEVELOPMENT DATES: ALTERNATING TUESDAYS WINMAN JHS, ROOM A318

- ✦ January 4, 2011
- ✦ January 18, 2011
- ✦ February 1, 2011
- ✦ February 17, 2011 (Thurs.)
- ✦ March 8, 2011
- ✦ March 22, 2011
- ✦ April 5, 2011
- ✦ April 26, 2011

SESSION I OUTLINE

- ✦ Introductions
- ✦ Participant Questionnaire
- ✦ RI State Standards on PD
- ✦ Brainstorm
- ✦ Sharing
- ✦ Power Point - Historical Inquiry, Historical Thinking
- ✦ Video Clip
- ✦ Read VanSledright's article - 2 connections you can make and 2 questions you have
- ✦ Share
- ✦ Closing thoughts - plans for next session

RI STATE PROFESSIONAL DEVELOPMENT STANDARDS

- ✦ Context Standards
 - + Learning Communities
 - + Leadership
 - + Resources
- ✦ Process Standards
 - + Data-driven
 - + Evaluation
 - + Research-based
 - + Designs and strategies
 - + Learning
 - + Professional communities of learners and practice
- ✦ Content Standards
 - + Equity
 - + Engaging families and communities
 - + Quality teaching

HISTORICAL THINKING

- ✦ A set of domain-specific reasoning skills including: skills in identification, perspective taking, reliability assessment, corroboration, and interpreting (VanSledright, 2002).
- ✦ Students need to investigate "traces and shards of the past" - primary source evidence including: documents, letters, diaries, photographs, drawings, artifacts, etc. (VanSledright, 2004).
- ✦ Requires overcoming "established modes of thinking in order to avoid reading the present onto the past" (Wineburg, 2001, p. 12) or "presentism."
- ✦ Students' preconceptions and prior knowledge about history and the past must be taken into account when developing historical thinking skills (Seixas, 1994).

Cont. Appendix A

Sample HIPD Session Power Point Presentation

2/21/2013

HISTORICAL INQUIRY

- ✘ One way to foster the application and development of historical thinking skills
 - ✘ Process by which students examine issues or events of the past by "problematizing" history
 - ✘ Students become investigators of the past
 - ✘ Historical Inquiry involves the following steps:
 - + Ask questions
 - + Examine sources from the past (primary sources)
 - + Develop evidence
 - + Make historical interpretations
- (Hicks, Doolittle & Ewing, 2004)

NATIONAL HISTORY EDUCATION CLEARINGHOUSE

- ✘ Numerous resources for educators including:
 - + Primary Sources
 - + Lesson Plans
 - + Online History Lectures
 - + Teaching Materials
 - + Research Briefs
 - + Professional Development Opportunities
 - + Grants
 - + www.teachinghistory.org

WHY HISTORICAL INQUIRY?

- ✘ *But we still need to teach our students to think critically. They still need to know how to find relevant and reliable sources and to use digital tools and resources efficiently. They still need to know how to differentiate between primary and secondary sources and how to assess the validity and reliability of these sources. And they still need to know how to analyze and interpret information, how to evaluate conflicting sources, and how to use historical thinking in order to make an argument or a thesis.*
- Steven A. Goldberg, President of the National Council for the Social Studies

STATE OF RI HISTORICAL PERSPECTIVES

- + HP1: History is a chronicle of human activities that is interpretive in nature.
 - ✘ HP1-1: Act as historians, using a variety of tools...
 - ✘ HP1-2: Interpret history as a series of connected events with multiple cause-effect relationships.
- + HP2: History is a chronicle of human activities, diverse people, and the societies they form.
 - ✘ HP2-1: Connect the past with the present
 - ✘ HP2-2: Chronicle events and conditions
 - ✘ HP2-3: Show understanding of change over time.
- + HP3: The study of history helps us understand the present and shape the future.
 - ✘ HP3-1: Demonstrate an understanding of how the past frames the present
 - ✘ HP3-2: Make personal connections in an historical context (source to source, source to self, source to world).

Appendix B

RI State Professional Development Standards

- Context Standards
 - Learning Communities
 - Leadership
 - Resources
- Process Standards
 - Data-driven
 - Evaluation
 - Research-based
 - Designs and strategies
 - Learning
 - Professional communities of learners and practice
- Content Standards
 - Equity
 - Engaging families and communities
 - Quality teaching

Appendix C

SCIM-C Historical Inquiry Strategy

Summarizing Contextualizing Inferring Monitoring - Corroborating

Summarizing:

1. What type of historical document is the source?
2. What specific information, details, and/or perspectives does the source provide?
3. What are the subject, audience, and/or purpose of the source?
4. What does the source directly tell us?

Contextualizing:

1. Who produced the source?
2. When, why, and where was the source produced?
3. What was happening locally and globally at the time the source was produced?
4. What summarizing information can place the source in time, space and place?

Inferring:

1. What is suggested by the source?
2. What conclusion may be drawn from the source?
3. What biases are indicated in the source?
4. What contextualizing information, while not directly evident, may be suggested from the source?

Monitoring:

1. What is missing from the source in terms of evidence that is needed to answer the guiding historical question?
2. What ideas, images, or terms need further defining from the source in order to understand the context or period in which the source was created?
3. How reliable is the source for its intended purpose in answering the historical question?

Cont. Appendix C

SCIM-C Historical Inquiry Strategy

4. What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?

Corroborating:

1. What similarities and differences exist between the sources?
2. What factors could account for the similarities and differences?
3. What gaps appear to exist that hinder the final interpretation of the source?
4. What other sources are available that could check, confirm, or oppose the evidence currently marshaled?

(Hicks, et al., 2004)

Appendix D

HIPD Web Resources

Tutorials and teaching tips:

- × www.historicalinquiry.com
- × <http://historicalthinkingmatters.org>
- × <http://webinquiry.org>
- × <http://teachinghistory.org>

United States:

- × <http://web.wm.edu/hsi/?svr=www>
- × <http://docsteach.org>
- × <http://memory.loc.gov>
- × www.archives.gov
- × http://www.besthistorysites.net/ushistory_roaring20s.shtml

World:

- × <http://www.dhr.history.vt.edu/> (US and European)
- × <http://www.eyewitnesstohistory.com> (World)
- × <http://chnm.gmu.edu> (Asia)
- × <http://spice.stanford.edu/docs/155> (Asia)
- × <http://legacy.lclark.edu/~history/HIROSHIMA/gallery.html> (Japan)
- × <http://www.eyewitnesstohistory.com/pearl2.htm> (Japan)
- × www.eyewitnesstohistory.com/pfhiroshima.htm (Japan)
- × http://avalon.law.yale.edu/20th_century/decad163.asp (Israel)
- × <http://www.marxists.org/archive/lenin/works/1917/apr/04.htm> (Russia)
- × <http://www.deremilitari.org/resources/crusades.htm> (Crusades)
- × <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-WorldWar1.htm> (European)
- × <http://www.fordham.edu/halsall/mod/1902lenin.html> (Soviet)

Appendix E

SCIM-C Strategy Implementation Sharing Protocol

1. What curriculum are you currently teaching?
2. What was the *Guiding or Essential Question*?
3. Did you provide content knowledge to the students before the activity? If so, how did you teach this content knowledge?
4. Describe the pieces of evidence that you provided the students?
5. Did you use the SCIM-C Strategy or did you modify it? Explain.
6. Did you use any other tools to aid in the instruction of the historical inquiry?
7. Did the students work individually or in teams? Explain.
8. What questions, concerns, or comments did the students have while doing the historical inquiry?
9. In examining the student work, do you see evidence of historical thinking skills in the students? Explain.
10. What questions, concerns, or comments do you have about using historical inquiry?

Appendix F

Guiding Questions for Seixas Article

1. Think about your own lens of family experience, how has it influenced your historical understanding and how do you think it has impacted you as a social studies teacher.
2. Can you think of examples amongst your own students who are like Anita, who doubt the validity of any source? Anita said, “You have to be there.” (p. 306)
3. Why was Pedro able to understand historical agency (people making changes in history)? (p. 310)
4. Is it possible to change Carmen’s private prejudices? (p. 313)
5. Adam condemned powerful nations and understood all historical evidence to be generated by these powerful actors (p. 314). Whereas, Roberto seemed to have a clear understanding of historical agency (p. 316). Do you have any students who exemplify the same characteristics as either Adam or Roberto and how have you worked with them?
6. How can we as history teachers address the concerns, fears and questions raised by our students’ family stories?
7. Seixas suggests a “reformed history curriculum that includes explicit attention to historical method, encouraging a classroom pedagogy that unites the potentially disparate areas of historical significance to the various students in a multicultural setting into a meaningful discussion...” (p. 322). What do you think of this?

Appendix G

Summary of Barton's Article on Primary Sources

7 Myths of Primary Sources (Barton, 2005)

Each of these myths derives from the assumption that analyzing sources constitutes an end in itself (Barton, p. 753).

1. Primary sources are more reliable than secondary sources.
2. Primary sources can be read as arguments about the past.
3. Historians use a “sourcing heuristic” to evaluate bias and reliability.
4. Using primary sources engages students in authentic historical inquiry.
5. Students can build up an understanding of the past through primary sources.
6. Primary sources are fun.
7. Sources can be classified “primary” or “secondary.”

Contributions of Original Historical Sources

1. To motivate historical inquiry.
2. To supply evidence for historical accounts.
3. To convey information about the past.
4. To provide insight into the thoughts and experiences of people in the past.

In this way, original sources are used not just to establish the existence of historical trends and events but to provide insight into the meaning they held for people who lived through them (Barton p. 753).

Appendix H

Pre - Historical Inquiry Professional Development (HIPD) Participant Survey

I. Background Information

1. Academic Qualifications:

Teacher's certificate in _____
National Board for Professional Teaching Standards in _____
A bachelor's degree in _____
A master's degree in _____
A doctorate in _____

2. Number of years of teaching experience

middle school _____
high school _____
other, please specify _____

3. Grade level you currently teach (check all that apply)

____ 6
____ 7
____ 8
____ 9
____ 10
____ 11
____ 12

II. Read the statements below and rate your response on the scale provided:

1. My social studies coursework had a strong emphasis on history.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

2. I define "historical thinking skills as:

(Please write a response)

Cont. Appendix H

3. I have a solid understanding of historical thinking skills.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

4. I define “historical inquiry” as:

(Please write a response)

5. I understand the theory behind the instructional practice of “historical inquiry.”

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

6. I know how to teach using the “historical inquiry” method.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

7. My ideas about teaching and learning in general have changed over time.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

8. My ideas about teaching and learning history have changed over time.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

9. I believe my students can learn to “think historically.”

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

10. I believe it is important for students to use primary source evidence in the study of history.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

Cont. Appendix H

11. I believe my students can learn to corroborate sources when examining historical events.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

12. I believe it is important for students to be able to make their own judgments about historical events.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

13. I believe my students will be able to make more informed decisions, if they learn how to “think historically.”

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

14. My instructional practices have changed significantly since I first began teaching.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

15. I often teach history using the historical inquiry method.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

16. There are occasions when I feel the historical inquiry method is not an appropriate instructional practice.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

17. I have participated in a number of different types of professional development.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

18. I have a strong say in the types of professional development in which I participate.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

Cont. Appendix H

19. Most of the professional development I have experienced has been content-related.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

20. Most of the professional development in which I have participated has made a strong connection between content and instructional practice.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

21. I usually feel that I have learned new things after participating in professional development.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

22. My knowledge changes after I participate in most of the professional development experiences I have had.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

23. My beliefs about teaching and learning change after I participate in most of the professional development experiences I have had.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly Agree

24. My instructional practices change after I participate in most of the professional development experiences I have had.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree
Agree

Strongly

25. I feel that my opinions and concerns are heard during my professional development experiences.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree
Agree

Strongly

Appendix I

**Post - Historical Inquiry Professional Development (HIPD)
Participant Survey**

Read the statements below and rate your response on the scale provided:

1. I define “historical thinking skills as:

(Please write a response)

2. I have a solid understanding of historical thinking skills.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly

Agree

3. I define “historical inquiry” as:

(Please write a response)

4. I understand the theory behind the instructional practice of “historical inquiry.”

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly

Agree

5. I know how to teach using the “historical inquiry” method.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly

Agree

6. I believe the historical inquiry method is an effective way to teach “historical thinking skills.”

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly

Agree

7. My ideas about teaching and learning history have changed since I participated in the HIPD.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree

Strongly

Agree

Appendix J

Pre- Historical Inquiry Professional Development (HIPD)

Teacher Interview Protocol

ID # _____

HIPD Participant Case Study Interview

The following Interview Guide is to be used with HIPD participants whose classrooms will be observed during the 2010-2011 school year by HIPD research investigator, Thalia Wood. The goal of this interview guide is to capture whether or not participation in HIPD will change the knowledge, beliefs and instructional practices of the participant and if so how.

1. What is your educational background?
2. Please describe your history background
(Include: Course work, special areas of interest or research, history-related travel)
3. What do you think of with the term “historical thinking skills?” How does it relate to your own learning and to the learning of your students?”
4. How would you define historical inquiry?
5. How do you use “historical inquiry” in your teaching practice?
6. Describe what you think a typical inquiry lesson looks like in your classroom.
(Include: What you as the teacher is doing, what the students are doing, what resources are the students using and how the history content taught).
7. Explain some of your beliefs about teaching and learning in general? Have these changed over time?
8. More specifically, explain some of your beliefs about teaching and learning as they relate to middle school students?
9. Are these ideas about teaching and learning that you have grappled with over time?
10. Briefly describe one or two of your beliefs about teaching and learning history that guides you in your teaching each day.
11. What do you think are your greatest strengths and weaknesses as a history instructor?
12. How do you think your middle school students learn best?
13. Do you believe your students can learn to think historically? Explain why or why not.
14. Think back to when you first began teaching history and compare what you did then with what you do now as a teacher. What are some of the important ways that your teaching has changed?
15. What do you believe are the sources of those changes?
16. As a social studies teacher, how do you know when your students have learned?
17. Describe an effective instructional practice for teaching history in your classroom and explain why you think it is effective.
18. Do you teach using historical inquiry?

Cont. Appendix J

19. Describe what a typical inquiry lesson might look like in your classroom. (Include: What you as the teacher is doing, what the students are doing, what resources the students are using and how the history content is taught)

If no, explain why you do not use this method.

20. Are there occasions when the inquiry method is not an appropriate instructional practice for teaching history?
21. What constraints do you feel you have for using a historical inquiry method?
22. If you choose not to use the historical inquiry method, explain why.
23. In what types of professional development have you participated?
24. Describe the characteristics of a professional development that you found to be most helpful to you as an educator.
25. What made you decide to sign up for the historical inquiry professional development sessions this year?
26. What kind of things do you *expect* to learn during the year? What kinds of things would you *like* to learn?
27. What kinds of experiences are you hoping will be included in the PD process?
28. How are you hoping to use the information and experiences that will be provided in the PD?

Appendix K

Post- Historical Inquiry Professional Development (HIPD)

Teacher Interview Protocol

ID # _____

HIPD Participant Case Study Interview

The following Interview Guide is to be used with HIPD participants whose classrooms have been observed during the 2010-2011 school year by HIPD research investigator, Thalia Wood. The goal of this interview guide is to capture whether or not participation in HIPD has changed the knowledge, beliefs and instructional practices of the participant and if so how.

1. What new knowledge have you learned about teaching and learning history since participating in HIPD?
2. Explain what “historical inquiry” means to you.
3. How has your knowledge about “history inquiry” changed since participating in the HIPD? Can you provide us an example or two?
4. Briefly explain what “historical thinking skills” mean to you.
5. How has your knowledge about teaching “history thinking skills” changed since participating in the HIPD? Can you provide me an example or two?
6. In what ways, if any, has the HIPD changed your beliefs about teaching in general? Explain.
7. In what ways, if any, has the HIPD changed your beliefs about teaching history? Explain.
8. In what ways, if any, has the HIPD changed your beliefs about how middle school students learn history? Explain.
9. Do you believe your students can learn to think historically? Explain why or why not.
10. How have your instructional practices changed, if at all, since you participated in the HIPD?
11. Think of a typical school day now. How would you say this day differs from a typical day prior to your HIPD participation? Probe: (look for: collaborative opportunities, occasions for independent and group work, student-directed discussions and presentations, open-ended questioning, authentic tasks)
12. Do you think historical inquiry is an effective way to teach history? Explain why or why not.

Cont. Appendix K

13. What elements of the historical inquiry process, if any, did you find easier than others to introduce to students or integrate into your instruction?" Why do you think these elements were easier?
14. What are some challenges, if any, you encountered as you tried to incorporate historical inquiry practices into your instruction? Is there a particular experience that illustrates that challenge?
15. Are there occasions when the inquiry method is not an appropriate instructional practice for teaching history?
16. What constraints do you feel you have for using the historical inquiry method?
17. What made you decide to participate in the historical inquiry professional development session this year?
18. What kinds of things did you *expect* to learn during the year? What kinds of things did you *hope* you would learn?
19. What do you feel you can take away from the professional development you received this year? Give some examples of specific information you found useful as well as particular experiences you found useful.
20. How might the PD experience have been even more useful or valuable to you? What suggestions do you have for how to change the professional development experience you had this year?
21. Anything else I should know?

Appendix L

Post-Study Teacher Interview Protocol

(Conducted six months after study ended)

Participant: _____

Date: _____

1. What aspects of Historical Inquiry have you been able to incorporate into your classroom instructional practice this year? (i.e. SCIM-C Strategy (modified or not))
2. Have you used any of the resources that we used during the HIPD? (i.e. web sites, articles, power points, handouts, etc.)
3. Have your beliefs about the use of Historical Inquiry changed as a result of the new school year, new group of students, new curriculum, etc.?
4. Now that the new school year has started, what do you feel has helped or hindered you in carrying out historical inquiry in your classroom?
5. Would it have been helpful to continue the Historical Inquiry Professional Development? Explain
6. If you have some of the same students that you had last year (Julie) have you noticed them exhibiting any of the historical thinking skills (identifying, contextualizing, perspective-taking, reliability and corroborating)? If you don't have the same students, do you see any of these skills in the students you do have?

Appendix M

Wikispace Teacher Self-Report Journal (Screen Shot)

JCCJournal - home

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0 Thalia27 | My Wikis | Help | Sign Out

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- PD Session 2
- PD Session 3
- PD Session 4
- PD Session 5
- PD Session 6
- PD Session 7
- PD Session 8
- Navigation Options

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home

Edit 0 0 8 ...

Welcome to your personal reflection log for the Historical Inquiry Professional Development. This is a private wiki so that only you and I will be viewing this. Please don't hesitate to be frank.

After each PD session and before the next PD session, please choose **two prompts from each Group** and provide a response.

Group 1:

I expected...

I received.... a reading along with the class. I read 3/4 of the article and decided to finish it on my PD 4/4. Well my PD came- as did the phone call from Mike that Riley has strep throat and that I needed to be with her Tuesday. That was when the article never came out of the drawer. I am sorry and very disappointed in myself :(.

I learned...

I valued...

I still need or want to know more about...

Group 2:

After this session, I plan to...

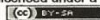
As a result of this session, I think differently about... our need to bring history up to modern days and modern ways! It is so true that to engage students in a topic we are so passionate about, we need to bring it to them in a way that they will also be as engaged as I am. Alan was right in saying that if we could teach on a cell phone or iPad or read on a Kindle- kids would be much more apt to participate.

As a result of this session, I'd like to try... something the kids can relate to in their hands on ways! In fact, I spoke to Jaci LB (who is uber creative) about an activity to do with my kids that they would think was "cool". She gave me an outline for "Farcebook" which is a spoof on Facebook. I decided to use various Russian leaders spanning from Ivan III to Medvedev. I will send it to you to check out. I thought- hey social networking with czars, dictators, and presidents, what could be cooler?

As a result of this session, my beliefs about...

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Appendix N

Pre and Post-HIPD Student Interview Protocols

Pre-HIPD

1. Explain what you believe you should be learning (skills and/or knowledge) in your social studies class.
2. Explain what skills and knowledge you think your teacher wants you to learn in your social studies class.
3. Describe the types of learning activities that you experience in your social studies class.
4. Describe the types of history lessons that you find the most engaging.
5. Describe the types of history lessons that you find least engaging.
6. Describe the types of lessons that best help you to learn history.
7. Explain what you think an inquiry-based lesson would be like?
8. Describe an inquiry lesson that you have experienced in any of your classes other than social studies?
9. Describe an inquiry lesson that you have experienced in your social studies class.
10. How would you define historical thinking?
11. Define a “primary source.”
12. Have you ever used primary sources in your social studies classes and in what kinds of activities were they used?
13. Can you explain what it means to examine the “perspective” of an author of a particular piece of writing or artwork?
14. Can you explain what it means to “corroborate” evidence?
15. What strategies do you use to solve a problem or mystery in history?
16. Why do you think it is important to learn history?
17. What does it mean to you “to do history?”

Post-HIPD

1. Explain what skills and/or knowledge you have learned in your social studies class this year.
2. Describe the types of learning activities that you experienced in your social studies class this year.
3. Describe the types of history lessons that you found the most engaging.
4. Describe the types of history lessons that you found the least engaging.
5. Describe the types of lessons that best helped you to learn history this year.
6. Explain what you think an inquiry-based lesson is like?
7. Describe an inquiry lesson that you have experienced in any of your classes other than social studies?
8. Describe an inquiry lesson that you experienced in your social studies class.
9. How would you define “historical thinking?”
10. How would you define “primary sources?”
11. How have you used primary sources in your social studies classes and in what kinds of activities were they used?
12. Can you explain what it means to examine the “perspective” of an author of a particular piece of writing or artwork?
13. Can you explain what it means to “corroborate” evidence?
14. What strategies do you use to solve problems or mysteries in history?
15. Have you noticed any changes over the past school year in the way in which your social studies teacher teaches history in your class?
16. Why do you think it is important to learn history?
17. What does it mean to you “to do history?”

Appendix O

Historical Thinking and Historical Inquiry Participant Definitions

	*Historical Thinking Skills Definition – Pre-HIPD	Historical Thinking Skills Definition – Post-HIPD	*Historical Inquiry Definition – Pre-HIPD	Historical Inquiry Definition – Post-HIPD
Mrs. Jilley	<p>Historical thinking skills are essential for the early stages, for building a background... In geography we need to teach skills, how to read maps, how to know latitude and longitude... Teach them how to write essays and learn how to do bibliographies Pre-Interview</p> <p>Being able to include research (others or own) in to your work (Pre-Survey)</p>	<p>Reading skills, whether if we are reading a letter or a diary entry, they need to know how to do that (Post-Interview)</p> <p>Beliefs one learns from sources, but taking them and applying them further (Post-Survey)</p>	<p>The questioning further. What can I gain from this in something else? I guess that is what I think Historical Inquiry is - being able to question further. Asking questions. If you start off with a broad area and you hone in and hone in, like the history day [National History Day Comp.] (Pre-Interview)</p> <p>Looking beyond what is offered (Pre-Survey)</p>	<p>Question the validity of information and the use of sources from where the information comes (Post-Interview)</p> <p>Historical Inquiry means to me - Going beyond. Do not just accept something because it says primary source at the top. You have to consider the time, gender, religion, race. Just at the particular moment, there are so many different factors that can come into play. You can't just accept it at face value - Going beyond (Post-Survey)</p>
Mrs. Ryan	<p>Having the ability to make a connection. Apply some relevance to today to things that have happened in the past and understanding why they are relevant today... It just seems to me that a lot of the answers are there, and if you look back in history and people are people and so to think historically, I think you need to have good background about why it has happened and maybe understand why it could happen again (Pre-Interview)</p> <p>The ability to make connections between the past and the present, and especially the ability to see themselves as characters in the ongoing "History of the world." (Pre-Survey)</p>	<p>The ability to try to look at things from multiple angles and to try to get multiple sources and perspectives before making a judgment about something (Post Interview)</p> <p>As the combined practice of reading, reviewing, exploring and assessing issues of interest (or of curricular requirement) and then processing the information in a way to come to conclusions about the causes, effects or long-term importance of a historical issue or event (Post-Survey)</p>	<p>During historical inquiry, you are applying historical thinking skills, maybe... So the inquiry part would be the actual process, how do you go about you know learning about the past and inquiring about things. (Pre-Interview)</p> <p>Asking questions while looking at events, circumstances, data from the past in an effort to understand the causes and effects and relationships (Pre-Survey)</p>	<p>Historical Inquiry is a way of looking at events from history... But it is just a way of getting a complete picture of what exactly transpired. Getting the different perspectives, And what was happening in the world at the time. Looking at it from the point of view of the various participants (Post-Interview)</p> <p>Historical inquiry is the practice of historical thinking ...using the various evaluation and comprehension tools to assess a topic from all perspectives and come up with your own judgment about it (Post-Survey)</p>

Appendix P

Summary of Pre-Existing Knowledge, Beliefs and Practices

	Mrs. Jilley (Grade 7)	Mrs. Ryan (Grade 8)
Knowledge	<ul style="list-style-type: none"> • Knows a variety of instructional strategies • Understands needs of middle school learners • Knowledgeable in World Cultures and American History Curricula • Social Studies pedagogy emphasizes skills development • Very limited knowledge of historical thinking skills and historical inquiry • Has some knowledge about using primary sources 	<ul style="list-style-type: none"> • Knowledge about teaching and learning has evolved as a result of experience and education reforms • Understands changing needs of middle school learners • Extensive knowledge about World Cultures curriculum, but less knowledgeable about American History curriculum • Some knowledge about historical thinking skills and historical inquiry • Understands how to incorporate primary source analysis into lessons
Beliefs	<ul style="list-style-type: none"> • Confident in ability to teach skills students • Middle school students need active learning and continued guidance • Teachers must be adaptable • Importance of connecting to students prior knowledge and interests • Students should know basics of American History • Students can learn to think historically • Administrative support is evident • Schedule re-design is necessary for learning • Too much time is spent on testing and it is a disruption 	<ul style="list-style-type: none"> • Teaching is a personalized activity • Curriculum plays a role in learning • Students should be challenged to develop higher order thinking skills rather than rote memorization of facts • Students should not be given busy work • Middle school students are impacted by peer pressure and problems of society • Teaching should be a combination of discussion, questioning, modeling, mentoring and use of visual representations • Importance of connecting to students prior knowledge and interests • History is the most important subject • Students can learn to think historically • Resources can be found for historical inquiry • Administrative support is necessary for teaching and learning • Schedule re-design is necessary for learning • Self-selected professional development is most effective
Practices	<ul style="list-style-type: none"> • Combination of active and passive instructional strategies • Use of primary and secondary sources • Use of formative and summative assessments • Frequently participates in professional development- mandated and self-selected • Learns through collaboration and team members 	<ul style="list-style-type: none"> • Combination of active and passive instructional strategies, including a form of historical inquiry • Use of primary and secondary sources • Use of formative and summative assessments • Frequently participates in professional development- mandated and self-selected

Appendix Q

Mrs. Jilley SCIM-C Modifications – Observation 2

Why was it important for OPEC (Organization of the Petroleum Exporting Countries) to be formed?

- ① Brun, Henry. *The World Today*. New York: Amsco School Publications, Inc., 2010.

1. What type of document is it?
2. What is the article about?
3. Who created the source?
4. What conclusion can be made about the source?
5. How reliable was the source in answering the historical question?

- ② OPEC. Web. 07 Feb. 2011. http://www.opec.org/opec_web/en/index.htm.

1. What type of document is it?
2. What is the article about?
3. Who created the source?
4. What conclusion can be made about the source?
5. How reliable was the source in answering the historical question?

- ③ Karl, Terry L. "Glancing Back at OPEC's Founding 50 Years Ago." *The Middle East Alliance - Welcome*. 04 Oct. 2010. Web. 07 Feb. 2011. <<http://www.mideastalliance.org/post.php?id=600>>.

1. What type of document is it?
2. What is the article about?
3. Who created the source?
4. What conclusion can be made about the source?
5. How reliable was the source in answering the historical question?

- ④ Keefe, Mike. "Hooked on OPEC." *Mike Keefe inToon.com*. 04 Apr. 2004. Web. 07 Feb. 2011. <http://intoon.com/cartoons.cfm/action/browse/standate/04-01/2004/id/1314>

1. What type of document is it?
2. What is the article about?
3. Who created the source?
4. What conclusion can be made about the source?
5. How reliable was the source in answering the historical question?

Now that you have looked at the four sources on OPEC individually, please answer the following questions by looking at ALL of the sources TOGETHER.

1. What are some similarities and differences between the articles?
2. Why do you think the sources are different?
3. What other sources could check, confirm, or oppose the information presented?

Cont. Appendix Q

Mrs. Jilley SCIM-C Modifications – Observation 3

Group Members:
Peter the Great- Russian czar 1689-1725

8

Question: Was men's fashion truly important to the running of Russia's government? Think of some of his other areas of reform.

Document 1: Jean Rousset de Missy, *Life of Peter the Great*, c. 1730

1. What was the main idea of this document ?
2. Why do you think this document was made?
3. Do any of the details in this document provide information about what was happening in Russia at the time?
4. What conclusion was drawn from this source?
5. Did any of the words, phrases, or ideas need to be explained?
6. Do you think this source was reliable in answering the historical question?

Document 2: <http://rusfederation.blogspot.com/2008/02/what-does-beard-hide.html> Blog Archive

1. What was the main idea of this document ?
2. Why do you think this document was made?
3. Do any of the details in this document provide information about what was happening in Russia at the time?
4. What conclusion was drawn from this source?
5. Did any of the words, phrases, or ideas need to be explained?
6. Do you think this source was reliable in answering the historical question?

Cont. Appendix Q

Mrs. Jilley SCIM-C Modifications – Observation 4

"HISTORICAL QUESTION" Did the article explain the role of the family in a person's life?

ARTICLE 1 <http://college.cengage.com/history/primary/analects.htm>
"The Analects" (c. 500 B.C.E.) Confucius

13

1. What was the main idea of this document?
2. Why do you think this document was made?
3. Do any of the details in this document provide information about the duties of parents and children?
4. What conclusion was drawn from this source?
5. Did any of the words, phrases, or ideas need to be explained?
6. Do you think this source was reliable in answering the historical question?

ARTICLE 2 <http://www.olemiss.edu/courses/inst203/confucianthought.pdf>

Filial Piety

1. What was the main idea of this document?
2. Why do you think this document was made?
3. Do any of the details in this document provide information about the duties of parents and children?
4. What conclusion was drawn from this source?
5. Did any of the words, phrases, or ideas need to be explained?
6. Do you think this source was reliable in answering the historical question?

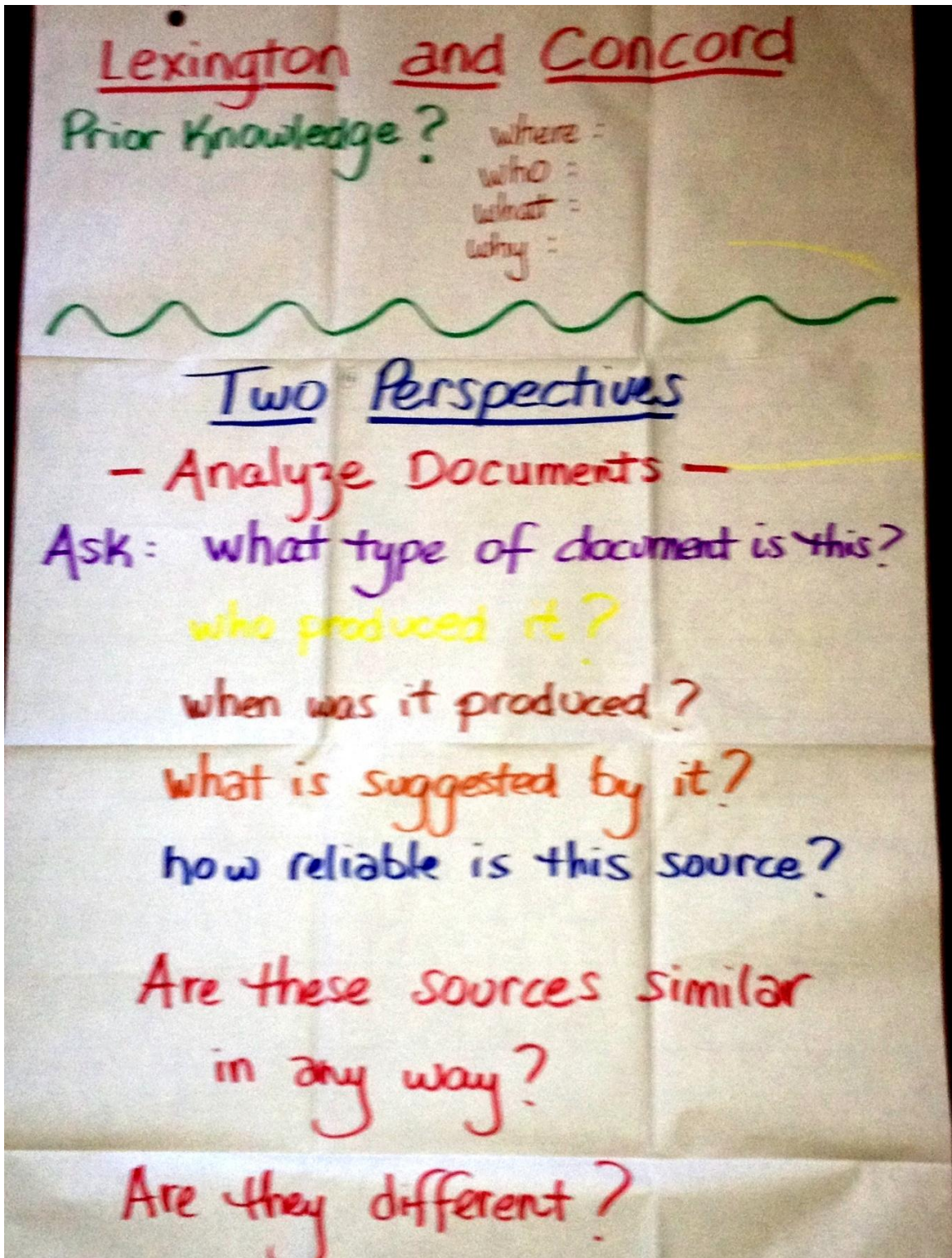
ARTICLE 3 <http://www.pureinsight.org/node/2896>

Twenty-Four Examples of Filial Piety (5): Zi Lu Carried Loads of Rice to Feed His Parents

1. What was the main idea of this document?
2. Why do you think this document was made?
3. Do any of the details in this document provide information about the duties of parents and children?
4. What conclusion was drawn from this source?
5. Did any of the words, phrases, or ideas need to be explained?
6. Do you think this source was reliable in answering the historical question?

Appendix R

Mrs. Ryan Modifications to SCIM-C – Observation 2



Cont. Appendix R

Mrs. Ryan SCIM-C Modification – Observation 3

PRIMARY SOURCE ANALYSIS WORKSHEET

For each historical document, answer the following questions to the best of your ability. This technique is adapted from the SCIM-C Inquiry technique.

Summarizing:

1. What type of document is this?
2. What is it about (subject), and why was it written (purpose) ?
3. Who was the author ?
4. Who was the audience?
5. Write down three important details that you can find.

Contextualizing:

1. When and where was this document made?
2. Why do you think it was made?
3. Do any details name or describe specific actions, people, or places?
4. Do any details provide information about what was happening historically when this document was made?

Cont. Appendix R

Cont. Modifications SCIM-C – Observation 3

Monitoring:

1. Do any of the words, phrases or ideas need to be explained to you?
2. How reliable do you think this source is?

Inferring

1. What conclusions can you draw from reading this source?

Corroborating:

1. What information is the same in all of the sources?
2. Can you think of any additional sources of information that would be helpful in analyzing this topic?

Appendix S

Mrs. Ryan's Sample Overhead T-Chart Comparing Sources

<ul style="list-style-type: none">• Deposition gathered from many people. Statements sworn to be true. <p>Alleged eye-witnesses</p>	<ul style="list-style-type: none">• Letter from Ann Hutten to Mrs. Hightbody. <p>1775</p>
<ul style="list-style-type: none">• Colonists were walking, British came upon them and rushed upon them the Colonists with "hostility and great violence."• Colonists set off the alarm to the other men/women of Lexington• By the time Colonel reached Concord, many people ran and those that stayed were fired upon by the British troops. Fighting continued for a day. People & troops on both sides were killed & wounded• Troops burned Colonists houses & killed women children	<ul style="list-style-type: none">• 800 British Soldiers head to Lexington. Colonists sound the alarm calling out their men• Colonists fire upon the Troops. Troops just continue marching.• Colonists hid behind ^{stone} wall/trees, continued to fire upon Brit. troops for 7-8 miles• British soldiers were mutilated & picked off.• British soldiers were abused by Colonists

Appendix T

Mrs. Ryan's Graphic Organizer for SCIM-C

Contextualizing

Document Number	When & Where was this Document made?	Why do you think it was made?	Details about People, action or places?	Details about historical Context?
1				
2				
3				
4				

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