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EXPLORING TEACHERS' EXPERIENCES WITH THE
COLONIAL WILLIAMSBURG TEACHER INSTITUTE

by

Emily M. Schell

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Education

University of San Diego

2003

Dissertation Committee

Edward F. DeRoche, Ph.D., Chair
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Abstract of Dissertation

Exploring Teachers' Experiences with the Colonial Williamsburg Teacher Institute

by Emily M. Schell

Dissertation Director: Edward F. DeRoche, Ph.D.

University of San Diego, April 2003

This qualitative study explored the experiences of ten teachers who participated in the Colonial Williamsburg Teacher Institute (CWTI) during an 11-year period. The researcher used in-depth interviewing to identify why these teachers participated in this institute, what they experienced and learned during the institute, and how the institute influenced their teaching as well as student learning of early American history.

The participants in this study identified similar reasons for applying to the institute, which included a desire to gain more knowledge and skills to improve their teaching of early American history. Seven themes emerged as participants described their experiences during CWTI. These themes included lessons learned, such as increased knowledge of early American history; perspectives on history, teaching, and professional development; useful materials and teaching resources; supportive people; rising to the challenges of the institute; respect and professional treatment; and experiences that were positive and fun.

Participants described returning to their classrooms with improved enthusiasm, understanding, resources, knowledge and skills to improve their teaching of early American history. While utilizing different methods in their classrooms to improve their own instruction, these participants also felt responsible to share with colleagues what

they had experienced and learned. In addition, some participants felt responsible for supporting improvements in colleagues' classrooms.

Since statewide assessment for elementary social studies in the state of California does not exist, participants self-described student learning in their classrooms as a result of CWTI. Participants reported an improvement of student interest in social studies, increased participation in social studies lessons, as well as improved achievement of knowledge and skills in early American history.

CWTI provided a unique and impressionable professional development experience for these participants. Through their participation in this study and reflection on the experience and impact of CWTI, participants acknowledged powerful changes to their perceptions and practices of both social studies and professional development.

The study concluded that CWTI makes a meaningful difference in the individual teaching practices and learning outcomes for participating teachers and their students, and that this organized, content-rich, experiential professional development program provides memorable and powerful opportunities for teachers to make lasting improvements in their practice.

DEDICATION

To my son Evan, my constant source of love, joy and energy. You are a beautiful reminder that meaningful education is essential to the development of our future as a family, a community, a nation and a peaceful world.

To my mother Claire, my first, favorite and most fabulous teacher. You inspire, support and challenge me to be a lifelong learner using my talents and skills to improve education for all children. Thank you for encouraging me to be the teacher I am today.

To my sister Christina, my consistent support and strength. Without your open heart, open arms and open mind, my work as a mother, educator and student would not be possible. Because of you, many teachers, students and (most directly) your nephew have benefited.

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TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

Statement of the Problem.....	3
Purpose of the Study.....	6
Research Questions.....	7
Definition of Terms.....	8
Organization of the Dissertation.....	9

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction.....	12
Professional Development.....	12
The Traditional Approach to Professional Development.....	14
Proposed Improvements for Professional Development Programs...	18
Professional Development Models.....	22
Professional Development Standards.....	24
Professional Development in Social Studies.....	25

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Introduction.....	35
Qualitative, In-depth Interviewing.....	35
Semi-Structured Interviews.....	37
Role of the Researcher.....	38

Selection of Participants.....	40
Meeting with Participants.....	42
Data Collection and Analysis.....	43
Delimitations and Limitations.....	44
Significance of the Study.....	46

CHAPTER 4: FINDINGS

Introduction.....	49
Colonial Williamsburg Teacher Institute.....	51
Participants' Backgrounds.....	54
Participant Profiles.....	57
Beverly Bates: "I realized I knew nothing!".....	59
Rhonda Berry: "It was like a huge door opened in my head...".....	62
Linda Colbert: "I applied four or five times before I got it.".....	68
Linda Cross: "I wanted it to be as interesting to my students as it was to me.".....	72
Melanie Ellsworth: "I worked really hard to make it meaningful to the kids.".....	75
Carmen Emery: "I saw my enthusiasm and my desire to know more grow.".....	79
Susan Hewitt: "I was delivering it as badly as my teachers	

were 25 years prior.”.....	83
Elyce Kaplan: “History had not been my first love	
in teaching.”.....	87
Rochelle Schwartz: “I had reached a stagnant place	
in my professional life.”.....	91
Bill Stallo: “I’ve never been treated more royally or felt	
more important as a teacher.”.....	96
Summary: Why Teachers Participate in CWTI.....	100
Teachers’ Experiences During CWTI.....	104
Lessons Learned.....	105
Content.....	105
Methods.....	109
Purposes for Teaching American History and	
Social Studies.....	112
New Perspectives.....	113
Materials and Teaching Tools.....	118
Amazing People.....	121
Rising to the Challenge.....	125
Respect and Professional Treatment.....	127
Positive and Fun.....	130
Summary: Teachers’ Experiences in CWTI.....	132
Teaching Early American History.....	134
Interest and Enthusiasm.....	138

Knowledge and Skills.....	141
Methods.....	147
Beyond the Classroom.....	155
Resources.....	159
Summary: Teaching Early American History.....	163
Students Learning Early American History.....	164
Interest and Engagement.....	164
What and How Students Learn.....	168
Form and Function of Assessment.....	173
Summary: Students Learning Early American History.....	179

CHAPTER 5: SUMMARY, FINDINGS AND RECOMMENDATIONS

Introduction.....	182
The Research Design.....	182
Summary of Findings.....	183
Why Teachers Participate.....	183
Teachers' Experiences at CWTI.....	185
CWTI-Enhanced Teaching of Early American History.....	187
CWTI Influences Student Learning.....	190
What Teachers Learned.....	194
Recommendations for Further Research.....	196
Recommendations for CWTI.....	198

REFERENCES.....	202
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APPENDIXES

Appendix A: CWTI Itinerary.....	207
Appendix B: Introductory Letter.....	217
Appendix C: Consent Form.....	218
Signed Participant Consent Forms.....	219
Appendix D: Guiding Interview Questions.....	229
Appendix E: Organizing Information Web.....	231
Appendix F: QSR NUD.IST Text Searches.....	232
Appendix G: Committee on the Protection of Human Subjects Project Action Summary.....	235

TABLES

Table 1

Research Participants' Background Data.....	56
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Table 2

Topics Learned During CWTI.....	109
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EXPLORING TEACHERS' EXPERIENCES WITH THE COLONIAL WILLIAMSBURG TEACHER INSTITUTE

CHAPTER 1

Introduction

The core curriculum in California schools (California Education Code, 60605) identifies history-social science as one of the four subject areas of instruction for students in kindergarten through grade 12. State law clearly includes social studies as part of the elementary curriculum essential to the general education of students. State content standards outline what a student should know and be able to do at each grade level and district funding is allocated for the adoption of standards-based textbooks and materials in history-social science across the grades. However, reform initiatives including professional development and systemic support for teachers of elementary social studies is seen as lacking throughout the state (Hill, 2001).

Specifically, the state framework and content standards identify early American history content that is to be taught and learned in the fifth grade (CDE, 2001). As part of national, state and local educational reform, if student achievement in the core curriculum is to be recognized, attention must be paid to teachers' professional development, practices, and assessment of student learning.

This study explored the experiences of ten fifth-grade teachers of early American history who engaged in professional development in the area of elementary social studies, participated in an intensive eight-day summer institute in Colonial Williamsburg, and

changed the ways they perceive, appreciate, teach, and assess social studies in their classrooms. Their self-described experiences and reflective comments provide insight into the motivations and challenges faced by many elementary school social studies teachers during this age of educational reform.

During the Colonial Williamsburg Teacher Institute (CWTI), teachers met with museum curators, historians and historical interpreters to learn about 18th century government, lifestyles, religion, economy, trades, slavery, military, geography and culture (Appendix A). Teachers learned through a variety of methods, including lecture, reading, simulation, hands-on investigation, physical exploration, primary source research and analysis, discussion and reflective journal writing. For practical purposes, teachers were given a variety of resources to use in their classrooms, including lesson plans, audiotapes, videotapes, primary source documents, artifact replicas, timelines, maps and books. In many cases, materials were briefly described and teachers were told to pack these items away so that the group may move on to the next subject or activity. There was limited time during the institute for thorough debriefing or explanation of many areas because of the extensive coverage of information. However, opportunities for in-depth exploration and discussion were provided in several areas.

Following this detailed, intensive eight-day professional development program, teachers returned to their schools with plans to integrate their new knowledge, skills and teaching materials into the existing curriculum. Each teacher was charged with the task of developing an original unit plan based on some aspect(s) of 18th century colonial life. In the case of teachers in San Diego County, three follow-up meetings were held with the County Office of Education History-Social Science Coordinator during the school year to

help develop these plans. Additionally, these teachers published and presented their teaching units to fifth grade peers and local donors at the annual countywide spring convocation.

Statement of the Problem

A plan to improve K-12 school systems throughout the United States was articulated through the Goals 2000: Educate America Act (1994), which identified educational priorities and provided funding to increase student achievement through national reform efforts. These efforts were outlined in the National Education Goals developed by the U.S. Department of Education (1996) and focused primarily on the improved quality of teaching and learning in the classroom through (1) systemic change, (2) the development and implementation of rigorous standards, (3) professional development, (4) the creation of safe schools, and (5) parental involvement.

Since the introduction of Goals 2000 legislation and availability of national reform funding, research and resources have been dedicated to the development, implementation and assessment of curriculum standards. However, policymakers and educators have come to recognize that having standards does not necessarily translate to increased student achievement. Research indicates that high-quality professional development is essential to the success of national reform efforts and improvements in student learning. National Staff Development Council directors Dennis Sparks and Stephanie Hirsh (1999) state that "a growing body of research shows that improving teacher knowledge and teaching skills is essential to raising student performance" (p. 4). Also, the U.S. Department of Education (1999) reports that "career-long, high-quality

professional development for teachers is a central and indispensable element of the larger effort to help all students achieve high standards" (p. 3).

Some researchers even argue that professional development is the most critical issue for ensuring student success (Sullivan, 1997). According to former U.S. Secretary of Education Richard W. Riley (1995):

Schools and students have changed significantly in recent years, but teachers are still at the heart of instruction. If, as a nation, we expect to prepare all students for the 21st century, we must provide teachers with ongoing opportunities to be the most informed, the most capable, and the most inspiring classroom leaders possible. (p. 5)

Staff development researchers Bruce Joyce and Beverly Showers underscore the essential role of staff development with the following proposition (1995/1998):

Much of the stress felt by educators is traceable to the lack of a solid staff development system. A well-designed system will empower educators as individuals, as school faculties, and as district faculties. Thus, it [the school system] will empower those whom they serve. (p. 3)

Several authors (Daniels, 1999; Fine & Raack, 1994; Sparks & Hirsh, 1997) have identified essential elements for improved, effective, and high-quality professional development programs. These elements include collaboration, reflection, support of student achievement and standards, time, qualified professional developers, and job-embedded/school-based programs. These elements, or principles, of high-quality professional development have been presented as recommendations to support education reform.

The need for well-designed and effective professional development programs is clear. As a result, many educators will create new programs and systems reflecting the recommendations for high-quality professional development. However, educators may also benefit by identifying and exploring existing programs that may be worthy of replication. CWTI is one such program. It is worth asking whether this program empowers educators and systems to improve teaching and learning among elementary students in the area of early American history.

Since 1990, approximately 2,500 elementary teachers from throughout the nation have participated in CWTI in Williamsburg, Virginia. The primary goal of CWTI is to improve the teaching and learning of early American history in schools by immersing teachers in field studies of 18th century colonial America. Designed primarily for elementary teachers due to the placement of early American history curriculum in most states' content standards and frameworks, CWTI has expanded during the past eight years to include U.S. history teachers of middle and high school students as well. Teachers from throughout the U.S. have participated in CWTI with the financial support of private donors, local businesses and organizations, or their own school districts. In some cases, teachers have been willing to pay the entire expense for the institute themselves, when local donors or district support systems are lacking. The participants of this study are fifth-grade teachers in San Diego County who have been sponsored to attend the institute (all expenses paid by private donors).

Personal reflections shared by teachers during and after CWTI as well as daily evaluations collected by CWTI staff suggest that many teachers have found CWTI to be a memorable and meaningful professional development program. The daily evaluations

maintain a consistent format and are used as informal guides for staff during and after CWTI. The data collected, however, has not been used or analyzed in formal studies or program evaluations. Therefore, there exists no in-depth program evaluation, longitudinal studies or documentation of changes in teacher performance or changes in student learning outcomes resulting from CWTI participation.

Purpose of the Study

The purpose of this study was to explore the experiences of ten teachers who participated in CWTI as they described their experiences before and during CWTI as well as the impact of those experiences on their teaching.

While a great deal of research and resources for improved curriculum and professional development programs are dedicated to the subject areas of literacy and mathematics, limited support is found in the area of social studies – especially at the elementary level. Therefore, a need exists to identify and describe high-quality, potentially effective social studies professional development programs at the elementary level. CWTI presents itself as an appropriate program to explore for effectiveness and impact on teacher performance and student learning.

While CWTI is an expensive professional development initiative, which relies on the support of private donors and a unique living history museum environment, there are several reasons to use this program for research purposes. First, there are a limited number of sustained professional development programs for elementary social studies teachers. Exploration of this program may reveal replicable elements for the development of future professional development programs for elementary social studies teachers – using museum resources, alternative field study environments or traditional classrooms.

Second, while teachers claim to benefit greatly from CWTI, there is no empirical evidence to authenticate or examine these benefits as they reportedly occur and last in the classroom practices of teachers. Such evidence may support the improvement, continuation and/or discontinuation of CWTI. Finally, public education may continue to benefit from collaboration with the private sector.

Research Questions

In efforts to explore the experiences of teachers who have participated in CWTI, the following research questions guided this study:

1. Why do teachers participate in the Colonial Williamsburg Teacher Institute (CWTI)?
2. What were the experiences of teachers during CWTI?
3. How did teachers' experiences during CWTI enhance their teaching of early American history?
4. How has CWTI influenced student learning?
5. What did the teachers learn from CWTI?

The first question sought to find the motivation and context for teachers' participation in CWTI. The second question allowed participants to describe their individual personal and professional experiences during the institute using their own language and reconstructed memories. The last few questions provided a reflective forum for participants to identify and describe the changes that have occurred in their perceptions, practices and assessments in the classroom and in the profession of teaching.

Although the teachers in this study participated in CWTI during different years and although the program has made minor changes throughout the years, the questions

were asked and answered in non-detailed ways in order to reflect the basic and core elements of CWTI.

Definition of Terms

The following terms were used in this study by the researcher and participants in order to describe the experiences of teachers who participated in the Colonial Williamsburg Teacher Institute:

Carter's Grove – A restored plantation near Williamsburg, Virginia, that interprets rural slavery in the 18th century.

Colonial Williamsburg – The largest outdoor living history museum in the nation that interprets 18th century life.

Colonial Williamsburg Teacher Institute (CWTI) – An eight-day intensive institute held in Colonial Williamsburg, Virginia, for fifth grade teachers to improve their knowledge and skills in teaching early American history. Teachers apply for this annual summer institute and are selected to participate.

Convocation – A formal meeting, or workshop, presented by the CWTI fellows who participated in the institute that year. Fellows present instructional units that they have developed based on their experiences at CWTI. The audience is primarily fifth grade teachers from throughout San Diego County, members of the Colonial Williamsburg Foundation staff and local donors.

Donor – A person who has provided financial support to the Colonial Williamsburg Foundation for the purposes of teacher participation in the CWTI.

Electronic Field Trip (EFT) – A live, interactive, televised educational program produced by the Colonial Williamsburg Foundation and transmitted to schools via satellite and Internet.

Fellow – A teacher who has completed CWTI.

Gifted and Talented Education (GATE) – Through district testing, some students are identified as gifted and talented and become eligible for special education programs requiring differentiated curriculum and instruction.

Jamestown – A state park and interpretive museum, which includes archaeological sites and a recreated fort, Powhatan village and trio of English ships. Staff interprets the recreated 17th century sites.

Peer Facilitator – A teacher or administrator who works with the Colonial Williamsburg Foundation staff to lead and facilitate an institute group.

Yorktown – A museum, which includes Revolutionary War battlefields and interprets 18th century farm, militia and military life.

Organization of the Dissertation

This study is organized to first present, in chapter 2, a review of current literature on professional development and social studies education. Next, research design and methodology for this study are presented in chapter 3. Chapter 4 presents the findings from the research, including profiles for each participant and an analysis of the data. The study concludes in chapter 5 with a summary of the findings and recommendations for further research.

Chapter 2 begins by providing a review of the current literature on professional development and how that pertains to elementary social studies. Professional

development theories and research are introduced under the umbrella of recent educational reform and implications for social studies education are included.

Chapter 3 presents the research design and methodology used for this qualitative, in-depth interview study. A description of the researcher's selection of participants, semi-structured interviews and data collection and analysis is provided. The role of the researcher is an important component to this study and is defined in this chapter along with limitations and delimitations to the study. This chapter ends with information about the significance of this study as it contributes to a limited body of research available for elementary social studies professional development. This section explains the importance of the teachers' voices throughout the study and use of their words in the profiles and analysis sections.

Findings from the research are presented in chapter 4 beginning with an overview of CWTL. Following is information about the backgrounds of the participants and individual profiles created using the words of each individual participant in this study. Analysis of the data generated after the in-depth interviews with participants is presented in this chapter under three categories: teachers' experiences during CWTL; teaching early American history; and students learning early American history. In the first category, participants' rich descriptions of their experiences during the institute are organized by these seven themes: lessons learned, including increased knowledge of early American history; perspectives on history, teaching and professional development; useful materials and teaching resources; supportive people; rising to the challenges of the institute; respect and professional treatment; and experiences that were positive and fun. These themes

emerged from the data when addressing the research question, “What were the experiences of teachers during CWTI?”

The category of teaching early American history organizes participants' responses into five themes: interest and enthusiasm; knowledge and skills; methods; beyond the classroom; and resources. These themes emerged from the data provided by participants who addressed the research question, “How did teachers' experiences during CWTI enhance their teaching of early American history?”

The third category in this section describes participants' perceptions of students learning early American history. The themes that emerged from the research question, “How has CWTI influenced student learning?” are: interest and engagement; what and how students learn; and form and function of assessment.

The final chapter in this study provides a summary of the findings focused on the initial research questions. Additionally, recommendations for further research and recommendations for CWTI are presented based in the data gathered and analyzed.

CHAPTER 2

REVIEW OF THE LITERATURE

A review of the literature on professional development for educators clearly identifies a need for reform-based improvements to the traditional structure of professional development in our schools. Reform-based improvements to professional development include school-based programs, collaboration among staff and professional developers, reflection time and guidance, accountability for student achievement and standards, increased time for programs and qualified staff developers. While, in some cases, the traditional approach yielded satisfying evaluations from teachers, the direct impact on improved student achievement is not known. Therefore, proposed improvements for professional development programs have included the implementation of professional development standards and recommended models that embrace results-driven education. While these standards and models set forth ideas, plans and recommendations for education systems, the success of their application to content-based professional development programs is limited. There is an especially great need for such evidence in the area of elementary social studies.

Professional Development

The Carnegie Task Force on Teaching as a Profession's report, *A Nation Prepared: Teachers for the 21st Century* (1986), is one of several documents to identify the need to prepare and support our nation's teaching force. This report, combined with subsequent national, state and local legislation, including Goals 2000: Educate America Act (1994), has created a national agenda to improve the education of our children.

While the focus remains fixed on increased student achievement, there is a serious need to improve and support the professional development of educators who remain the curricular-instructional gatekeepers (Thornton, 1994) and ensure that students learn the content articulated through content standards. Some researchers continue to argue that professional development is the most critical issue for ensuring student success (Sullivan, 1997). In other words, if America is to have world-class schools, it must have a world-class teaching force (National Board for Professional Teaching Standards, 1987).

There exists a great deal of literature on professional development, however, recent literature identifies a shift in the purpose, practice and assessment of professional development in the field of education. This paradigm shift reflects national reform efforts and proposes greater connections to student achievement. National Staff Development Council directors Dennis Sparks and Stephanie Hirsh conclude in their report, *A National Plan for Improving Professional Development* (1999), that "...a growing body of research shows that improving teacher knowledge and teaching skills is essential to raising student performance" (p. 4). Leading school reformers, including Linda Darling-Hammond, Ann Lieberman and Milbrey McLaughlin, call for new forms of professional development that clearly link staff development and successful educational change (Sparks & Hirsh, 1997).

We might better understand this emphasis on a new form of professional development by examining the traditional approach, delivery and assessment of professional development in our schools.

The Traditional Approach to Professional Development

In the past, professional development (also referred to as staff development and used interchangeably here) has served to provide teachers with information about current policies, curriculum materials and teaching strategies. The “sit and get” method has often been the norm for these sessions, or inservices, where educators sit passively while an “expert” exposes teachers to information about new practices (Sparks & Hirsh, 1997).

According to researchers, typical professional development for U.S. teachers has been delivered in two broad categories – mandated district-sponsored staff development meetings and elective courses, workshops or summer institutes often presented by institutions of higher education. These options were generally designed to support a paradigm of teaching and learning that did not engage participants in the processes of examination, experimentation or reflection (Stein, Smith, & Silver, 1999). Reflecting traditional teaching practices, most professional development activities involved a speaker who would tell, give examples and respond through question-and-answer periods. Eventually, many teachers came to view staff development as a “necessary evil,” likened to visiting the dentist, or something to fill up those inservice days set aside by the school or district (Killion, 1999).

Robert Stout (1996) proposed that four motives underlie teachers' decisions to participate in both mandated and elective staff development programs. These motives include salary advancement or merit pay, certification maintenance, career mobility and knowledge and skills attainment. Stout notes that the first three of these motives do not necessarily relate to improved performance of the teacher. The fourth motive presented by Stout is introduced as a vague and questionable motive. He explains that some

teachers describe their motivation in terms of gaining new knowledge and skills to improve their work as teachers, yet questions the authenticity of this response (1996). Though Stout describes his suspicion for this fourth-identified motive, he offers no empirical data to contradict these teachers' claims to seek improvement in their knowledge and skills.

Therefore, without great thought, long-range planning or overall vision for improved teaching and learning in the school or district, teachers often attend workshops and conferences and make arbitrary selections from proposed menus. Many times, those selections depend on word-of-mouth recommendations from colleagues based in such factors as agreeable speakers or good handouts (Sullivan, 1999). Meanwhile, this system limits teacher access to resources outside of the teaching community and limits opportunities for meaningful collegial interactions within the teaching community (Little, 1993). Both Sullivan and Little generalize their conclusions and present systemic issues for traditional structures of professional development. Surely, there must have been exceptions within these structures where useful workshops translated to successful practices and learning outcomes. Additionally, opportunities for collaboration with outside agencies as well as collegial interactions within professional development programs may have been lacking in Little's findings, but he also assumes that improvements in these areas will translate to improved results. The connection to existing evidence is lacking.

Furthermore, staff development workshops have been seen as fragmented, one-shot attempts to providing information and resources using a "dog-and-pony show" approach. Minimal consideration or support has been given to the context,

implementation or continuation of these ideas and resources. What has been determined as fads, trends or new ideas have been presented in these kinds of professional development offerings (Sparks & Hirsh, 1997; U.S. Department of Education, 1996). While adding to teachers' repertoires of strategies and knowledge, the connectedness, application and sustained practice has been seen as lacking.

Staff development programs, whether after-school sessions or two-week summer institutes, are criticized by researchers for several reasons. Criticisms include the lack of follow-up support for implementation, disconnected and decontextualized sets of experiences for educators and unlikely transformation of teacher practice (Birman, Desimone, Porter, & Garet, 2000; Fleming, 1996; Guskey, 1997; Killion, 1999; Scribner, 1999; Stein et al., 1999). Research suggests that unless professional development programs are carefully designed and implemented to provide continuity between what teachers learn and what goes on in their classrooms and schools, these activities are not likely to produce any long-lasting effects on either teacher competence or student outcomes (Fullan & Steigelbauer, 1991).

Traditional assessment or accountability for traditional professional development workshops or sessions have amounted to a "happiness quotient" that measures the participant's satisfaction with the experience (Sparks & Hirsh, 1997). Research shows that, often enough, evaluation is conducted assessing teacher perceptions of usefulness or likability, but almost never assessing a standard having to do with school improvement. As a result, entertaining presentations on "hot" topics get far better marks from teachers than the content or consequence would justify. Consequently, the profession seems to

question the seriousness of staff development anyway, and accept the great variations in quality among offerings (Sullivan, 1999).

Data from the National Council for Educational Statistics (1999) revealed mixed attitudes among teachers concerning the benefits of many professional development activities. A low percentage (12 percent) of the teachers surveyed reported that professional development activities helped improve classroom teaching "a lot," while 80 percent reported that these activities helped only "moderately" or "somewhat." These figures indicate a clear and immediate need to improve the system of professional development in our schools.

For many years, professional development has been thought of in terms of education activities where, several times a year, school administrators would release students for a half or full day so faculty could attend programs that may or may not be relevant to their professional development needs (Sullivan, 1999). Based on this history of professional development, teachers have therefore come to expect little from staff development and come to tolerate district-mandated activities as well as elective programs. However, as the Association for Supervision and Curriculum Development's Associate Executive Director of Program Development, Mikki Terry suggests, "In order to meet the challenging demands of their jobs, teachers must continuously learn and refine their craft. This means the structure of professional development must accommodate teachers' needs for coaching and support over time" (cited in Sullivan, 1999). In response to Terry and others, many researchers have formulated proposals to improve professional development in our schools.

Proposed Improvements for Professional Development Programs

A major shift in professional development policies and procedures have been recommended by professional development specialists, leading reformers, educators and formal organizations, including the National Staff Development Council. Some of the recurrent and key components of the research include school-based programs, collaboration, reflection, connections to student achievement/standards/reform, time and qualified professional developers. Teachers need professional development that extends far beyond the one-shot workshop; they need opportunities to learn how to question, analyze, and change instruction to teach challenging content (Darling-Hammond & McLaughlin, 1995).

While some districtwide workshops and conferences are necessary, researchers propose that the majority of staff development occur in the schools. Study groups, peer coaching, action research, grade-alike planning and team teaching, curriculum development and case studies, and discussion are all recommended as meaningful forms of professional development (Fine & Raack, 1994). These methods embrace the practice of collaboration and reflection while educators remain focused on standards and student achievement.

In-school activities can stimulate teachers to observe classroom events more carefully, assess their effectiveness thoughtfully, and share new insights. In-school strategies adopted by reform-minded schools include developing new roles for and relationships among teachers, and establishing a culture within the school and among teachers that generates continual professional development.

Researchers emphasize the inclusive nature of collaboration and call for collaboration among all members of faculty and staff (Kruse, 1999). School leaders and staff developers are identified as the key persons to structure, organize, and facilitate this process of discussion, engagement, and shared work. Shared time for grade/subject-level planning, discussion, and work supports a vision of collaboration.

Similarly, collaborative efforts with outside entities, including community members, museums and policymakers as well as educators beyond the school site, are recommended as a collaborative effort to improve programs. Since teachers cannot be expected to know about all aspects of content, reform and professional practice, collaboration with knowledgeable sources outside the teacher's immediate circle is crucial. The key to effective collaborations is establishing a trusting relationship so that problems of practice may be addressed and improved (Stein et al., 1999).

Collaborative practice of professional development can lead to collaborative – not individual – teaching in our schools. When instructional leadership is shared through collaborative structures and support, discussions of alternatives rather than criticisms and directives become the norm and communities of learners and practitioners evolve (Blase & Blase, 1999).

Time presents an issue for most school sites interested in organizing and implementing school-based professional development plans. In fact, some researchers have identified time as *the* key issue in analyses of school reform (Fullan & Miles, 1992). Increased, appropriate and well-managed time for on-going professional development programs requires, in most cases, systemic change. As Fine and Raack point out, “Traditional schools and large bureaucratic districts cannot cope with these changes

because they do not have a structure that supports an environment of change.”

Additionally, they note “The need for time will exist as long as schools strive for excellence” (p. 9).

For some educators, the issue of time relates to the allocation of time while others maintain it is the use of time that hinders productive staff development. Some studies show a lack of progress or depth to professional development programs due to the time factor, but some programs have reported success. For example, one researcher (Pardini, 1999) found that educators in Iowa City organized support for early release time each week in their schools to attend to professional development needs of teachers. The early release program has translated to successful classroom practices, as reported districtwide, and has now become part of their system.

Other successful programs have identified key issues, other than time, as essential elements for improved professional development. Education Professor and Best Practices Project Director at National-Louis University in Evanston, Illinois, Harvey Daniels (1999) identifies some common characteristics of successful professional development programs. Daniels’ findings are based in his research at over 150 Chicago schools over a period of five years where concerted, intensive professional development with teachers of writing resulted in increased student achievement on the IGAP (Illinois Goals Assessment Program) test of writing. Among his findings, he notes that successful practices are peer-led. According to Daniels, there is no substitute for the credibility and expertise of fellow educators sharing successful teaching practices from their own classrooms. He notes that outside experts such as college professors can be useful

supplements to professional development, but the main facilitators should be respected colleagues.

Other researchers call for the shift in purpose for the staff developer (Killion & Harrison, 1997; Norton, 2000; Roskos & Bain, 1998; Stein et al., 1999). Whether a peer, administrator, or content expert, staff developers should conduct their work with educators as guides or facilitators rather than a lecturer or disseminator of information. Recent success was documented in Long Beach Unified School District with the creation of a "cadre of coaches" (Norton, 2000). Trained full-time and part-time coaches helped new and veteran teachers at school sites create standards-based classrooms in order to raise student achievement. Though job clarification and some resistance presented challenges to this new generation of home-grown staff developers, teachers in the district have reported decreased frustration and increased productivity in their classrooms.

Changing roles for principals and administrators will also support the improvement of professional development. Besides becoming committed advocates for high quality staff development, they must understand the links between staff development and student achievement and influence policy decisions to sustain progress (Killion, 1998). Similarly, a system of shared instructional leadership must permeate the schools through peer coaching, reflective practice, collegial investigation, study teams, explorations into uncertain matters and problem solving (Blase & Blase, 1999).

The change in traditional roles support proposed models for professional development as created by educators and researchers. With a smorgasbord of recommendations for improved programs, the coordinated implementation of these strategies is necessary for systemic change and success.

Professional Development Models

Recommended models of staff development embrace the standards and elements of effective professional development. Researchers have presented five specific models for staff developers to consider. Based in the believe that professional development programs should vary according to focus, duration and intensity, Sparks & Loucks-Horsley (cited in Fleming, 1996) recommend these models: (1) Individually guided staff development, during which teachers read professional publications, discuss practices with colleagues, and experiment with new strategies on their own initiative; (2) Observation/assessment, in which teachers serve as mentors to beginning teachers, or engage in collegial observation (peer coaching) programs, in order to provide feedback on classroom behaviors consistent with individual or school goals; (3) Involvement in a development/improvement process where teachers develop or adapt curriculum, design new programs, or engage in systematic improvement processes; (4) Training, which includes traditional staff development programs such as formal presentations, lectures, demonstrations, role playing, and/or small-group activities that are based on a clear set of objectives; and (5) Continuous inquiry, which allows for teacher inquiry, which is gaining acceptance as a legitimate form of staff development.

These models reflect three powerful ideas driving improved staff development as identified by Sparks and Hirsh (1997). These ideas are results-driven education, systems thinking, and constructivism.

Results-driven education calls for the clarification of educational purposes among staff and distinct relationships between these purposes and supporting programs, funds, and work. Staff development should address, support and assess on-the-job behaviors that

reflect established and shared purposes. Drawing upon the work of Peter Senge (1990), systems thinking acknowledges the complexity of education and addresses the interrelationships of its parts while seeing the whole. The concept of systems thinking helps educational communities address the fragmentation of programs, especially in professional development. In essence, the researchers call for systemic change to improve the work in our schools. The third powerful idea, constructivism, applies research findings that show students learn best by actively constructing new knowledge and connecting it with prior knowledge and experience (Fine & Raack, 1994). In this vein, educators are encouraged to participate in opportunities to construct ideas and practices, reflect, connect, share and revise. According to Darling-Hammond (1998), "Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see" (p. 7).

Daniels (1999) also noted that constructivist approaches to staff development were beneficial. Best practices reflect open-ended activities in which there is no single course of action for all teachers to follow. Daniels finds that it is critical for professional development to be flexible enough for individual teachers to first determine what is best for their own career growth and to then commit themselves to the appropriate course of action.

Finally, in assessing the work of professional development, Sparks (1994) insists that the days of "smile sheets" are over. He reminds us that in the old days, professional development was assessed on the basis of whether participants had "fun," received "great handouts," or saw "something neat." Today's staff development programs must meet higher standards and must be evaluated accordingly. Professional development designers

must now provide opportunities for participants to practice the methods demonstrated, give them feedback on their efforts, and help them apply their new knowledge in the classroom. The U.S. Department of Education's Mission and Principles of Professional Development (1995) include the principle that "professional development is evaluated ultimately on the basis of its effects on teacher instruction and student learning, and uses this assessment to guide subsequent professional development efforts" (p. 6).

The need for new forms of professional development has been recognized among educators, researchers, and reformers. This need is based primarily in the knowledge that traditional approaches to professional development have not been successful in translating teacher learning to student learning. Educators can no longer afford to sit as mindless recipients of information, select from a smorgasbord of activities that do not relate directly to standards-based student achievement or "fill time" for any reason. In keeping with reform efforts, professional standards for professional development have been developed.

Professional Development Standards

Additional support for a national plan to address professional development issues comes from the National Staff Development Council (NSDC), which established standards for staff development and accompanying guides for implementation. These standards are aimed at giving schools, districts and states direction in what constitutes quality staff development for all educators (1995). NSDC advocates that staff development must shift from counting how many staff members participate and whether they seemed to enjoy the session, to determining whether the system is improving student achievement. With that premise, their standards propose the "best approaches" to

successful staff development and call for districts to make a permanent commitment to resources for continuous staff development as an integral part of their educational system (1995).

According to the NSDC standards (1995), effective staff development embraces a variety of approaches, including action research, observation and evaluation, study groups or group problem solving, and journal writing. More specifically, the standards call for (1) aligning staff development with school and district goals to improve education; (2) establishing priorities on what issues to address using student data; (3) providing follow-up and support; (4) addressing the need for quality education for all children, regardless of race, ethnic background, gender or special needs through staff development; (5) emphasizing a challenging, developmentally-appropriate core curriculum based on content and outcomes established by schools, parents and the community; and, (6) promoting parent and family involvement in education through staff development.

These standards, for the most part, provide a structure for improved programs. However, for the purposes of this study and reflecting the research that emphasizes content knowledge and skills, a need exists for connecting these standards to specific content areas. Literature specific to literacy, mathematics and science content is readily available, though little is found in the area of social studies – especially in relationship to these standards and current recommendation for improved professional development.

Professional Development in Social Studies

While research and literature is abundant in the field of professional development, little of this work can be found with a focus on social studies. Examples shared through

the professional development literature often refer to mathematics and science programs for exemplary, noteworthy or even failed professional development (Loucks-Horsley & Sparks, 1997; Stein et al., 1999). Limited funding for social studies education and disagreement on the teaching of history and the social sciences, or social studies, provide adequate rationale for the limited literature available in this field.

The history of social studies education in American schools identifies a continual struggle for clarity and agreement on what, exactly, social studies education should include and promote. This on-going battle between the various disciplines (e.g., history, geography, economics and other social sciences) and between educators at all levels maintains the discussion and research focus on description, content, skills and methodology. A general lack of both professional development opportunities and literature about professional development in the social studies may decrease when and if educators decide what, exactly, teachers are to teach in the area of social studies.

To address this concern about the definition and role of social studies in our schools, the American Historical Association and National Council for Social Studies (NCSS), a non-profit professional organization for social studies educators, joined forces in 1985 and established the National Commission on Social Studies in the Schools. Later, the Carnegie Foundation for the Advancement of Teaching and Organization of American Historians joined this coalition. Diverse and representative organizations from the various social science disciplines as well as parents and educators were also invited to join this group, which examined the content and effectiveness of instruction in social studies classes nationwide, the goals of social studies education and priorities to address. A task force was charged with making reform recommendations based in these findings.

The 1989 report, *Charting a Course: Social Studies for the 21st Century*, was created and distributed by this national commission. While a lack of agreement about what should be done in the classroom prevailed, so did a lack of understanding about the report's recommendations. As a result, the Advisor-Responder Network of Schools was established by the commission to document exactly what teachers were doing in their classrooms and what they believed was needed for the future of social studies education.

That document, *Voices of Teachers: Report of a Survey on Social Studies* (1991), revealed some interesting information about social studies and professional development. When asked if teachers wrote new course materials, 90 percent of the teachers responded yes. When asked if the school system provided inservice training for teachers preparing new materials and courses, 59 percent responded yes and 33 percent responded no. Asked to describe general staff development programs that are offered to social studies teachers by the school or district, some described general pedagogical training while some reported content-specific pedagogical training. Forty-nine percent of the respondents reported that staff development programs were developed by their districts whereas 26 percent reported that they had no professional development programs at all. Only 3 percent reported school-based professional development in this field.

In this national survey, teachers were asked to list and prioritize the working conditions needed to improve their work as a professional. The top two items, both receiving 19.5 percent of response, were inservice education/professional growth programs and administrative support. Further comment on professional development in this report stated:

Perhaps the most critical comments on this question relate to either poor or non-existent district-provided opportunities for professional growth. In the ratio of five to one, respondents mentioned 'lack of staff development' or 'no methods for identifying weak instruction and improving these teachers.' Of those that did comment that the school system had an extensive professional growth and staff development program, many were dissatisfied with the particular individual who handles the program and others expressed disgust toward their fellow teachers who did not take advantage of opportunities provided. Several commented that inservice programs would be better received if they related more directly to content areas rather than to 'generic' topics such as classroom management skills or techniques for classroom questioning. (p. 62)

These responses about professional development were asked in the larger context of teaching and learning methods, materials, content, and assessment. Still, teachers clearly identified a need for increased and improved staff development programs to support their complex work as social studies teachers. One respondent stated:

Desirable working conditions would include: 1) more opportunities to share ideas/knowledge/ resources/activities with colleagues, both at our own teaching level and at other levels; 2) more opportunities to attend lectures on specific social studies topics (including specific history topics); 3) more night classes available in specific content areas, not just in the field of education. (p. 57)

More recently, the American Historical Association teamed up with the Organization of American Historians and the National Council for the Social Studies to create a document outlining benchmarks for sound professional development for teachers

of American history (American Historical Association, 2003). This project resulted from a meeting in June 2002 between the director of the National Coalition for History, Bruce Craig, and the U.S. Department of Education to discuss the unprecedented congressional funding for the Teaching American History grants initiated in 2002. These grants are intended to encourage collaboration among K-12 teachers, post-secondary faculty, and public historians to improve the teaching of American history in public schools. The collaborative project required these professional organizations to work with their membership to determine what constitutes a good social studies professional development program and what outcomes should be expected. The document presents a series of benchmarks for each of five categories: collaboration; content; pedagogy; historical thinking; and assessment.

The document asserts that collaborative professional development programs in the field of American history must rest on two fundamental assumptions: content, pedagogy, and historical thinking should be interwoven; and content, pedagogy, and historical thinking should be related to the classroom experience. Furthermore, the following benchmarks should be applied to such programs:

Collaboration Benchmarks

- For sound professional development, K-12 teachers should be involved at the beginning of planning.
- Content and classroom needs of teachers and students should be assessed at the beginning.
- The goals of teachers and students as determined through the assessment should be the central focus of the program.
- Professional development programs should be sustained over time.
- Professional collaboration of teachers with their colleagues should be encouraged.
- Workshops conducted by master teachers for their colleagues at home institutions should be a requirement.
- Teachers with strong abilities as facilitators should be identified and given leadership roles within the project.

- As many university/college history faculty should be involved in the project as possible, especially those with experience in primary and secondary school education.
- If the professional development program is focusing on a particular school district, the coordinator of history and social studies in that school district should be consulted at the start of planning a project. In such cases where specific schools and colleges are involved, activities should be held both at schools and the college. Those responsible for training new history teachers should be included in these activities.

Content Benchmarks

- Teachers should be provided opportunities to maintain awareness of major new research in the field.
- Teachers should discuss main periodization schemes applied to U.S. history content, and issues involved in these schemes.
- Because content is more than a dry recitation of historical “facts,” teachers should be enabled to develop ways of enriching content.
- Teachers should be helped to utilize sound content models already available. Documents such as the U.S. History Framework for the 1994 National Assessment of Education Progress can be helpful guides. Professional development in history can conform to state standards when history is a distinct subject within the standards.
- The program should provide a sound reading list.
- Teachers should be helped to place U.S. history content in the appropriate global perspective, including comparisons where applicable.

Pedagogy Benchmarks

- All pedagogical presentations should be framed with student learning in mind, and methods to analyze this student learning need to be included in the professional development plan.
- A prime goal of professional development needs to be the engagement of participants so that they will convey their excitement to their students.
- Participants should be given opportunities to learn how historians conduct research, and, in particular, how they evaluate the reliability of sources.
- Pedagogy needs to focus on placing primary sources in historical context and interpreting those primary sources.
- Discussion of teaching methods should always begin with content – presenters and participants need to realize that method is merely a tool for presenting intellectually challenging subject matter to learners. Method should never be presented in a vacuum, divorced from content.
- Methods need to begin with the latest content and scholarship. Presenters should model how to frame a presentation around historical scholarship rather than on terms from a textbook.
- A variety of methods should be presented. This is to accommodate different learning styles and provide for the presentation of multiple perspectives, a critical component in the understanding of the current field of history.

- Presenters need to introduce active methods as part of the variety of methods presented. Presenters need to model active learning techniques that go beyond lectures and discussion – group activities, role-playing, simulations, and debates, etc. Presenters must show the intimate relationship between these activities and in-depth historical content.

Historical Thinking Benchmarks

- Analysis of primary and secondary sources.
- An understanding of historical debate and controversy.
- Appreciation of recent historiography through an examination of how historians develop differing interpretations.
- Analysis of how historians use evidence.
- An understanding of bias and points of view.
- Formulation of questions through inquiry and determining their importance.
- Determination of the significance of different kinds of historical change.
- Sophisticated examination of how causation relates to continuity and change.
- Understanding of the interrelationships among themes, regions, and periodization.
- Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time.

Assessment Benchmarks

1. Assessment of the professional development program:
 - Learning outcomes on the part of all participants (K-12 teachers, post-secondary teachers, and public historians) in the program should be assessed.
 - Student historical understanding should be tested prior to and after conducting collaborative programs.
 - Assessment should be directed toward the continual and constructive improvement of teaching, learning, and professional development. Program goals and procedures should be adapted as necessary based on assessment evidence.
 - Assessment should provide aggregate data on students, teachers, and other participants, not summary evaluation of individuals.
 - All assessment measures should be developed, implemented, and analyzed with the full participation of teachers, historians, post-secondary educators, and when possible, students.
 - Assessment should provide evidence of learning over the course of the professional development program by including measures of student achievement or teacher performance before and after participation in the program.
2. Assessment of Teachers and Students
 - Teachers' classroom practices should be assessed on the extent to which they incorporate the "Pedagogy Benchmarks" and are directed toward students' achievement of the "Historical Thinking Benchmarks."

- Student assessment should be tied directly to elements of historical thinking as outlined in “Historical Thinking Benchmarks.” Additionally, assessment may include attention to state or local curriculum standards. (pp. 2-7)

Thornton (2001) looks at the issue of educating educators and asks the question, “What specifically do social studies teachers need to know and be able to do?” He writes:

The subject matter knowledge of teachers has become a central concern in both educational research and in teacher licensing policies in recent years. Fueling this popular and scholarly concern is the belief that too many teachers are inadequately versed in the subject matters they teach. (p. 72)

More specific to elementary teachers, and pertaining to teacher preparation, he writes:

Elementary-school teaching imposes special demands on teachers because they assume responsibility for subjects across the curriculum. Unlike secondary schools, ordinarily teachers without a major in the social sciences assume responsibility for elementary-school social studies. Many elementary teachers have a limited acquaintance with the social sciences in college, perhaps a few courses (see, for example, Thornton & Wegner, 1990). Moreover, different elementary teachers will have studied different aspects of the social sciences. In other words, there appears to be scant social science subject matter knowledge that American elementary teachers hold in common, and what they have studied is unlikely to have been in depth. (p. 72)

A report from the NCSS Task Force on Early Childhood/Elementary Social Studies (1988) states:

The overall status of social studies in elementary schools still needs improvement. We find teachers who feel unqualified to teach the content of social studies or

who misinterpret them, confining instruction to a narrow focus on socialization skills or mere recall facts from history, geography, and civics. (p. xx)

The report notes, "New knowledge in history and the social sciences, current issues, controversial issues, and evolving social conditions requires the constant attention of teachers" (p. xxii). Therefore, recommendations for needed professional development in elementary social studies include:

...attendance and participation in conventions, in-service courses and workshops, travel and exchange programs, postgraduate studies, participation in professional organizations, reading of desirable professional literature, and self-evaluations (Dobkin, Fischer, Ludwig, & Kobliner 1985).

Professional development within the local school district should provide: (1) a well-organized teacher development and evaluation program; (2) support staff for instructional improvement; (3) appropriate social studies materials and resources; (4) a functioning social studies curriculum committee; (5) a K-12 systemwide, articulated social studies program that is regularly reviewed and updated; (6) opportunities for teachers to participate in professional social studies organizations at a local, states, and national level; and (7) a professional library that contains social studies periodicals, research studies, social studies texts, and related literature. (p. xxii)

Social studies literature provides a wealth of resources and information intended to clarify and support the role of social studies in the schools as well as social studies educators (Atwood, 1991; Cornbleth, 1986). The development of national content standards in social studies (NCSS, 1994) history (National Center for History in the

Schools, 1996), economics (Economics America, 1999), geography (National Geographic Society, 1994), and civics and government (Center for Civic Education, 1994) inspired the development of state and local content standards, which help teachers identify what students should know and be able to do in social studies, or history-social science. NCSS (1998) identifies their content standards as “a pathway to professional development” and makes the statement:

In addition to establishing a curriculum framework, another and more important role for NCSS standards is to have them serve as a discussion paper or script which allows educators to better communicate with one another as well as with the several fields of inquiry that make up the content of our craft. This script provides the common grammar and logic that will inform professional development designs, and foster understanding of the fundamental knowledge of social studies. (p. 3)

Scholarly journals for social studies educators include issues, content-specific information, or content-related teaching strategies. This literature is helpful for teachers, but cannot replace much needed professional development for social studies educators. The continued absence of literature about current professional development practices, content, and resources will only perpetuate the concern among educators that content-specific professional development is lacking and/or ineffective.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to explore the experiences of teachers who participated in CWTI, not to evaluate the program. The researcher and individual participants worked together, therefore, to discuss and reconstruct from memory and artifacts the reasons for participation, the experiences during the program, and the impact of the experience. While the researcher guided the conversation through open-ended questions, the participant remembered, reflected, and shared information and perspectives.

Qualitative, In-depth Interviewing

Since this study sought to explore the meaning teachers attributed to the CWTI experience as well as articulate changes in the teaching and learning processes that occurred as a result of participating in CWTI, a qualitative approach was used in this study. Merriam (1988) states that “in a qualitative approach to research the paramount objective is to understand the *meaning* of an experience” (p. 16). Merriam also notes that qualitative researchers are primarily concerned with process, exploring such questions as “How do certain things happen?” and “What happens with the passage of time?” (p. 19).

According to Patton, “language is a way of organizing the world” (p. 227) and through individual interviews, the organization of events before, during and after CWTI are told through the language of each participant. In-depth interviews were held with each participant for this study because, as Siedman (1998) states, “At the root of in-depth interviewing is an interest in understanding the experience of other people and the

meaning they make of that experience” (p. 3). Siedman explains that during the interviewing process, participants are asked to reflect on the meaning of their experience:

The question of “meaning” is not one of satisfaction or reward, although such issues may play a part in the participants’ thinking. Rather, it addresses the intellectual and emotional connections between the participants’ work and life. (p. 12)

Furthermore, Siedman states, “Interviewing provides access to the context of people’s behavior and thereby provides a way for researchers to understand the meaning of that behavior” (p. 4). The behaviors of teachers during and following CWTI are key points of inquiry in this study. Learning about their behavior before CWTI helped establish the context for behaviors during and after the institute.

While there are a variety of methods that could have been used to examine the experiences of CWTI teachers, including questionnaires, surveys, observations and documentation, interviewing allowed various individual perspectives to tell the story of this educational experience. “If the researcher’s goal, however, is to understand the meaning people involved in education make of their experience, then interviewing provides a necessary, if not always completely sufficient, avenue of inquiry” (p. 4) according to Siedman (1998). He also states, “It [interviewing] is a powerful way to gain insight into educational issues through understanding the experience of the individuals whose lives constitute education” (p. 7).

Seidman (1998) outlines a structure for in-depth interviewing as a series of three 90-minute interviews focused on the participant’s: (1) life history; (2) detailed account of the experience; and (3) reflections on the meaning of the experience. He also states that

alternatives to this structure may be explored by researchers “as long as a structure is maintained that allows participants to reconstruct and reflect upon their experience within the context of their lives” (p. 15). Therefore, in this study, the researcher adapted this structure to first explore the interviewee’s life history as it pertained to experiences related to the teaching and learning of early American history. Then, the interviewee provided an account of his/her CWTI experience. These two topics were explored in the first of two 90-minute interviews. During the second interview, interviewees reflected on their CWTI experiences and explored the influences of this program on their teaching of early American history. This two-interview format allowed for greater flexibility in scheduling interviews with voluntary participants whose non-instructional time is in great demand for professional development, meetings, and instructional planning.

The data collected through these interviews was analyzed and emergent themes or relationships were described. Because of the content of the interviews, profiles or vignettes of interviewees were developed. These thick, rich descriptions of teachers’ experiences with CWTI will add to a limited body of literature on professional development programs for teachers of elementary social studies.

Semi-Structured Interviews

Since qualitative research usually begins with a problem of practice and raises such questions as “What happened?” and “How has this made a difference?” (Merriam, 1988), the participants of this study explored similar questions during interviews. In a semi-structured format (Rubin & Rubin, 1995), the researcher introduced the topics for the two interviews with individual participants and guided the discussion with specific questions (Appendix D). The first interview focused on the teacher’s life history as it

pertained to the teaching of early American history and leading up to his/her participation in CWTI. Questions included, "How did you learn about early American history? What was your experience in first preparing to teach early American history to fifth graders? What were your experiences teaching early American history before you participated in CWTI? How did you come to apply to CWTI?" The second part of the first interview focused on the teacher's experience at CWTI. Questions included, "How would you describe your experience at CWTI? How did you spend your days during CWTI? What things did you learn during CWTI? What stories do you recall about your experience at CWTI?"

The second interview explored reflections and meaning attributed to CWTI. Themes extracted from the first interview helped determine the questions for this second interview. Other questions included, "How do you describe your current teaching of early American history as a result of CWTI? How do you describe student learning in your classroom as a result of your experience with CWTI? What does it mean to be a CWTI fellow?"

For the purposes of understanding the participant's culture (Spradley, 1979), the researcher requested that interviews take place in each teacher's work environment, or classroom, when students were not present.

Role of the Researcher

Merriam (1988) explains that meaning, which is central to qualitative research, is how people make sense of, or interpret, their experiences. "It is assumed that meaning is embedded in people's experiences and mediated through the investigator's own perceptions. A researcher cannot get 'outside' the phenomenon" (p. 19). Additionally,

“the researcher is the primary instrument of data collection and analysis” (p. 19) and therefore the method necessitates the researcher’s familiarity with the case, or CWTI. For this reason and for reasons related to the researcher’s responsibility to explicitly state any biases, values, and judgments (Creswell, 1994), it is important to describe the researcher’s role with CWTI.

In 1995, as an elementary social studies resource teacher for San Diego Unified School District, the researcher participated in CWTI. The following year, as the history-social science coordinator for the San Diego County Office of Education, she became responsible for the selection of participants and facilitation of San Diego’s annual CWTI. She worked directly with CWTI participants from San Diego County Schools before, during, and after CWTI. The researcher remained in this capacity between 1996 and 2002, and has continued working closely with the Colonial Williamsburg Foundation and donors to improve and expand CWTI through informal and formative evaluation processes.

While the researcher has the benefit of being “inside” the phenomenon, or CWTI, she refrained from looking for what she wanted to see in order to listen, observe, and analyze what is really there – in the words and actions of each participant.

Beyond her familiarity and personal experiences with CWTI, the researcher’s role as an interviewer in this qualitative study calls attention to her role as researcher.

Seidman (1998) notes the fact is that interviewers are a part of the interviewing picture:

Though they may be disciplined and dedicated to keeping the interviews as the participants’ meaning-making process, interviewers are also a part of the process.

The interaction between the data gatherers and the participants is inherent in the

nature of interviewing...in in-depth interviewing we recognize and affirm the role of the instrument, the human interviewer. Rather than decrying the fact that the instrument used to gather data affects this process, we say the human interviewer can be a marvelously smart, adaptable, flexible instrument who can respond to situations with skill, tact, and understanding (p. 16).

Selection of Participants

Participants for this study were selected from a purposeful sampling of active CWTI fellows. Patton states, "The logic and power of purposeful sampling lies in selecting *information-rich cases* for study in depth" (p. 169). Active status of participants was determined by the voluntary efforts made by CWTI participants to support and promote social studies programs within and beyond their school districts, thus ensuring an intensity sampling for this study (Patton, 1990). "An intensity sampling consists of information-rich cases that manifest the phenomenon of interest intensely... Using the logic of intensity sampling, one seeks excellent or rich examples of the phenomenon of interest, but not unusual cases" (p.171). The researcher sought participants for this study who were actively involved in CWTI networks and social studies education for the purpose of exploring information-rich cases. The implications for this method of participant selection include the assumption that CWTI fellows who did not learn much or apply much to their classrooms as a result of CWTI would not participate in this study.

These San Diego-based CWTI participants (approximately 70 exist in this classification) received a formal letter requesting their response if interested in participating in this study (Appendix B). Positive respondents were grouped according to their year of CWTI participation after some were eliminated because they no longer teach

fifth grade. There were groups of respondents representing 1990, 1991, 1992, 1994, 1995, 1996, 1997, 1998, 1999 and 2000. From each group, one name was randomly selected for participation in this study. The researcher simply drew a name from each group of respondents. Since there were no respondents from the year 1993, there are no participants representing that year's institute. Representing an eleven-year period, the study includes ten participants.

The purpose of this selection process was to maximize variation in the sample. In order to provide data that spans the history of CWTI, which began in 1990, the researcher selected participants for this study representing various years of participation.

Participation in this study was voluntary. The researcher sought participants with a minimum of two years teaching experience in the fifth grade prior to participation in CWTI, however three participants – Bates, Colbert, and Stallo – did not meet this criteria. The researcher sought this requirement to ensure a context for teachers to describe their experiences and changes that may have occurred in teaching and learning practices in early American history, but all three of these participants had extensive teaching experience from which to compare and contrast.

Through the local selection process of CWTI participants each year, a balance is sought for each group's gender, ethnic and geographic (location of school) composition. While the initial purposeful sampling reflected this balance, the nature of random selection from the respondents did not ensure such balance in representation in the group of participants for this study. It would be ideal to have a diverse group of participants in terms of where they teach, their race and gender, and how long they have taught, however this was not be possible due to the nature of the participant selection process. However,

the final sample is quite representative of the average CWTI group (e.g., fewer men, range of teaching experience, diverse district participation with an emphasis on San Diego Unified). The intent of seeking a diverse group of participants is to provide a variety of perspectives on this experience.

Meeting with Participants

Upon gaining agreement from each teacher selected to participate in this study, the researcher made arrangements with each participant and held the initial interview in his/her classroom. Prior to the interview, the researcher presented each participant with an informed consent form (Appendix C). She explained the following: (1) qualitative research; (2) in-depth interviewing structure and design; (3) taping and transcription procedures; (4) profiles or vignettes resulting from these interviews and participants' option for use of a pseudonym; and (4) the timeline (November 2001 to April 2002) for this study. The first interview began after this information was shared and the participant signed the informed consent form.

After the initial 90-minute interview, the second 90-minute interview was scheduled. Before the second interview, the transcription of the first interview was delivered to the participant for review and revision. Participants had the option to schedule additional time and/or interview sessions. In several cases, the interview sessions ran longer than the scheduled 90 minutes, but this was agreeable to the participant. Telephonic or electronic mail was also used during this period to facilitate the exchange of information and communications.

Data Collection and Analysis

Each interview was audio taped and later transcribed. Transcriptions were given to participants within two weeks from each interview date for participants to review and edit for clarification and accuracy. In one case, the audiotape from the initial interview with Melanie Ellsworth was damaged and no transcription exists. The researcher's notes from the interview were typed up and given to the participant so that she could reconstruct her responses from the first interview during an extended second interview period.

In order to assist with memory and support statements, each participant was encouraged to present artifacts, journals, curriculum plans, awards, news articles or any other documents during their interviews. These artifacts and documents were entered into field notes, which were also taken during the interviews. Several participants found their use of journals, curriculum and photo albums to be helpful during the interviews.

When interviews for each participant were transcribed and artifacts and documents entered into field notes, each participant's interviews were studied, reduced and analyzed independently. Transcriptions were marked for interesting content, variables, themes and relationships in attempt to discover meaning. All of these participants' interviews were developed into profiles for this study. Additionally, marked passages from interviews were categorized and grouped in order to explore themes and relationships among the participants. The software program QSR NUD*IST 4 was also used to comb the transcripts for themes and relationships.

Individual cases resulted in profiles, which provide the reader with a better sense of the participants and their backgrounds as both teachers and learners. These narratives

were written as comprehensive, in-depth histories resulting from the first interview. Additionally, descriptions of identified themes, patterns and variables accompany in narrative summaries. Conclusions from the study and recommendations for future research are also included.

Delimitations and Limitations

This study does not define the experiences of the thousands of teachers who have participated in CWTI during the past 13 years. Rather, this study provides examples of the experiences as self-described by the ten teachers who experienced CWTI under varied conditions and circumstances. This serves as a delimitation in that the scope of the study is narrowed by including only the experiences of these ten participants. The researcher sought the participation of at least one teacher per annual group for this study while hoping to strike a balance between gender, race, location and experience among the total group of participants. The study reflects the experiences of a participant from each year between 1990 and 2000, except for 1993.

The experiences of these teachers reflect the selection, organization and culture of CWTI fellows from San Diego County schools. The teachers who volunteered to participate in this study were identified as fifth grade teachers who remained active in social studies education programs. While many teachers volunteered for this study, selection of participants was narrowed to include only those who participated in CWTI with some experience in teaching fifth grade and who remained teachers of fifth grade since participating in CWTI. After narrowing the potential participants, a random selection process was used to identify these ten participants. Due to the purposeful sampling for this study, the generalizability of the findings is decreased.

This study is confined to the self-described experiences of ten teachers. Because they all participated during different years of the institute, there exists some variation in their institute content and experiences. Variables, such as peer facilitator, CWTI staff, weather, fitness and health, accommodations, teammates, or local follow-up support may alter the experiences of participants between the various years' groups. The researcher sought to identify and analyze these variables in and across the interviews. Also, depending on their abilities to recall information as well as the amount of time during which they have been able to implement change in their classrooms, the detail, depth and breadth of participant responses varies.

Initially, the researcher thought that the participants selected from the earliest years of CWTI might have greater difficulty in recalling from memory their experiences at CWTI, and planned to address this limitation in connection to theories on reconstructions of memory. However, these participants stated that they themselves were surprised at their abilities to recall their experiences in great detail. In fact, some of the earliest participants provided greater detail to their recollections than the participants who attended CWTI in more recent years.

As with all qualitative studies, the findings in and across these interviews will be subject to a variety of interpretations. Creswell (1994) states, "qualitative research is interpretive research" (p. 147). The researcher and primary data collection instrument in this study reported her own experiences that provide familiarity with CWTI and the study participants. "Dependability" and "consistency" (Merriam, 1988, p. 172) is sought by explaining the researcher's position as data collector and analyzer, strengthening validity through analysis of the consistent data shared within and across individual interviews

(Siedman, 1998, p. 17). The researcher kept a detailed account of data collection and analysis.

Additionally, this study may be considered “backyard research” due to the researcher’s affiliation with CWTI and the Colonial Williamsburg Foundation as well as her administrative position as History-Social Science Coordinator for the San Diego County Office of Education. The researcher made every effort to ensure the participants that this was not a formal evaluative study, but that the purposes of this study were to explore the experiences of some CWTI teachers and to add to the limited body of research on elementary social studies professional development. In clear and explicit terms, the researcher stated and restated at each interview her role in this study as an independent researcher, not as an evaluator, administrator or Colonial Williamsburg affiliate.

To some extent, the researcher serves as a limitation in this study because of her experiences with CWTI and many of the participants, as well as in-depth knowledge of the institute. In analysis of the data, the researcher used an open mind while remaining mindful of biases as she combed the data for themes. The researcher is confident that another researcher would identify the same themes and derive similar conclusions from the data.

Significance of the Study

This study of the experiences of teachers who participated in the CWTI is important for several reasons. First, the study adds to the limited body of literature available for teachers, professional developers and policymakers who seek to define and improve the teaching and learning of social studies in the elementary grades. This study

seeks to describe meaning based on the experiences of CWTI teachers, and these results may inform professional development for other teachers.

Second, in efforts to support educational reform in public schools, a need exists for high-quality professional development that improves teachers' knowledge and skills. CWTI seeks to improve teacher knowledge and skills, but lacks empirical evidence that establishes such an outcome. This study explores the knowledge and skills acquired during CWTI and used in the classroom since CWTI for the benefit of determining the impact of this program.

For teachers who participated in CWTI, but were not included in this study, this study may prove helpful in comparing and contrasting their experiences during the institute and subsequently in their classrooms. For CWF staff and administrators facilitating CWTI, this study may serve as a source of information for change, improvement and/or continuation of program elements. For CWF donors and supporters, this study should provide insight into the motivations, commitment and work of teachers who choose to spend their summers at CWTI.

Third, CWTI has grown tremendously since its inception in 1989 and requires reliable information in order to make decisions about the future of CWTI. School administrators and Colonial Williamsburg Foundation staff who develop and present this institute will benefit from data generated in this study, which may be used to maintain and improve the existing program.

The findings of this study will also serve to improve the practice of education by providing a voice for teachers who are often not consulted in the planning, development and implementation of professional development (Sullivan, 1999). Furthermore,

according to researcher Harvey Daniels (1999), there is no substitute for the credibility and expertise of fellow educators sharing successful teaching practices from their own classrooms. These practices described and examined as a result of CWTI may lead to the development of new, effective professional development programs for social studies teachers.

Finally, CWTI exists because of collaborative efforts between public and private sectors. This study will serve to document the results of these collaborative efforts. As CWTI continues to serve the needs of U.S. history teachers throughout the nation, the findings of this study may provide incentive and rationale for increased collaboration between private and public individuals and organizations interested in providing professional development for educators.

CHAPTER 4

FINDINGS

This chapter describes the experiences of ten teachers who participated in the Colonial Williamsburg Teacher Institute (CWTI) during an 11-year period. Each of the participants spent approximately 180 minutes during two 90-minute in-depth interviews with the researcher individually describing their experiences before, during and after CWTI.

Participants were encouraged to hold these interviews in their classrooms before or after instructional hours without students present so that the interviewer and interviewees could focus on the interview questions without distraction or interruption. All interviews were conducted one-on-one between the participant and researcher outside of the instructional hours of the school day. All interviews were held at times and in places selected by the participant. Most interviews took place in the participants' classrooms, however there were three exceptions in which interviews occurred outside of classrooms.

Participants were given copies of the transcripts from both interviews and they were given the opportunity to respond to, edit, and/or clarify content before the data were analyzed.

Profiles with background information for each participant were created to provide contextual information about each unique individual and his or her experiences with early American history as both a student and a teacher. Given the option to use a pseudonym for this study, all participants declined and stated a preference to be properly identified.

The following sections in this chapter answer these five research questions: (a) Why do teachers participate in CWTI? (b) What were the experiences of teachers during CWTI? (c) How did teachers' experiences during CWTI enhance their teaching of early American history? (d) How has CWTI influenced student learning? (e) What did teachers learn from CWTI?

The answers to these research questions are not presented in the above order. For example, participants' explanations of why they participated in CWTI (question a) are described in their profiles. Participants' experiences during CWTI (question b) and what they learned (question e) are described in the section titled "Teachers' Experiences During CWTI" (see pp. 103-134). The answers to the question "What did students learn as a result of their teacher's participation in CWTI?" (question d) can be found in the section titled "Students Learning Early American History" (see pp. 163-180). The answers to the fifth question (e) are embedded in the sections addressing questions c and d (see pp. 134-180) and summarized in chapter 5 (see p. 193).

In describing the participants' answers to these research questions, the words of the participants are used as much as possible because "The goal of writing is to represent the world of your interviewees accurately, vividly, and convincingly. Using the conversational partners' words helps to provide detail and realism" (Rubin, 1995, p. 261). By using their words, the researcher seeks to create an authentic and comprehensive understanding of the experiences of these CWTI fellows. Additionally, through their answers, participants illustrate the common characteristics of their experiences.

Colonial Williamsburg Teacher Institute

Since 1990, San Diego schools have been invited to send teachers of early American history to the Colonial Williamsburg Teacher Institute in Williamsburg, Virginia. This eight-day intensive summer institute is entirely funded by local donors who want to support the professional growth of teachers for the purposes of improving the teaching and learning of American history in local schools. Since the *History-Social Science Framework for California's Public Schools* (California Department of Education, 2001) and content standards identify the content of early American history to be taught and learned at the fifth grade level, fifth grade teachers are sought for participation in CWTI.

The Colonial Williamsburg Foundation maintains that as a result of CWTI, teachers will:

- Identify significant 17th and 18th century events that continue to shape and define our nation.
- Understand how people of various cultural backgrounds interacted with one another during the 17th and 18th centuries.
- Engage students in exploration of their Native American, European and African economic, cultural and political heritage.
- Learn and review techniques that develop students' abilities to use higher-level critical thinking skills by using primary source documents and artifacts.
- Create a network in which they and Colonial Williamsburg staff can acquire and exchange information about 17th and 18th century history.

Each spring, teachers apply for this institute and are selected by a group of their peers who have previously attended CWTI, known as CWTI fellows. Teachers are encouraged to apply for CWTI with a site or district teammate, although this is not a requirement for selection. After applications are evaluated and teachers are selected for participation in CWTI, they are provided with a local orientation at the San Diego County Office of Education. The teachers are also invited to a formal reception dinner in Los Angeles where they have the opportunity to meet the program donors, some of the Colonial Williamsburg staff, and other teachers selected for participation in CWTI.

Each CWTI group consists of 20-25 teachers who stay together throughout the entire institute. Since 1990, teachers from San Diego have been combined with teachers from Santa Clara County to form their annual summer CWTI group. With each group, at least two administrators or teacher leaders, called peer facilitators, have accompanied teachers throughout CWTI to assist with the facilitation of the institute. Peer facilitators provide the local orientation for teachers and serve as liaisons to the Colonial Williamsburg Foundation and donors before, during and after CWTI. Following CWTI, the local peer facilitator meets and works with teachers in San Diego to develop instructional units, gather resources, coordinate outreach and electronic programs, and organize the annual convocation.

The Colonial Williamsburg Foundation is responsible for planning and organizing the institute content and arrangements. Transportation, housing accommodations and meals for CWTI are arranged and handled by the Colonial Williamsburg Foundation. On the first day of the institute, teachers arrive by plane in Richmond, Virginia, and they are transported by bus to Williamsburg. Housing accommodations for teachers have changed

during the past 13 years. The earliest CWTI participants stayed at the College of William and Mary dormitories. In 1995, teachers stayed at the Williamsburg Hospitality Inn, which is near the College of William and Mary and close to the historic district. Since 1996, participants have stayed in the restored taverns, homes, kitchens and quarters in the Colonial Williamsburg historic district. With some exceptions, CWTI participants have a roommate throughout the institute.

Teachers follow a detailed schedule during CWTI, which allows for meals, site visits, lessons, meetings with historians or interpreters, travel, breaks, activities, and special programs. Special programs might include reenactments, storytelling, tours, picnics, dances, or plays. A typical day begins with breakfast at 7:00 a.m. and ends with evening activities and meetings as late as 10:00 p.m. Teachers participate in learning activities in classrooms, at sites throughout the historic district, and travel to sites including Carter's Grove, Jamestown and Yorktown.

There is an overarching theme for CWTI, which is "Becoming Americans: Our Struggle to be Both Free and Equal." Each year, CWTI focuses on one of six strands of that theme: Redefining Family; Enslaving Virginia; Choosing Revolution; Buying Respectability; Taking Possession; or Freeing Religion. During any given year for CWTI, while the theme and strand are addressed, each day's activities and lessons are focused on a specific topic, which has a unique set of learning objectives. These topics include cultures in contact, road to revolution/government influences, family life, enslaving Virginia, claiming the land, learning about people of the past, the economy and trades, military life and the revolution (see Appendix A). Some of these topics and activities have changed slightly during the past 13 years.

On the final day of the institute, teachers graduate from CWTI and become CWTI fellows. They leave Williamsburg with the expectation that they will share what they have learned with their students and colleagues. They are also expected to create an original instructional unit to develop, teach, publish and present the following spring during a local convocation for other fifth grade teachers.

Approximately 200 fifth grade teachers in San Diego have participated in CWTI since its first institute in 1990. Some of those CWTI fellows have moved to different grade levels since their institute year. Some have retired. Many have been promoted to positions of teacher leadership or administration in their school systems. Approximately 65 CWTI fellows have both remained fifth grade teachers and are actively involved with social studies and professional development programs. From that group, approximately 40 teachers volunteered to participate in this research study. Ten teachers were selected from the volunteers to represent the various years of the program. In this study, CWTI fellows from each year between and including 1990 and 2000, except for 1993, explore and share their stories about the CWTI experience.

Participants' Backgrounds

Each of the participants in this study applied to, was selected for, and participated in the Colonial Williamsburg Teacher Institute. Each participant remains a fifth grade teacher who continues to teach early American history.

Each of these participants attended CWTI during a different year. Some participants experienced CWTI with a site or district partner, and others participated independently. Some participants had years of experience teaching fifth grade and early American history while others were new to this grade level and content. Some

participants were veteran teachers and others were fairly new to the profession. Some teach at schools where there are CWTI fellows to describe their experiences and offer information and advice about the institute whereas others did not know anyone who had previously participated. Some participants had experienced the local Colonial Williamsburg Convocation prior to their CWTI experience and had some understanding of what was expected of CWTI fellows upon return from the institute. Others did not.

Participants had varying experiences with professional development though all had little, if any, experience with professional development in the area of social studies. They also had varying experiences with living history museums, including Colonial Williamsburg. Some participants visited Colonial Williamsburg as children or young students, which provided some context for CWTI, and others had never been to the East Coast.

Table 1 provides general background information about the teachers who were participants in this study. Since participants teach in different schools and districts, their schools and district are identified with their names in the table. Participants who have moved schools since their participation in CWTI are identified in the chart. While three teachers have moved to another school since participating in CWTI, none have moved to another district.

For each participant, the chart identifies the year that the teacher participated in CWTI. These participants represent CWTI groups between 1990 and 2000 with the exception of 1993 since there were no qualifying volunteers from that year for this study. The chart also shows the number of years each participant has been teaching, as of the 2001-2002 school year, and how many of those years this teacher has taught fifth grade,

or some combination including fifth grade. The year that each teacher began teaching fifth grade is identified to determine how much experience each teacher had teaching fifth grade prior to CWTI.

Table 1

Research Participants' Background Data

Teacher, School & District	CWTI Year Attended	Teaching Experience (as of the 2001-02 school year)	5th Grade Teaching Experience/ Beginning Year of 5th Grade	CWTI Teammate	Prior Experience in Williamsburg/ Social Studies Professional Develop
Beverly Bates Bay Park San Diego	1991	31 years	12 years/ 1990	not accepted	no/no
Rhonda Berry Nye* San Diego	1992	23 years	23 years/ 1979	cross-district	no/yes
Linda Colbert Lindo Park Lakeside	1996	29 years	7 years/ 1995	none	no/yes
Linda Cross Discovery* Chula Vista	1990	15 years	15 years/ 1987	none	no/yes
Melanie Ellsworth Emory South Bay	1997	16 years	9 years/ 1993	none	yes/no
Carmen Emery Mendoza* South Bay	1998	6 years	6 years/ 1996	on-site	no/no
Susan Hewitt Lindo Park Lakeside	1994	12 years	11 years/ 1991	cross-district	yes/yes
Elyce Kaplan Kumeyaay San Diego	1995	30 years	20 years/ 1982	on-site	yes/no
Rochelle Schwartz Dingeman San Diego	2000	25 years	4 years/ 1998	on-site	no/no
Bill Stallo Ericson San Diego	1999	41 years	4 years/ 1998	on-site	no/yes

Note. * These are not the sites from which these teachers originally participated in CWTI.

The chart indicates whether or not the participant had a team partner during CWTI and if so, whether that partner shared the same school site (on-site) or taught at another school within the same district (cross-district). There is also information about whether or not this participant has been to Colonial Williamsburg – as a child, student, teacher, or tourist/visitor – and whether or not the participant experienced some kind of professional development in social studies, excluding the Colonial Williamsburg Convocation. The extent of most of these teachers' professional development in social studies related to textbook adoption inservices or workshops.

Participant Profiles

A profile of each participant has been developed to provide a sense of who this teacher is and what this teacher's experiences were in learning and teaching early American history. Each profile begins with a snapshot of the teacher's self-described experiences in learning early American history. The profiles provide information about each teacher's professional background and what it was like to prepare and first teach early American history to fifth grade students. The profiles share information about the teachers' experiences with professional development prior to CWTI, including whether or not they have been to living history museums, and how they came to apply to CWTI. Each profile ends with a small portion of the participant's description of his or her CWTI experience. Further details about the participants' collective descriptions of their CWTI experiences are found in the section following the profiles.

The first of several research questions guiding this study is: Why do teachers participate in CWTI? Each participant's response to this question is described in his or

her profile. Themes for participation are described in the summary following the last profile.

These profiles were constructed using the participants' words since "One key to the power of the profile is that it is presented in the words of the participant" (Siedman, 1998, p. 103). Additionally, "understanding is achieved by encouraging people to describe their worlds in their own terms" (Rubin & Rubin, 1995, p. 2).

Ellipses are used in some profiles to indicate that the participant continued to speak, but the content of the comment is not relevant or useful in this context. Every attempt was made to keep the participants' comments in their original form to preserve the style of language used by each participant, though the researcher omitted some speech patterns, such as "you know" and "um," since "reading a lot of uhhs and y'knows is boring and doesn't add much meaning" (Rubin & Rubin, 1995, p. 272). Brackets are used to insert words or terms for the purposes of clarifying and understanding the participant's statements. Capital letters are used to indicate words or terms that were stressed or emphasized by the interviewee. Participants agreed to allow the researcher to edit the content for these elements.

Each profile is identified by the participant's name and one particularly interesting comment made by the participant while describing his or her experiences teaching and learning early American history. The reader should know that the text for each following profile is an edited selection of direct quotations from the interviews with the participants.

Beverly Bates: "I realized I knew nothing!"

I guess in primary school I made the Pilgrims. Then when I studied [American history], I don't even remember anything from high school. In college, I took a history class and I can't remember what history. It must have been beginning American history. I just remember it was a big book, small print and I kept falling asleep because I was outlining and my lines would go off the page.

I started [teaching] in first and second grade and then when I got into fourth and fifth grade, oh my goodness! I started teaching fifth grade and I realized I knew nothing! My first 13 years here at Bay Park, I was [in] first and second... Social studies was not very, well, we didn't do it very much. There wasn't any meat in it. You really didn't need to know any knowledge. Latitude and longitude got you everywhere you needed to go. Then I went to Adams Elementary. I taught third grade. I remembered drumming latitude and longitude. Then I came back here, so I probably did 18 years of third grade, first and second. I came back here and I did fourth grade. I was sharing a contract so I still didn't have to do social studies because my partner did the social studies and I did the science in those days. Then I became a full-time fourth/fifth grade teacher and when we did fifth grade, luckily I worked with somebody and I did one part of the fifth grade social studies. Somebody sort of said, "You could do this at this time." So, of course, I just parroted what someone said I should do, looked up a few references and then realized I knew nothing. Nothing.

They showed me the book and I said, "Oh, all this information." And at that time, I didn't know the difference – Jamestown and the Mayflower and Plimoth. It was a big blur. But I could read. I could figure out the dates and read the textbook and realized

that's what was going on. So that's what I parroted to the students. I had a few activities that somebody said, "This might be a good activity to go along with this."

I learned enough from the student textbook to go ahead and feel like I knew enough to parrot again what the book said. Definitely by the book, and what somebody else said is interesting to say to the students.

The students learned, having students who were pretty good readers and students who were competent in learning the information for the teacher. I didn't know any difference. They seemed to know the information that I knew. That seemed to be fine. In spite of the teacher [the good readers learned]. In spite of any elaboration or anything. Now I look back and just go, "Oh! Those poor things!" They didn't learn anything that now the students learn.

I never did [go to living history museums]. I never was even very interested. I was probably like those students in my class, "Oh, well, I'll just learn this information. Oh, well."

I did lots of those [institutes, professional development]. I did reading and math a lot. Workshops and inservices. I did go to a math one [institute] in Oceanside. I think that was the summer of '90. I paid all this money. It was definitely hands-on math. Lecture and hands-on and the new philosophy at that time with math. I always went to everything I was supposed to go to. I remember going to the new literature series three-day institute out at Seaport Village. I remember doing all that. If I was supposed to go to something, I just did it. But nothing ever came around as social studies, so it was mostly reading and math. I really had no need to go to social studies until I started teaching social studies with more meat.

It was '89 and '90 I became, by default or whatever, the social studies representative for the school. And I was very eager. So I would go to the meetings and...I remember seeing something about...the Williamsburg institute. Then I was looking ALL year for that piece of paper to come through. I saw that flier and I remembered sitting in that meeting and they said, "Now if you're a fifth grade teacher, tell everybody back at your school that there is this program offered for a week to go to Williamsburg. All expenses paid and you get to study in Williamsburg." And that just struck me as, "How interesting. What an opportunity." I like to travel and I thought, "What an opportunity to travel and find out about the history that I know nothing about."

It was too late that year that I heard it and somebody said, "Look for it next year." And that's exactly what I did. I made sure that I signed up to be the social studies representative for upper grades so I would get all the information.

I really did not have much fifth grade experience, but I submitted my application to the Williamsburg [institute] and it said to show pictures and I had just impressed upon my fellow teachers to put on a fourth grade Gold Rush thing. And I submitted those pictures. And that must've been it. That was the beginning of my hands-on. [I applied] with another gal – the one who had helped me with U.S. history when we started teaching and I thought, "I'll never get this because she has done all this stuff." We wrote a resume and all of the things we had done and I thought, "Oh, mine is really meager." But I had just finished my Gold Rush thing that I roped everyone else into doing and I included my pictures. I felt really badly because it was my idea [to apply] and she went along with it and she didn't get it and I got it.

I told somebody [I was going to CWTI] and another fifth grade teacher said, “Oh, my friend...had gone the first or second year of the institute.” So I called her up and she told me all about it – how great it was. She must have talked an hour or something on the phone to me about it. And then she went on and told me all this stuff she had done with her class...and it was pretty amazing.

Right from the beginning, I was just so amazed at how enthusiastic everybody was, their excitement and their knowledge. One sentence from someone and I would learn so much that I didn't know before. That opened up a whole world to me. It made me enjoy [social studies]. I was reminded of when I kept falling asleep in history class and when I could avoid a history class, I avoided it. I couldn't figure out why I fell asleep in my history class after that experience.

[CWTI] was absolutely wonderful and that doesn't say it all. Now I look at history differently...it whetted my appetite. My whole world just opened up and I started reading on my own and looking up information. It was amazing that anything I picked up from the newspaper to *Time* magazine, or people, peers, talking – something was there that could be related back to colonial history.

Rhonda Berry: “It was like a huge door opened in my head...”

Through my education, early American history was done basically from the textbook in the old traditional method of reading chapters. As I can recall, I think we even read them independently, not together as a class. Answering questions at the end of each unit or chapter, and then an accumulative test at the end of any given block of history. Fortunately, for me, I had some personal experience because my family vacationed a lot. So I could probably get a better grasp of the reading and visualizing

because of those personal experiences that other students don't usually get. But basically, it was just paper, pencil, book and marching right through from cover to cover of a social studies book. I'm sure I must have taken history in junior high and high school. I can remember more of government than I can history. But, again, I don't remember a lot of things outside of textbooks.

I have to tell you, I was not a big history buff. There's nothing that I learned that got me very excited about history and I think I was of the mind that my own kids seem to be now - why do I want to learn about a bunch of dead people? People, dates, places, memorizing, recalling facts.

I've been teaching for 26 years. Sometimes I had a combination class. Sometimes I had a 3/4/5. Several years I had a 4/5. I've taught sheltered English and I've taught GATE. Now I'm a regular fifth grade teacher, but about half my class is second language. My first school was in Omaha, Nebraska. That was for three years. Then for 15 years, I taught at Chollas Elementary and this is my 8th year at Nye.

Like all first year teachers, I depended a lot on the textbooks that were provided for me and gave it my best shot. I pretty much stuck with the text the first year and each year ventured out a little bit more - added a little bit more of my own flair to it, or other materials that I could find, borrow, steal, copy. Little by little, [I] got away from the textbook structure. I saw weaknesses in it as I went along and over the years tried to compensate for those weaknesses, or in sharing ideas with other teachers, heard about some things that are a little bit outside the textbook that might bring more meaning to the kids - especially if the textbook is inaccessible to the students as far as their reading ability. And in my experience, teaching usually in low socioeconomic, low achieving

schools, the textbook is pretty much over their heads. Because of the schools that I choose to teach in, we're usually below grade level in our reading, so the textbooks make it [difficult] - that's the challenge in just being able to read the text, let alone dissect it. It becomes a two-fold job.

At the very, very beginning, I'm sure it was very boring [for the students] because of reading the textbook from cover to cover and giving the standard test. But I think, within the first few early years, I brought a lot of myself into my teaching through developing my own units and making things a little bit more interesting, a little bit more meaningful to the students. I can remember making Concentration games and Jeopardy games and things to help the kids get excited about learning those facts that we were all adamant that they had to know – all those names, dates, places, and so on. So that was still a real important issue at that time, knowing those facts. But at least I was making an attempt to make it less dry.

I probably taught to the test and they were prepared for the test, so I think they were successful in passing the test. I don't know how much of it they retained once the test was over, and I don't know how much they related to anything we actually ever talked about or anything I tested them on. It was just input-output kinds of information. Hopefully, at least they recognized those names when they heard them again somewhere down the road. But I'm sure they didn't recall too many of those dates that we made them memorize.

I think that was the way that teaching seemed to be and that's what they expected and they didn't expect anything more. So I don't remember them being rebellious about it at all. It was just kind of the way things were. Here's the book and here's what we're

gonna read. It was just their expectation as well as my own because neither one of us really had any experiences that were that much different than that.

Over the years, I have had training as they adopt new textbooks, but it's mostly on how to use the textbook. It's not on anything "beyond." So, any training that I've done for teaching social studies has been classes that I've looked for on my own. Most of the workshops or classes that I took prior [to CWTI] were toward a degree, like my master's degree, which was all pre-prescribed. And getting units for salary enhancement, you kind of went wherever your friends were gonna go so it was as painless as possible and hopefully you'd get something out of it you could take back to the classroom. But I don't think any of the ones I took were specifically towards social studies PRIOR to Williamsburg. AFTER Williamsburg, that's a different story. [Before,] it was kind of pot-shot. Take an art class here and take a, I don't know, a cultural diversity appreciation class there. It was just all kinds of a mish-mosh. It wasn't ever headed in a particular direction.

My master's degree was a joke. The classes that I took were not challenging. They fulfilled an obligation. I don't think they changed me as a teacher. I don't think they gave me a better insight to being a teacher or anything I could use in my classroom. So I'm not particularly proud of my master's degree because I don't feel like I became a better teacher or more professional through it.

A friend of mine, Vanessa, had been talking to a person who had gone [to CWTI] the year before, Kathy Mais. So she called and said, "You know I'm thinking about applying for this institute," which I'd never heard of, "and they really want you to apply in partners and what do you think about going?" I didn't really know what I was getting

into except she seemed really excited about it and Kathy had wonderful, wonderful things to say about it. I just took Vanessa's word for it that it was as great as she was hearing from Kathy. Then it just kind of snowballed into a mini-vacation experience-somewhere-you've-never-been-before, and wouldn't it be great if we also got something we could come back and use in our classroom? I really didn't have a particular expectation because I never heard firsthand what the experience was. I really relied on her judgment that this was gonna be a good thing and that I would enjoy the experience.

I'm surprised I got picked. We had a meeting shortly after we were notified that we were accepted. That's when we started getting excited, because the people that were meeting with us were telling us what we were going to be doing. Learning sounded not painful this time. It sounded kind of exciting. Then it became more real. Before it was just a possibility and now it was more real and we were starting to think about traveling, being on the East Coast... I'd never been to Virginia. Walking into the first meeting, I still didn't know – I did not have a picture of what Williamsburg really was. I didn't see the buildings and the people dressed in costume and so on at that point. That came later.

I had never been to the East at all. My family, when we traveled as youngsters, we always went west for some reason. So going to Colonial Williamsburg was my first experience ever going to the East Coast and visiting some of the historical sites. In Des Moines, where I'm from, we have living history farms that go back through the different periods of history. You do a walking tour or a little wagon tour and they take you through different farm houses and they even have a little Indian village set up where you can see where the Indians of that area lived and worked. And they have people dressed and interacting with visitors in that format. It's a lot smaller scale, but I'm proud that Iowa has

something like that to offer and it does go quite far back in history because it does the French fur traders and some of the Indians that were there before the Europeans even settled into the land. So, it's similar. They even have a little town and shops set up with the printing press and with the blacksmith and the dentist, and the shops and stuff like that and it's really well done.

I was so happy when we were driving from the [Richmond] airport to Williamsburg that I could almost cry. It was SO green and it was so luscious and it was so...peaceful. I kept thinking, "It's gonna get better. It's just gonna get better and better." Being from the Midwest, I loved all this greenery and foliage and stuff and it was like coming home. Just getting to our hotel where we were going to be staying and seeing all these people in the van with us and all the gathering of our little bags and stuff, everybody smiling and friendly and introducing. It took no time at all for people to become one group. There was the Santa Clara group and there was a San Diego group and you sure couldn't tell who was who. It was one big mob moving everywhere together.

It sounds like a week in one place would be long enough, but I left feeling like I needed more time. I just became involved with the whole colonial period. It was like a huge door opened in my head and things, ideas, information kept flooding in and I was trying to hold on to everything so I wouldn't forget it so I could share it with my classroom. I thought if I found it fascinating, then THEY would find it fascinating. And I am able to share a lot more with them because of that experience -- things I can tell them I did, I saw, I experienced. Loading a cannon and walking through the Powhatan Village...I just marvel at the realistic way they put all of it together.

Oh, the houses and the trades and the characters and the architecture and all of it just really – it just imprints such a picture in your head and makes you want to somehow transfer that over to your students. And you find the best ways you can without actually taking them there. I think that my students, for the last ten years, have really benefited in coming as close as I can to bringing Williamsburg to them.

Linda Colbert: “I applied four or five times before I got it.”

My first memory [learning American history] is more California history in fourth grade and I think that opened doors for me because the teacher had us do hands-on. We made missions – even in the 50’s. So that opened the door to what history could be. The reality is by the next year when we’re doing American history, I don’t remember as much. And that’s kinda scary. I remember just bits and pieces from middle school, but by high school, doing a lot more with the history. I have more of a memory of it. High school was “read the book. Take it out of the textbook.” We did read some literature that went along with it – *The Scarlet Letter* and a variety of different things that tied into American literature at the time. My love for it [American history] wasn’t there.

I taught several years by the time I got to fifth grade. I taught first through fifth [grades]. In the very beginning of my fifth grade teaching I used the book and on occasion, a few extra activities. But I relied on the book. It was basically using the textbook. We did the questions; we took the test out of it. I would say 95% of my history came right out of the textbook because I wasn’t into it as much and my feeling was, “Experts prepared this for me. This must be right.” I think it was probably very limited. I imagine I pulled in one or two literature books that probably tied in. Now it’s different.

No matter what, math and language have always been the emphasis in schools, so I probably spent more time with those. I talked to colleagues that were in fifth grade. So, preparing for it [teaching American history] was mainly the teacher edition and colleagues. Not a lot. I opened the book and we started reading. We would open the book, [and] we would go through it. As I recall, most of it was done IN class. I would seldom send home the history because it was a harder book. I would have gone through the text and we would have talked and asked questions and I would have very much used the teacher ideas in the teacher edition. To help the kids answer the questions, at ends of chapters or throughout units, I would rewrite the answer using the question and rewriting it to teach them how you use part of the question in your answer. I remember I did a lot of those on the ditto machine. Otherwise, [we would] go through the unit, talk about it as we went. I don't even remember teaching them to take notes. Unfortunately, science was probably the same way because the major emphasis was more the language and the math. Then we would test in the end and I don't honestly recall ever going back and reviewing. Kinda scary that we would just move through it. I would do my units in three weeks of history, three weeks of science so that I had a continuity of closer to an hour to work on something and not be doing the two subjects together. At the time, I thought that was legitimate.

I was probably boring. Those that had any interest in history I think probably picked up more. But in general, it wasn't a love of mine. It wasn't highly emphasized. My training in it had been one semester at [San Diego] State [University]. I think the learning was probably very limited. I don't know of any [students] that have come back to me and said anything from that time about specifically loving the American history.

Though I have had many students come back to me, none have ever come back and talked specifically about history so I don't think I made any mark whatsoever. There was so little training – here's your teacher edition, here are your books, do it.

I had [been to] some of the things here at Old Town [for living history]. When we were married, our honeymoon was up in Gold Rush country, Columbia, Gold Rush sites, some things like that. I had never done any of these others. I had at least heard of it. [My parents] brought me back my first set of slides and some mementoes from there [Williamsburg] and other historical places they went to. I asked for those things, so I must have had more interest in it than I'm recalling. Mainly, the living history would have been out here dealing with Gold Rush, missions, and Old Town. That's about it. At least I knew that living history was better than the book – at one point.

I applied for the history [project institute] but did not get in. I did a math [program] that was like an institute. It was four or five days. It was K-12 and a lot of it just swished right over my head. I remember that on occasion we were put into groups that were grade-appropriate, but more likely we ended up in groups that were the K-12 spectrum and since math is so detailed, it was not nearly as beneficial as it could have been. I needed to really focus on a little below where I was going to teach and a little above. But understanding calculus or how to teach it was not helpful to me at all. As I look back on it, I probably would not duplicate that because it was frustrating. There was so much I knew I wouldn't use or had no idea what they were talking about.

I became a principal, and that's when I really found out I loved it [history]. I did apply for the [Colonial Williamsburg] institute while I was a principal, but they never took me. So as I was able to look at other people teaching the history and found historical

fiction, more things [were] going on that made me more interested in my own heritage. Once I gave up the principalship and went back to teaching, because I'd had the opportunity to watch some people that really were doing more and bringing history alive, I feel when I came back to teaching about 6-7 years ago, I was able to do more than just the book. I had more activities. We did colonial day. We got more hands-on. But once again, they were things out of books and teacher publications and things that I used or what other people in the district were doing. So, [in] my learning about history I probably got much more seriously into it when I was a principal. I was in charge of history-social science for the district and that's where I spent more time learning it.

When I came back into teaching, it [history] really became my core. My literature was based on it, and I've built on that since then. History is that major theme that I teach.

The first I had ever heard about it [CWTTI] is when I was a principal and one of my fifth grade teachers applied for it and I had to write the letter [of recommendation]. I looked into it and thought how interesting this was. What an opportunity to have a teacher's way totally paid for to go learn something at one of the best places and not just sit in a classroom. Unfortunately, the person did not get to go. Then, I was dealing with some fifth grade teachers, one in particular that was very good, and we talked about applying together. I always felt bad because we did not get it and she probably did not because I was a principal. In fact, I applied four or five times before I got it. I never gave up. It looked better and better and we started having people in district that knew more about it and could talk about it. So, principalship through early return to the classroom [I applied]. I didn't get it till '96, but I was supposed to get it in '96 I've decided.

By the time I got it, I had known people who had gone. I knew it was extremely rigorous, that you were on the go all the time and you were ALWAYS learning new things. I started planning on what materials I would take – notebooks, I bought a small tape recorder. I made sure I had everything I needed to take slides with my 35mm Nikon with changeable lenses. I had a small camera and a video camera. So I prepared. “What are going to be my best ways to bring back as much information as I can?” My preparation was thinking, “How can I get the most [by] listening, taking notes, pictures. What can I bring back that’s going to be most useful for my kids?”

[CWTI was] awesome! The BEST learning experience as a teacher that I’ve ever had, without a doubt. There was not a time I regret or a time that I thought, “Gee, this is more than I can handle.” It was overall just flying on cloud 9. It was the most awesome experience I’ve ever had. Nothing I’d ever done came close to comparing to this. And that’s what I’ve told people ever since.

Linda Cross: “I wanted it to be as interesting to my students as it was to me.”

I learned [American history] early on because I come from Massachusetts and it’s right around you – literally around you. So I’ve always been interested. It was part of my life growing up. I have projects I did in first grade – my little Pilgrims I made. I was born in Boston and I can remember adults saying, “Yeah, that street down there. There are steps there and there’s supposed to be the blood of a revolutionary soldier.” So I’m a little kid and I go and look. I didn’t see any blood, but that kind of intrigued me. My aunt and her family lived on Maverick Street and Maverick was the name of an early settler in the area. I wondered about him.

Now, my formal learning about early American history was straight out of a textbook. There were very few teachers who would do anything hands-on. I had one teacher who tried to do hands-on, but I guess he always ran out of time, so we never quite completed anything. Most of my learning was done in a textbook – read the text and answer the questions at the end of the chapter.

I've been teaching fifth grade since '87. I've been teaching fifth grade all these years. [Preparing to teach early American history,] you have the textbook in front of you and you look at it thinking, "Okay. How am I going to get this information to these children in an interesting manner?" One thing I've learned about social science or history textbooks – they never have quite all the information you need. They either stop short [or] they leave out the interesting things. My first experience was look[ing] at this text. What are we going to do with it to make it interesting? It was very dry and I wanted it to be as interesting to my students as it was to me.

In those first three years [of teaching], getting things together, I would take the children through the text, answer the questions that were there. I would have them do maps because I knew that was important. I would tell them stories that I knew to try to make it more interesting. But to do a lot of hands-on activities was not yet a part of it yet. [It was] opening the book, maybe going through the vocabulary, reading the chapter and discussing it. It didn't make it real to the students. They had no connection to it. It just wasn't real to them. It was very difficult to try to make it real, to bring it down to their level and make it real so that they actually understood what was going on.

[To assess student learning, we gave] the regular test and that kind of thing. Just give them the test and they understood it or they didn't. They did average, I would say.

There are always some students who get it. They'll get a good grade. And others who don't care and got low grades. It wasn't real to them. There was no connection between them and the history.

I was very new at the time and I went to a lot of inservices. My principal did send me when we adopted the new textbook, she sent me to become a trainer of trainers. And that company had a lot of fresh ideas as to how to approach the textbook and to use artifacts, which I immediately gravitated to and took on to make it more interesting.

I'd never been to Virginia until I went to [the] Colonial Williamsburg [institute]. My mother had taken me to Sturbridge Village and we'd been to Boston Common. I had a little bit of knowledge about that. We hadn't been to Plimoth Rock for many years because New Englanders don't tend to move out of their own way – believe me! It wasn't until I was an adult and married that I went to Plimoth Rock.

Jim Banner was a fifth grade teacher at Loma Verde. He'd been [to CWTI] the year before I went and he pushed me to apply, which I did. He told the [selection] committee that I was one teacher who would do ALL the things recommended, all that was learned. He said, "She will do these." I was picked up and I was able to go. That was in 1990, and I was just thrilled! This was an opportunity to see things in a different light. To see and to really delve into American history – where it did begin. To understand from the point of view of the people who were there. When you're right in the spot, somehow it seems to make a difference. It really does. I thought, "Boy! I am going to a place where I will have access to primary sources of every type. I'll be able to look at artifacts. Maybe I can acquire some artifacts." I was absolutely thrilled for this opportunity...to get fresh ideas.

It [CWTI] was wonderful. The only drawback was the heat. I had forgotten about the heat on the East Coast. But everything else was wonderful. We were treated royally. Everything, the experiences that I had, I loved it. It's an eye-opener to see how things were done. You see the human interaction, which is very interesting. I thoroughly enjoyed that and I try to convey a lot of that to my students.

Melanie Ellsworth: "I worked really hard to make it meaningful to the kids."

I think it was because of my dad and his interest [that I learned early American history]. He pointed out stuff to us. I don't remember any specifics, but he was always telling us little histories. We lived American history. He was in the military, so that was his interest anyway. We used to visit places... historical sites and stuff. When I was in my last two years of high school, we moved to Virginia – Virginia Beach. Right there, you're all surrounded by it. It's all brick! And some of it's old. Where all these names and stuff come from and all these little houses that you go and see – Adam Thoroughgood House. You stop in and learn a piece of history and I don't even remember who the guy was, but there was his house.

We went to Williamsburg and Jamestown, right away. That was in 1967, when we moved there. Williamsburg, I don't even remember that it had trees because all I remember is this road back then. Not what it is today – not at all. I think it was my junior year that we went up to D.C. and we saw the capitol building. We went over to the Library of Congress and it was beautiful, just beautiful. We went inside the Supreme Court and that was cool because we got to go into where the nine judges sit. That was cool. That was neat. I was impressed. So, U.S. history just sort of grew on me. It really did.

I think I always liked history. I ended up liking history. I like world history and then as years have gone by, I like the world history as it relates to our history – how it's all interrelated anyway. That everything is global anyway, as it turns out. [Learning American history,] we had textbooks and we were lectured to, [and we] read. I liked the stories, I did well in it and I liked it. Then it just escalated from there.

Ten plus years ago [I went to Williamsburg]. I really valued having been there before because I wasn't as overwhelmed [during the institute]. I could concentrate on some stuff instead of ALL of it. I can't imagine those people who were there the first time. I just can't...seeing those places for the first time. They are just overwhelming. The wonderfulness of it all.

[I taught] seven years in the lower grades and this is year 16. [When I started teaching American history,] I read the book, saw what we have. Because my class is really English language learners at all levels, the book isn't gonna cut it because they can't read it and it's boring anyway. So, what I did was just follow the time line and inject everything. I started collecting stuff. Just trying to get places during vacation. They learn history better when it's hands-on and it's a story and it's not just this dry stuff. I really worked hard at developing something that was meaningful to the kids. And at one time, all the hands-on that we've mentioned. I went by the social studies time line, and that's what I taught reading-wise. So I try to put it all together to make it, you know, in-depth. That's really important, that it's in-depth. We did plays, we acted out plays. Plays about what kids did during the Revolutionary War and so they would be responsible for acting that out.

As far as learning, they seemed to learn. Because it's not something that's tested, there isn't an official way to do it. I would hesitate to grade kids like that, too, because all you can do is test facts. And if you want to set-up life-long lovers of history, you want them to get into it and enjoy the fact that it's a good story. It IS about you. It's what you used to be not too long ago and appreciate that. So, as far as learning it, I think they appreciated it, which is really what I was after. I think I achieved that. They always enjoyed social studies. [They had] great enthusiasm.

Specific tests like fill in the blank, [I would administer] every once in a while. They either did okay or not on them. I've found over the years, whether you go by the books and give them facts and expect them to memorize or give them a little test – those kind of tests, they don't do very well. But if you ask them to do something and grade their participation and their enthusiasm and what they can tell you about while you're having a discussion, some kids do better.

I did science [institutes] before [CWTI]. I did two of those. We went away to Irvine for the week and came home for the weekend and we were up there in the dorms for another week. Then the second year was every day we commuted up to San Marcos. They were nice. Science is always interesting. It wasn't bad, but it wasn't excellent. It was very adequate.

[Going to CWTI] was like a dream I had had for a few years. I had seen the flier and read the application and went, "Ooo! I could do this." But, can I do this? [My colleague] Mary Connolle-Howard went one year and [I thought] "I can talk to her about it. This is really good because she went! She knows what it takes to go." I didn't want to put an application in and not go. That would be mortifying to me because I really wanted

to go. She helped me with my application and I finally felt like I had enough in my bag that they would let me go. I was worthy of going. I sent my application over to her and she said, "Write more." So I wrote more. She said, "This is where you write everything down. Everything. Just write everything down." So I did. It was pages.

[I was interested in] the depth. The stuff that we would be doing in-depth [at CWTI] and I didn't recognize a lot of stuff, which was really good because I didn't want to do what I'd already done. I figured, well, it's a week and they have to be doing a whole lot more and I wanted to see what that was. Then it turned out to be even more than I could imagine.

I thought, "This is good because they're fun people. This is good." Everybody is just so nice and positive and wanted us to enjoy our trip and get a lot out of it. It was interesting because there was a piece of me feeling this pressure to get a lot out of it. All this effort is just amazing. As a teacher, you're just told to go to these worthless inservices all the time. And this just makes every other worthless inservice fine because Williamsburg is still paying – still covering other worthless inservices. It still is. I knew we were going to have a good time. I packed and went. Showed up, got on the bus,... Richmond down to Williamsburg...humidity set in...and then the whole thing started. We got our room, we were walking around, going, "Oh my goodness! We get to stay in one of these places?" Having walked up and down the street several times before just as a tourist and we get to stay in one of these buildings!

[CWTI was] very, very worthwhile. It was in-depth about something that I care about and as a result, I care even more about it and have even a deeper appreciation. It did a lot for personal growth and leads back to my teaching – for me and my kids. It was

just a wonderful experience because they treated us as professionals, which was an amazing thing. You gave us SO much stuff and had high expectations and that was really good. I liked that. You made us work and that was very good. That was good. Very well worth it – everything. What I learned is to tell the story better so the students can get more out of it.

Carmen Emery: “I saw my enthusiasm and my desire to know more grow.”

I was read to. I read out of a textbook. And I was tested. I remember drilling facts – trying to remember to connect names with facts, with dates. And that’s about it. Holidays and the famous, typical, common historical names. I remember those. And that would be about it.

I am in the middle of my sixth year [of teaching]. I’ve only taught fifth grade. [In preparing to teach fifth grade], I read the textbook teacher’s manual. That’s all I did. I didn’t know how to do anything else. For three-quarters of the way [through the year], my students couldn’t read the textbook. They couldn’t read the textbook and so I brought up the fact that it was so difficult and another fifth grade teacher said, “Oh, I never use the textbook.” So I started talking to her. She said that she went by literature books that had to do with the time periods that we were supposed to be teaching. From there she pulled different artifacts.

I started [to change] a little. I started to use some literature books more and textbooks less. But I didn’t have a lot of resources. I couldn’t expand a lot more. I was kind of stuck there. I had to do a lot of reading to my students – paraphrasing and trying to get them to look at the graphics and the pictures and read the captions because there

was nothing else. They couldn't read it for themselves. They couldn't understand it. And it was so dry that I'd rather call attention to the pictures, which weren't so bad. I lectured.

I produced some kind of study worksheets that they would do. You know, CLOZE and things of the sort. Different kinds of jot charts to help them process some of the information. Other than that, it was pretty dry. It was somewhat like I had growing up. It was somewhat the way I was taught, but I think I was a little more sympathetic to my students because I had been through that and I hated doing it. I really did. I really hated doing it.

I think students listened to me when I would step out of the textbook and start talking and telling them about how that applies to us. So I would have to step out of that textbook and I would have to just try and have conversations that connected what we had just read. But again, it just wasn't very exciting. I think we made a little more connections that way, and I would notice that they would at least wake up.

I think it was just LACKING. The delivery, I would try to walk around and I would try to talk to different students. But I didn't have any props. I didn't have any, like I do today, I didn't have any of the rich, fun stuff to pull out and catch their attention with. So, it was really all my imagination trying to get their imaginations going. It was all verbal. As I'm listening to that, it was just so horrible. These poor kids!

I couldn't give tests out of the book because, again, they couldn't read the book, and so they really couldn't read a lot of the questions. I would make up my own. They did okay. We would go over the things I wanted them to know on these tests that I was making up, so they did okay. But I don't think it was internalized. I don't think it stuck – much further than the week of the test.

[I did not go to any professional development] pertaining to social studies. They have PDIs, which are personal development institutes, during our off-track time. I remember going to a few math ones, a few science ones. Those were good. The format is a week of teachers coming together from 8 to about 3:00 with a focus. Learning content, adult content as well as teaching strategies and things like that. The best part of that was probably that the teachers had each other to bounce ideas off of and focus. Science and math. Lots of science and math. Some language arts – especially English language development.

I never had left California [before CWTI]. It was my third year [of teaching]. I had ideas and plans [to apply to CWTI] because of this one teacher at my school, Melanie, who had mentioned this and had gone the year before. I didn't really hear about it until after she came back. I didn't hear about her whole process of getting there or waiting to hear – none of that. But AFTER she came back, that's all I heard about. [I wanted to go] mostly because she was so enthusiastic about it. But also because that was an area that I was lacking in. And there's not a lot to choose from for social studies [professional development]. There wasn't a lot, so...it sounded good.

I think I was pretty sure before that I would apply, but after going to the convocation, then I was really excited about applying and I REALLY wanted to get accepted – as opposed to I was going to apply and we'll see what happens. Not only did I want to get some training in social studies, but I wanted to go and do that particular type of experience. I wanted to go through that mostly because of the enthusiasm of the presenters [at convocation] who were all fellows. They were all teachers that had just returned. A lot of it was just watching and having everybody dressed in costume and

again that focus – it was all about one particular thing. And it was a lot of teachers saying the same thing – that nothing would compare after going there. It was an experience every good teacher, every fifth grade teacher should have.

Convocation put me in the students' place. I saw my enthusiasm and my desire to know more grow just from sitting in there and wanting to go to all these little sessions. And there was just a lot of laughing involved. It was fun. And I think that's what's sometimes lacking – obviously in the textbook and sometimes that's lacking in the classroom. And I thought, 'Well, I'm loving this and it's clicking for me.' So it was important for me to see well, if they can create this, why aren't we doing this in the classrooms?

We were invited to a very nice dinner [after being accepted to CWTI]. I thought that was one of the biggest pluses because in education, it's very rare to be treated with such respect and admiration. And these are ADULTS that are looking up to you and being grateful and patting you on the back for choosing this career, which we should have a lot more of and we don't. So that was an extra special treat. Probably an experience in itself, that dinner, that I probably will not forget.

[CWTI] was a whirlwind. A lot of information. It was very exciting. The enthusiasm of all the people that were involved. It seemed like everybody was just thrilled to be there and everybody that was there was a very dedicated teacher, which made it really exciting as well. Everybody that was there was also somewhat of a history buff. And if they didn't know a lot about history, they had a lot of respect for it. I didn't know a lot, but just walking around on those streets and getting there and being able to sleep there was... it just gave you a whole... I don't know. It was just WRAPPED around

you and it was great! It was a jam-packed schedule. Non-stop. Non-stop learning. It was very exhilarating.

Susan Hewitt: "I was delivering it as badly as my teachers were 25 years prior."

If you truly want to know what I've learned about early American history, it was in my house back in New Jersey. I lived in a 200-year-old house. The bottom floor was a tavern – originally a tavern and that burned down in 1798. Then my house was built in 1802. It was owned by a Dutch family and stayed with the family until the 1950's when we bought it. That was hands-on history, personally, until I was 11 years old and then when I moved up to Massachusetts, I lived in a house that was eight years less than my other house. Moving up to Boston, I was right in the middle of history again. It was following me everywhere and I was just walking through American history, not even taking advantage of it. Just kind of breathing it in. It was something that was very natural to have – early colonial history all around me.

[In school, I learned from] books, text, reports. More Civil War – that's what I remember. Some of the most important history that hit me in the face was the 1863 battle at Gettysburg when my parents were going on a trip and they decided to drop me off at Devil's Den in the middle of the park. I knew I was in someplace extremely special. That's when it started to become very poignant to me. I was an early teenager.

[I've been teaching] 12 years. [My] first year was [teaching] first grade. [The past] 11 years at fifth grade. During the time that I had just started [teaching fifth grade], Houghton Mifflin was just adopted in our particular district. It was completely text. When I came into Lakeside, I was pretty much all alone. They didn't have a mentor-type situation or a BTSA program to help out the first year teachers. Occasionally, they'd have

inservices, but it really was “throw you to the wolves.” Houghton Mifflin was a hard text to deal with. They didn’t have any content reading skills. You pretty much read the text and take the notes, and go on to the next page. Pacing was difficult because of the other things that were involved in being a new teacher. I remember the last week of my fifth grade class that we were just going over the Revolutionary War battles and then I found out it really wasn’t as important as I thought it was. We did every single blasted battle that you could teach in the last four days of school.

[My teaching was] dismal. There was no life. I was delivering it as badly as my teachers were 25 years prior. Working with an overhead, writing notes, explaining the text to the kids, assigning them. Cold. We’d do round robin reading in the classroom...I expected whole class learning... Then they’d go home and do the questions. When the homework would come back the next day, I’d be lucky to have one-third of the questions done. They’d be sparse answers. They’d be clueless. Half the class would stay in to finish the assignment. It was really a mess, but we kept going. It was a hit and miss proposition. If they enjoyed what they were learning, if they were good students, they’d get it anyway. I know my kids. I did a disservice to my kids as far as quite a number of them were probably bored. I was just a vessel with a book, assigning the work. Maybe a few little interesting activities, and then hoping they’d learn. It was a survival mode.

[I had been to] maybe a math conference or science conference. No [social studies programs]. [I was] not even a CCSS [California Council for the Social Studies] member.

There was a flier that was on the bulletin board...if you’re interested in going back to Colonial Williamsburg, and I went, “Oh! That’s that place that Kate and I went to.” So I pulled it off the board and got up at 7:00 in the morning, which is unheard of on

a Saturday, to be able to go to a conference that I'm not too sure what's going to be happening here, but I'm going to take a chance. It's American history and I know it's going to help me in fifth grade and I need help in my curriculum. It [convocation] was over in Tierrasanta. Art Johnson was there. Tim Sutphin was there. Cynthia Burns was there. The old stand-bys. They were there. Right up there on stage. [They] sat us down on the stage in the auditorium...and then proceeded to draw us in to this story land of what you could do if you apply [and] what you can get...for free...if you just do a little work for us afterwards. And I liked that. They gave us an agenda and I didn't know where to start. They've got four different things at the same time that you want to go to and half of them aren't going to be repeated again, so you have to narrow it down to at least eight [sessions]. I remember having a yellow pad of paper that was just about filled at the end of the day. Phenomenal ways of teaching something totally different. The enthusiasm of everybody sitting there – on a Saturday morning, giving up their day – to bring back to their class.

So, '91 was my first year to see CW in action – that year. It was like an old friend. I knew what I was missing as soon as I saw them.

[When I applied for CWTI,] Pete said I needed another partner. I found actually two people and we applied as a threesome. That was too much. So, the first year I was declined – with those two other people, and they've never tried again since, which is unfortunate. Then, I tried the second year. Found out through the grapevine how to write the application. Still didn't have enough teacher experience to be able to have a powerhouse brag letter to say what I did and justify being able to bring [it] back and teach the district. So, declined. Third year, I got Gloria Moeller to apply with me. She

and I had both done some presentations, but she had much more experience, and so I think I was going in on her coattails, which was fine with me, because I knew I got to go. So, we were accepted.

Yes, I'm very persistent. I had a goal in mind. That's pretty much the story of my life – if I have a goal in mind, I might not get it the first year, but I'm extremely persistent and I do get it. This was like a coveted award to me. I was absolutely beside myself. It was something that I'd wanted for three years. We were the first to represent the East County area, so that was a prize in itself, and Lakeside was extremely proud of my partner and I to receive this.

This whole experience, ever since '94, has really changed my life. Changed the whole scope – opened up a whole new ball game of teaching, and my style. It was like marriage, it was like birth, it was like love. It's the second time in my life. It's a passage in my life that this particular opportunity gave me. And I knew it was just RIGHT for me. It was the kind of teaching style that I'd been waiting for. And I knew I was going to incorporate it in other styles. I knew the teaching style that I had presented with my kids wasn't the finest style that was supposed to be out there. What I really wanted to do was to teach like I wished the teachers could have taught me. When I was growing up, I was a C and D student. I hated school. They were up there doing the same things I was doing 25 years later and I know those kids were hating it all the same. And I didn't want to do that to them. I knew this was an answer for me – to how to teach the way I want.

This wasn't just considered a glorified field trip. We knew that Colonial Williamsburg was a teaching institute. It wasn't just a place to be like a colonial Disneyland. It wasn't something passive. It was a learning experience and it was

constant. We weren't sure what we were going to do with it because we just had to get the foundation down in order to build from that – something that would grab our experience.

Elyce Kaplan: "History had not been my first love in teaching."

I lived on the East Coast. So, it [American history] was there all around us. In school, in fact, from third to sixth grade, I lived in Norfolk, Virginia, which was close to Williamsburg, Jamestown, and Yorktown. Part of our curriculum was to actually go to these sites. So I did experience early American history growing up in elementary school besides reading about it in textbooks. Then we moved to Washington, D.C., which also had a lot of history. So, I would say that [during] my first six years of school, I was immersed in American history.

Yes, I studied American history in school. I liked to read and one of my favorite genres was and is historical fiction and biographies. So, I would do a lot of reading in history. Not so much American history as European history, but I did like American history. In middle school, we moved to California and I kind of lost that American history focus. I would say I lost an interest in history once I got into high school and college.

When I was in elementary school, we went [to Williamsburg] all the time. We were in Williamsburg quite a bit. [My husband] Denis and I took a trip back to the East Coast and he's not from the East Coast, so he was thrilled. We spent two days in Williamsburg; we spent a week in Boston and Washington, D.C. So yes, I did get to go back...before I went to CWTI.

This is my 30th year of teaching. I've always taught upper grades off and on for 30 years. I've either taught fifth or sixth or fourth/fifth – probably about 20 years in fifth grade off and on. [When I began teaching fifth grade,] I made a very good friend at the school that I was teaching at and she mentored me. I spent a lot of money, bought a lot of supplies. My husband Denis is an American history buff and so we have a lot of resources at home. We would travel and I would collect materials as we traveled. We went back east and places like that. But I guess I just went to the teacher supply store and just started looking for materials, workshops.

[My earliest teaching was] probably the traditional “let's introduce the chapter.” Maybe find out what the students already know about history and go through the book chapter by chapter, doing some art projects in between to add a little spice to it. Possibly bringing in a guest speaker if there was one available. Probably nothing too thrilling. They could regurgitate back what had been taught to them – dates, rote facts. You know, learn it for the test and then not learn it anymore. Some of them did well, some of them didn't. It depends on how you can study for a test. So, it was a pretty traditional way of teaching. Some charts might be up so they could refer to charts, but I don't know how much they really retained or thought about the connections. After awhile I started using a lot of the Interact materials. So, I did, for several years, use simulations. Once I started doing that, I think they retained a little more and it was a little interesting.

I was always very involved in other teacher institutes. I spent three summers in a science institute. I did math institutes. I had never done any history institutes, because history has not been my first love in teaching. Those were pretty positive. You get real enthused about science when you take three summers of science and then...it kind of

fades when you can't teach science anymore. They were at a school site, so the accommodations weren't great. The science institute was good because it was through UCSD [University of California at San Diego] so it was lots of hands-on. Part of it was very frustrating because they would bring in professors from UCSD who would talk to us and no one had a clue about what they were talking about. There were local field trips. It was fun. I think it went for three weeks each summer and I did it for three consecutive summers. Other workshops were math workshops one summer – one-week shots. Things like AIMS workshops. But, everything was here in town. [My teaching partner] Jo and I did go to a literature workshop up in San Jose that was a literature and writing workshop and that was fun to go away. But again, it was at a school site and it was basically your 8 to 3:30 workshops.

I hadn't heard about CWTI and I didn't know anything about CWTI until the year before we actually applied. I had never heard of convocation. I don't know if I just didn't pay attention or it wasn't happening then. Jo had met somebody that was talking about it and we had just started at Kumeyaay [Elementary School] together. We decided, "Well this would be really fun and it might peak our interest in social studies to do this." We were both new to fifth grade. Both of us hadn't taught fifth grade in many years. So we felt kind of rusty on our American history and we thought, "It's a new school, this might be a great experience." We started talking to other teachers who had gone and my good friend Sheila happens to be a good friend of Rhonda. She introduced me to Rhonda and Rhonda started talking about how wonderful it was, how great it was. So Jo and I decided we'd give it a shot. People said, "Oh, you'll never get in 'cuz it's really hard. It's really hard to get in to the institute." But we decided, "Well, we'll do it anyway."

Then Jo and [another teacher] C.J. went to convocation that year. I was out of town, so I couldn't go. Jo was REALLY enthusiastic about it and said, "Oh, we've gotta go. This looks like a lot of fun. It'll be great. And they give you good information." And, like I said, we were kind of floundering on what to do with American history anyway because we hadn't taught it in so long. So, Jo and I applied together. We agonized and spent hours writing our applications. We wrote and rewrote and wrote and rewrote and talked to [our principal] Bob about it and he wrote recommendations for us. We got as many applications as we could from other people. [Another teacher] Theresa had gone the year before and had talked about it also. She had just started teaching here that year, too, so she talked it up a lot. And Rhonda, of course, was talking a lot about it, too.

[When we were accepted,] we were VERY excited! We were extremely excited and really started looking forward to it. We went to our first meeting, met people who had been there, got the low-down on everything. The more we heard about it, the better it sounded. We also made plans to extend our trip because we thought, "Since we're out there, we might as well stay." Jo had never been to Washington, D.C., so I we extended our trip for 4-5 days. We took the train to Washington and made plans to do that. We were really excited about it.

[CWTI] was the best teaching experience I've ever had. Jo felt the same way and Denis felt the same way. It started once we got the call from [peer facilitator] Pete saying, "You wanna hang out and go to Williamsburg for awhile?" and the dinner that the Wilsons put on – meeting the Wilsons, the other people that had been to Williamsburg and people from Williamsburg. Meeting the group that was going, which is always interesting that you're going to be traveling with a group of people that you have NO clue

what they're like. We were very excited. The trip was, from the get-go, great. It was just wonderful. I can't even explain to people how it feels to go back and do professional growth and be treated like a professional. We've never had that experience since, or before.

Rochelle Schwartz: "I had reached a stagnant place in my professional life."

My first experience learning American history was actually in Mexico City. I went to an American school. My parents both taught at the American school, and so I learned Mexican history and American history in school. Then it continued on when I came to the United States. I came here in fifth grade and I learned about it in the fifth grade curriculum in elementary school and then it continued on through middle school and high school. But it was very much textbook taught. It was very much the old-fashioned way where you read the chapter, you answer the questions, and you do the test. There was nothing else – a very dry approach. In Mexico it was more formal because in Mexico, when you were called on, you stood up in front of the class. So you dreaded being called on. It was very traditional, very dry. I did get some other experiences when my family would travel, within the United States. Then it would be more like living history. Basically, my real knowledge was whatever I learned in the textbooks and the classrooms, and studying for the tests and answering the questions.

[Preparing to teach American history] was very traditional – looking at the teachers' guides, reading that information, looking at video opportunities that might be in the IMC [Instructional Media Center]. But it was very, very traditional and the way that I was taught. I really didn't approach it in any other way at the time. In college, that was

the way that I had learned to teach it – the curriculum was taught that way. There might have been some project-oriented things, but it was very traditional.

[I've been teaching for] 25 years. I've done K through 6. Actually fifth grade has only been four years. I've only taught fifth grade for 4 years...these past four years. I did teach a 5/6 combination years ago. When I came to Dingeman [Elementary School] and started teaching fifth grade...I had two very special people at this school that had a big influence on me. One was Godwin Higa and the other one was Kim Holzman...the two of them [are CWTI fellows and] met with me during the summer and were fabulous collaborators. Because it's a developmental school here, [they had] really wonderful approaches to teaching history and they guided me, shared all their materials and gave me a whole different approach to teaching history. They're really my mentors in the way that I teach history now. They were very sharing and they were just great. I'll be forever grateful to them for it.

Before I went to the institute, I had really changed a lot of my social studies teaching because of the two of them. I had used the textbook as a base, but through their guidance...it changed more into a very kid-oriented classroom setting during social studies – hands-on, a lot of cooperative group settings. Before I hadn't done that. [We now had] a lot of exploration and a lot of research opportunities. They also introduced me to the whole concept of living museum, which they guided me through and I've continued to do. Now I have actually given inservices on living museums and how to incorporate it. So, actually, a lot of the things that I learned at the institute, I had already begun through Godwin and Kim.

I felt total excitement in the classroom for social studies that I had never seen before. The different ways of learning were incorporated and I had never done that before. I saw it as exciting... and I saw a lot more learning. Because they were interested in it, they retained a lot more and were able to transfer it from things they had learned previously in the year and were able to bring it in to the later history. Before it was very cut and dry and maybe they studied it just for the test and then forgot about it.

The slavery issue was a real area of concern of mine because I didn't have a lot of information on it. I had never really learned a lot about it. So that was the emphasis that I was looking for when I went to the institute and that's why I ended up choosing that as my project to write on because that was a real weak area – slavery. To tell you the truth, U.S. history in general wasn't as strong as I would have liked it to be when I started coming back to fifth grade. I was looking for any additional information – anecdotes or real interesting information, tidbits – that I could bring back to the class that wasn't in the books that we were reading to make it more alive and more relevant. I was also looking for a lot more primary sources when I went to the institute and how to use it. I really did not feel comfortable using primary source documents.

My experiences with professional development were mainly inservices. They really weren't teacher institutes per se, besides continuing on with classes at universities past my master's and things like that. But I wouldn't consider that really a teacher institute. They were inservices that I would attend in an afternoon or on a Saturday. Some district, some university sponsored ones, some at conferences that I would go to. I really liked them. I always looked forward to them because if I can learn ONE new thing that I can bring back to my classroom, I'm happy with it. So they've been pretty good. A lot of

times I've come back from them really excited with the new information and the new materials and I incorporate them into the classroom. Now they're getting a little bit older as I've been doing it for so long. So I don't go as often as I did before. But I still continue to read books for my professional growth that deal with areas that I can use in the classroom. I really don't attend as many conferences as I used to in the old days.

I was always on the lookout – before – always on the lookout [for professional development]. But unfortunately, principals haven't always encouraged us to go to them. They did not make the money available. When I came to Dingeman, the money was always there for me to be able to go. I think that before coming to Dingeman, I had reached a stagnant place in my professional life. Then it was this immediate growth in all ways. Not just in the classroom, but for my own personal self. I learned so much and I ended up working so much harder because I felt I was always repaid by positive comments from [my principal] Jan and from my colleagues. And there was a lot more collaboration. Before you would close your door and work on your own. This whole experience here – it's like a shot in the arm for my professional growth. It was lacking before.

I had never heard about it [CWTI] until I came here to Dingeman and it was because of Kim and Godwin and all the materials that they had – the artifacts, they had SO much! Every time I'd say to them, "Oh, where did you get this? Where did you come up with this?" they always said, "Rochelle, you have GOT to go on this program. This is where you're going to get all these different things we have, these different ideas, these different approaches." So my first thing was, "Well, what do I do? What do I have to do?" They were just fabulous. They even helped me put my whole application together.

They were such good colleagues. They really encouraged me and Jan encouraged me and she said, "Whatever I can do to help. I'll be there for you." I'd never even heard about it. I know it goes out to the different classrooms and the different schools, but principals had never passed that on to us. They probably just posted it on some bulletin board someplace with a bunch of other stuff and so I never even saw it. This was totally passed on through example and they were the perfect example for me to have to go. It was through encouragement by them and just seeing them and what they had and what they were doing.

I didn't necessarily look to connect with a partner immediately, but it was really Jan's idea who said to me, "You know, Rochelle, since this is like a new thing for you, it's so much easier to collaborate. I think it would be a really good idea to go with a partner because your strengths and her strengths combined would make you two more powerful." We worked a lot in school together and she was all work, too, so it worked out great. And actually, it's been better because since we came back, Kim and Godwin have left and moved on and so having two of us on the fifth grade team has been so much better because if I forget something, [my partner] Leigh will say something like, "Oh, remember we should also do this..." It's been so much better because it's not only one person bringing all that information – there are two of us, and we have a really good team again. We have three brand new people to our team and it's been great and they've just accepted everything. Plus it was fun going with her.

No, [I had not been to Williamsburg before]. I did go with my family...through Sturbridge Village, and that was my only experience in that kind of a living museum. I had also seen some in Europe when my family and I traveled to Europe and [saw] some

in Holland. They did have some of those [living museums] where they actually brought out different periods of history there and people were dressed in costumes and you learned the different trades.

[At CWTI,] each day I learned so much. I'd come back to my room after the day and I couldn't write down enough of the things I had done. And that's why I'm glad I went with a partner because some of the things that Leigh got, I didn't get. The two of us, our strengths, really helped that situation. Also being roommates, we were able to sit down and brainstorm and come up with all kinds of different things that we were going to bring back to the classroom. Every day was unbelievable. One day was better than the next. I really learned so much. SO much. Not only about U.S. history, but about ways to make it more exciting and alive each day. I felt that I was able to collaborate with other people in other schools and other districts and see how they'd approach things. I learned a tremendous amount from the other participants in the institute. Besides getting to be good friends, I REALLY learned a lot about folks – about the things they had done. And we brainstormed and shared and it was great collaboration.

Bill Stallo: "I've never been treated more royally or felt more important as a teacher."

Almost all of my education about American history was from books. I grew up in Texas on a cotton farm and we didn't have a lot of money, so we didn't travel much. I don't remember very much in elementary school as far as history is concerned. I knew a little bit about Texas from studying Texas history. I then graduated from high school where I'd learned about American history from books. I came to San Diego and went to San Diego State and got my job teaching. But it's always been mainly books. I've traveled very little. I learned about San Diego history and California history and then

through teaching sixth grade, I learned about Latin American history through books and videos and things of that nature. But my travel has been quite limited. Mainly books. I love reading historical novels. Most recently, I'm becoming MORE interested in history because of that [CWTI] trip.

I've always wanted to be a teacher. This is my 41st year. I taught sixth grade for 37 years. [I started teaching fifth grade] the year I applied to Williamsburg. That was one of the big reasons to want to go – I wanted a refresher course. This is my fourth year [in fifth grade].

Basically, I was a textbook-type teacher with a few activities and map work and memorizing the states and capitals and that type of thing. More of a stay-in-your-seat type of teacher because it seemed to be the way we were trained when I got my education early on. Whether it was the Latin American history or the ancient history or the American history, it was basically textbook – open your book. I've always felt the need to share the people, the places and the events. So, I always talked about the who and the where and what are the problems – what are the problems that need to be solved, what are the events that took place. Rarely did I lecture, but I had them research the knowledge from the textbook or other books that we might have had and then a discussion.

It was sort of hit-and-miss. Sort of come to school and review the chapter or review the pages that we wanted to use. And think about what the highlights might be and come up with a few of the questions that we could ask them to get the interest going and see if there was any map work that was connected. Just getting us through the book. I have always used the current events – connecting the things that happened then with the things that are happening now. See if there are any parallels. I would say it [student

learning] was limited. Some that were really interested were really interested and some who couldn't care less couldn't care less. There were some tests that go along with the textbook. But, the tests with *America Will Be* were very difficult tests, so that first year we often adjusted the test to be what we had taught.

I found that we were getting through it, and they were learning some. But it wasn't maximum learning. We were learning as well – trying to figure out how we wanted to teach American history. [My teaching partner] Phil had taught first grade and I had taught sixth grade. And so I hadn't touched American history for quite a while because it wasn't in the curriculum.

I had never been east of Little Rock before. I'm not a travel person, although I'm very interested in travel logs and things like that. Travel by TV and book and so on. I've been to places like Gene Autry's Museum and the museum in Oklahoma City, the Cowboy Museum – things of that nature. But not as far as the history museums like in Washington, D.C. I'd never been much to those.

I've taken many, many classes and things like that through the district. I took social studies there, but I don't know that I ever went for a week or even several days to any history thing or otherwise. I've gone to some all-day classes, but I don't think I've ever been to any week-long ones. I don't know that I've benefited a whole lot from those classes. [My] interest and desire to grow as a learner, I've done most of it personally. We had never gone to a convocation. We had heard about the convocation, but never been. In fact, a longtime fifth grade teacher here did mention it, and did encourage us to go.

I heard about it [CWTI] through the flier that was sent out to the school. Then, three of us were talking about it. We were all new to the fifth grade. Phil and I just

decided to apply and getting interviewed and passing the interview. Then getting to go. We had a desire to... Phil had been to many of those places before as a child. I had never been. So he was interested in going along with me to help me learn the American history – both of us – and him to review it. Also to share Washington, D.C. He had been there and so we spent 3 or 4 days there before [CWTI]. [We wanted] to make the history come alive in our own minds, therefore, it had to become more relevant. Then to come back and be able to use that excitement that we had to begin to develop... develop lessons.

We got excited [about CWTI] and started talking about the possibilities. Phil is a well-traveled person, so he is always eager to travel...he's an adventuresome one. I got involved because of his interest and his support. If I'd been by myself, I probably wouldn't have gone. But to know someone, and I just barely knew him because he'd been a first grade teacher and sixth grade teachers very often don't have the same schedules and things that first grade teachers do. We talked about taking a side trip, which we did – the Washington, D.C. trip. It was over the Fourth of July. We were there during the Fourth of July celebration in Washington, D.C., and that was neat. We spent those three days going ALL over the Smithsonian area and seeing all those things that I've never seen. The most touching thing and the thing that I think cemented our friendship was our visit to the Holocaust Museum. He being Jewish and me being German added to it. Suddenly in the middle of this... looking through there, a very somber situation, he suddenly broke into tears. And so it made me break into tears a bit, too. I put my arm on his shoulder and apologized for what my heritage had done to his, so to speak. [He] said, "It's not your fault." He lost some family in those times, and that helped us to become interested in the slavery issue because it's the same principle of man's inhumanity to

man. Of course, then now we discover this issue with the conquistador thing. The same thing happened then. Then with the Taliban and... New York. It seems like it's always happening to one people or another – that someone's trying to destroy empires, or people.

In one word, [CWTI was] just fantastic, from a lot of viewpoints. Number one, as a teacher for all those years, I've never been treated more royally or felt more important as a teacher than I did on that trip. Number two, to develop not only many friendships among the people who were there, but to develop a special friendship with a teaching partner – that has continued to be a great asset to both of us. That was great. Then, to have the opportunity to visit some of the places where some of these things were happening – I wasn't just reading about it, but now I could say I've been there was unbelievable as well. To think about the characters of the time – to experience the people who took on the cloak of those characters while we were there made it come alive in a great way. To see those buildings. To see those places where the slaves were – those shacks. Things like that were absolutely rewarding. I think I might have retired by now had it not been for that because I was needing something, after 30-something years. I guess it would be my 38th year. I was needing a shot in the arm and ready to hang it up. So both the experience of the history and the experience of the friendships development have spurred me on to keep going!

Summary: Why Teachers Participate in CWTI

All of these participants, with unique backgrounds and experiences, participated in CWTI and continue to teach fifth grade in San Diego County. There exist some commonalities in their experiences learning about, preparing to teach and in teaching

early American history prior to CWTI. However, their reasons and circumstances for applying to CWTI and their years of participation vary.

Some of these participants grew up “surrounded” by American history because of their locations and families. Three participants noted that because their fathers were in the military, they moved to areas in or around Virginia and Washington, D.C., and felt a sense of connection to American history because of their parent’s work. Some attribute their learning of American history to their parents’ interests and family travels. Many participants associated their learning and attention to American history – in both positive and negative terms – with traveling to places in the United States. Though three participants said they liked and learned American history as students (only two from the military families), the others did not enjoy and/or do not recall learning much about their nation’s history from their early educational years.

Participants shared little recollection of specific American history content that they learned during their experiences as students. Some mentioned projects on Pilgrims and missions. One participant remembered learning about famous people and another said she remembers learning about the Civil War. Descriptions including the breadth of U.S. history topics were missing from these accounts as well as such themes as citizenship, patriotism, community and change. Participants all noted the methods that were used to instruct them, which was predominantly by the textbook. All participants stated that their instruction was textbook-driven in which they were told to read the text, answer questions from the book and study for a test. Some participants noted a love of reading nonfiction or historical fiction as a personal avenue to learning and liking history. Two participants recall field trips to Williamsburg or Washington, D.C., during their

experiences as students of American history. A few participants recall enjoying American history as young learners, but most recollect that it was boring, dry, and something to be “learned” for short-term recall on tests.

As teachers of fifth grade social studies, all participants said they taught by the textbook in a dry, boring fashion similar to the way in which they were taught as children. Several stated that this was how they were taught to teach social studies and didn't think much about it. However, most were aware that they needed to improve their teaching of early American history and consulted colleagues or added a few activities to help motivate their students. Still, these participants felt they were not fully engaging students and were not teaching for meaning in their social studies programs. Most said they “knew something was missing” and others said that's “just the way it was done.” In either case, these participants neither actively sought out nor came across many opportunities to improve their teaching of social studies through professional development programs. Only one participant noted that she actively sought professional development in the area of social studies to improve her knowledge and skills before applying to CWTI, but she was not accepted to that institute.

Participants held knowledge of few, if any, social studies professional development opportunities outside of district adoption-related workshops and the History-Social Science Project (a California subject-matter project at the University of California at San Diego). Most identified their professional development experiences in terms of math, language arts, and science workshops, institutes, and inservices. A few of these participants attended the Colonial Williamsburg Convocation, a one-day local workshop presented by CWTI fellows. Those who attended said they did so because

colleagues who were CWTI fellows had recommended they attend convocation to learn more about the institute.

Most participants applied to CWTI because they heard about the program and thought the program seemed fun and interesting, or because colleagues who are CWTI fellows encouraged them. Two participants read about CWTI in a flier that came to their school site and decided to apply based on the written description. Some teachers clearly stated that they were looking to improve their knowledge and skills in teaching social studies, while some teachers explained that the opportunity to travel – all expenses paid – or experience Williamsburg was the primary attraction.

The first research question to guide this study is: Why do teachers participate in CWTI? Responses to this question were identified through the interviews and described in the profiles. These four common themes for participation emerged from the interviews: this seemed like a great opportunity (fun, travel, focus on history, non-traditional professional development, expenses paid); participants held a desire or need to learn more history; participants recognized a desire or need to teach early American history in a better, more engaging way; and participants were encouraged or inspired by a colleague who had participated in CWTI.

Most participants explained their strategies in completing their applications to CWTI, recognizing the competitive nature of this program. Guidance and assistance of CWTI fellows seemed to work for most. Two participants described their persistence in applying to CWTI after being denied acceptance several times. In the end, both stated that the years spent reapplying were well worth it after finally experiencing CWTI. Those two continue to work closely with Colonial Williamsburg programs at the local, state and

national levels. Six of the ten participants applied as a member of a team with another teacher. Half of these team applicants noted that it was through the insistence of their team partner that they seriously applied to CWTI.

Upon news of their acceptance, all participants expressed feelings of joy and excitement. They all described their various methods of preparation for CWTI – from talking with CWTI fellows for advice on packing and curriculum expectations to securing funding from their site administrators or parent groups for classroom resources. In first describing their CWTI experiences, all participants made positive statements to precede the details of their experiences. None of the participants experienced difficulty in recalling their experiences that related to CWTI.

Teachers' Experiences During CWTI

What were the experiences of teachers during CWTI? This research question guided conversations during semi-structured interviews with participants. Participants described their experiences in a variety of ways that addressed the structure, content, environment, people, and impact of the institute.

Some participants thought they would have a difficult time remembering their experiences during CWTI, especially those that participated in the institute 10-12 years ago. However, every participant was able to recollect and discuss his or her experiences fluently for the purposes of this study – some with surprising detail.

Each participant seemed to take a different approach in describing his or her experiences. Some participants told vivid, detailed stories and others verbalized lengthy lists of events. Some told about events and incidents in a random fashion and others organized their responses in a thematic or organized manner. Some told of their

experiences in chronological order and others told about their favorite or most memorable experiences, or jumped from one memory to another. Three participants described their CWTI experiences in terms of lessons and activities that they have used in their classrooms since CWTI.

Analyzing their stories, examples and recollections, the researcher has been able to identify some common characteristics about teachers' experiences during CWTI. The participants' descriptions of their experiences are organized into seven categories: lessons learned; new perspectives; materials and teaching tools; amazing people; rising to the challenge; respect and professional treatment; and positive and fun.

Lessons Learned

All participants clearly stated that their CWTI experiences were marked with a tremendous amount of learning. Three distinct categories emerged from the participants' descriptions of what they had learned during CWTI. Participants said they learned about content, methods, and purposes for teaching American history and social studies.

Content

All ten participants described what they learned during CWTI in terms of the content they now teach. Oftentimes, what they learned and what they teach, such as "government," was described in terms of how and why they teach this subject. Still, the researcher was able to extract the content of what was learned during CWTI from such descriptions.

Every participant acknowledged that he or she learned "a lot." Beverly said that before CWTI, she knew "nothing" about early American history and during CWTI, she "learned about the history of Williamsburg as a foundation of colonial history." Bill said

he was looking for a “refresher course” in American history because of his lack of experience in teaching fifth grade. He said, “I learned and relearned some of the history of the U.S. regarding Williamsburg itself and its place in the history of our country.”

Every participant stated that overall he or she learned a great deal about colonial life and American history during CWTI. Participants' descriptions of their experiences during CWTI generated lengthy lists of specific content that was explored during the institute. For example, Elyce said:

I learned a lot! I learned about the Native Americans, the Powhatan Village, some crafts, some of their housing. I learned a lot about African American life... The different classes, from middling sort to gentry. It was fun learning about the food, the dancing, and the whole lifestyle there. And history – we spent a lot of time talking to Thomas Jefferson as he walked around. Clothing, dance and music, trades, tavern life... Militia, military, the different classes of people. Toys, leisure activities. Architecture, religion, the law system, the judicial system, food, printing – I guess that would be the trades. Political atmosphere of the time. The money system. We looked at education when we were over at [the College of] William & Mary, so we looked into the higher education system. The economy, especially tobacco. We actually went out there and [saw] growing tobacco. Inventions of the time, machinery. Kind of tied in a science thing with it, too. What they used – their machines, simple machines. Children – life of children in the different classes, what their responsibilities would be, what they would be doing as kids our [student's] age are now.

Most participants discussed learning about similar content areas, such as trades and the economy, government and daily life. The content areas most mentioned by participants were slavery, trades and people (see Table 2).

Every participant described learning about the topic of slavery. Participants viewed their lessons on slavery as important and memorable components of the institute. Carmen told this story about her experience learning about slavery during CWTI when she visited Carter's Grove, a plantation outside of the city of Williamsburg that interprets slave life:

It was so neat. It was one of the best parts... She was African American and she was telling stories like they used to tell stories when the slaves were done working and would go off into their area of the property. They were left all alone and so they were able to entertain each other and comfort each other. And that was the way to do that. You can almost...I mean, I could. I could hear the slave songs in my head, and it was something I had never been able to share with my students [before CWTI]. I never did slavery very well in my classroom, and sitting there throughout this whole little storytelling session, all I kept thinking was, "I need to do slaves better in my class. I need to devote more time to it. I need to make my kids feel what it might have been like." And since then, I come back and when it's time... when I get to slavery, I stop everything and I try to bring some feeling into what I'm talking about. I think before I was afraid to bring it up. That little part of the trip – that little, tiny, 45-minute activity – that stayed with me the most.

Rhonda said:

We toured the slave plantation and the slave quarters at Carter's Grove. We had Art [Johnson] do storytelling there with us. It was just entrancing. Going right into the slave quarters and hearing the characters talk about what their life was like back then and how they lived, how they ate and how they slept. Seeing it and feeling it and smelling it is just like...it's something you can't do in a book.

Other participants described their experiences at Carter's Grove and learning about slavery as "very, very powerful" "an unbelievable experience" and "emotional."

Most participants explained that prior to CWTI, they felt uncomfortable or inexperienced in teaching about slavery because opinions and curriculum have changed over the years. Most attributed their hesitation to teach about slavery to a lack of knowledge, resources, and understanding. Elyce explained, "I learned a lot about African American life. When I was growing up, that was something they weren't going to talk about, in the 50s." She was not the only participant to recognize that slavery was not commonly taught in American history courses years ago. Five other participants mentioned this during their interviews.

All participants stated that they have benefited from their experiences learning about slavery during CWTI. Linda Cross recalled:

I had SOME knowledge [about slavery]. I did not know it was divided into three passages. I hadn't thought of it that way. I don't know if historians have come up with that or if it was thought about like that back then. I had an idea it was miserable, but I did not realize how miserable. That's one thing that really made an impression.

Table 2

Topics Learned During CWTI

Topic	# Participants Described Learning
Slavery	10
Trades	8
People	7
Economy	5
Jamestown	5
Military/Militia	5
Music	5
Revolutionary War	5
Architecture	4
Clothing	4
Food	4
Government	4
Law	4
Archaeology	3
Dance	3
Education	3
Geography	3
Home Life	3
Native Americans/Powhatans	3
Plays	3
Religion	3
Science & Technology	3
Social Class & Gender	3
Children	2
Games/Toys	2
Ships	2
Taverns	2
Yorktown	2
Furniture	1

Methods

As participants described learning about slavery and other areas of content during the institute, their difficulty in separating the historical content from the methods that were used to teach this information became apparent. It became clear that knowledge and

skills for learning early American history during CWTI were well integrated from the perspectives of the participants. For example, Rhonda, who initially thought she would have difficulty remembering what happened ten years ago, described the following:

I'm remembering going into the kitchen, which was a separate building to one of the houses, and having them show us the different steps of how corn is made into meal and how it's ground down, and then different things it's used for at different levels of it being ground finer and finer. Then having them pull a hoe cake out of the ashes and tasting it and thinking, "Why would people eat this?"

Participants recalled learning about tobacco and the economy by hoeing tobacco fields, carting hogsheads, and analyzing sale receipts. They also learned from the historical interpreters by watching the production, packing, and trade processes. Participants said they learned about military encampments by talking with the surgeon, stepping into a tent, marching in formation, and participating in a cannon- or musket-loading drill. Even standing in places like the governor's palace parlor, a slave's quarters or a wigmaker's shop to see, smell, feel, listen, and think left indelible impressions on participants. All participants viewed the experiential learning during CWTI as essential as exemplified in this comment by Beverly:

I remember we were out looking at the [military] tents. And this is how tents were during the Revolutionary War, with five people [inside] and one person always off. I remember that. And I remember hearing that they took a bath about once every six months and I said, "Hmmm. When they were soldiers, how did they ever get through this?" I said, "Didn't they have [something like] Dial soap or Right Guard [deodorant] at this time?" and he [peer facilitator Pete Pitard] said, "

Well, that's when they actually smelled them before they saw some of the soldiers coming." And I thought, "Those are some of the things that I would have never thought about." I became more aware of what life was really like in colonial times by being there.

In general, participants said that during CWTI, they learned better methods to teach this content, as well as other areas of social studies, to their students. Participants identified a variety of methods that were used and modeled during CWTI to help them learn the content as well as good methods to teach. These methods included: lecture; direct teaching; reading; note-taking; constructivist, inquiry-based activities; experiential, multi-sensory, hands-on learning activities; character interpretation; formal and informal conversations with staff and colleagues; technology-based research; viewing and observations; personal reflections; journaling; photography; drawing; cooperative learning structures; and simulation or role play. Elyce said:

We learned a lot of new skills and methods when we were back there. [CWTI] turned into very much a hands-on teaching of history. Especially with artifacts, and role-playing – we used a lot of role-playing.

Instructional sessions were described as meaningful, engaging and important. These were described to regularly include hands-on activities, such as role-play, artifact analysis, archaeological digs, primary source research or clothing fittings. Participants also noted the importance of watching videos, listening to storytellers and musicians, watching plays, and interviewing trades people as valuable instructional methods during CWTI. The participants saw the collection of these methods as invaluable in helping them learn the content as well as adaptable for use in their own teaching. Bill shared:

I learned a lot about myself as a teacher and the need to make history come alive. Getting history from a book is okay for some, but some kids won't buy into it unless it's more hands-on, more exciting or [requires] more involvement of them personally in the history and relating it to themselves.

Most participants explained that they learned good methods for teaching from their peers as well as the CWTI staff. Several described the dynamics of ideas "feeding off each other" throughout the institute and on the airplane trip back to San Diego. Most saw this sharing of information and ideas among participants as a strong component of their CWTI experience.

Purposes for Teaching American History and Social Studies

Participants also described a change in their personal perspectives on American history and culture because of their experiences during CWTI. In various ways, each participant stated that they developed a greater sense of appreciation for early American history while better understanding the importance of teaching this information to students. Participants said they learned to enjoy history more during CWTI and expressed a desire to instill a similar interest and positive feeling in their students. Many described learning that history has much to do with people, and that an element of "humanity" seemed to be missing in how they learned and had previously taught early American history.

Finally, most participants explained that in learning about America's history, they were learning more about what it means to be a citizen of the United States. Beverly shared that during CWTI, she "learned how to become a responsible citizen of the U.S." Carmen said this about her experience and reflections during CWTI:

It was a revelation for me to figure out that I really was quite the patriot. It was a nice discovery in myself. Coming from an Hispanic background and not being born in this country made me see that my students, if they were planning on sticking it out here and making it here, they could also develop this kind of connection and make this their homeland. Still having their connections to their parents' homeland and their respect for that and honoring that, but that they could become U.S. patriots and that would not be a bad thing. That would be a good thing.

Many participants talked about making “connections” with the history through their physical presence in the historic buildings and rooms, handling of authentic artifacts and replicas and through first person character research. In this sense, participants explained that they felt better connected to the people, places, and events of early American history during and after CWTI. As a result, participants said this personal connection caused them to want to share their experiences with others, primarily their students. They viewed this history as something important, which belongs to all Americans. In doing so, participants recognized the goal of CWTI as established by the donors – to bring this history back to San Diego’s classrooms.

New Perspectives

Participants said that they experienced some kind of change during CWTI. Through their interactions with other teachers and time for reflection, participants said their perspectives on history, teaching, and professional development started to change.

With new perspectives on history, participants noted the ability to see history as having to do with people – recognizing the important and central element of humanity in

history. Several participants said their first-hand experiences in Williamsburg's living history museum depicting 18th century Virginia developed their sense of how people functioned in various roles and coped with the conditions of this life. Similar to Beverly's anecdote in the previous section about hygiene and imagining what life was like for Revolutionary War soldiers while standing in a military encampment, Rhonda said:

I have a real respect for how hard their life was. I don't think they thought it was hard at the time, just like we don't think our life is hard [today]. But I suppose someday it will get even easier. I think everything was so time-consuming then and today we're in such a rush. We pop things in [a machine] and they're done in 20 seconds. And if it takes 25 seconds, that's too long. But seeing them take hours and hours to make a spoon, to make a single spoon! Days! Pounding it out and pounding it out. We go to the silverware drawer and pull out two dozen spoons and don't think anything about it. They had maybe two spoons in the whole house because of the time and cost of actually making it from scratch. I really respect how hard they worked and their work ethic. Small pleasures, very small pleasures.

Participants repeatedly discussed the "connections" that they were able to make during CWTI comparing life in the 18th century to life in the 21st century. Everything from getting dressed in the morning to cooking, chores, communication, and transportation was seen in a new light by participants. In this sense of "connections," participants said they were continually relating, comparing, and contrasting life then and now throughout the institute.

Every participant discussed a newfound perspective on teaching about slavery, but in varied ways. Some said they realized the importance of teaching slavery altogether.

Others said they had taught about slavery prior to CWTI, but now understood the history and issues from a different perspective. For example, Rhonda said:

I'll never forget the one lady [interpreter] who said, "Everybody avoids teaching slavery because we're so embarrassed by it. But, for our black children particularly, we need to teach [about] slaves so they can see how strong we were. And look at it as more positive – what they had to overcome to survive." It pretty much IS amazing. If I had to face some of those atrocities, I think I would have just given up. Obviously that didn't happen. So it made me also not be so embarrassed about that part of history. Even though it is ugly, I can look at it from the more positive point of view.

Still, others stated that CWTI provided them with an intellectual and emotional perspective from which to teach about slavery, using primary source materials and a videotape produced by the Colonial Williamsburg Foundation and used during the institute titled, "The Runaway Slave." Several participants said they found a way to enjoy teaching this difficult subject through survival skills of storytelling, dance, and music. Rochelle went to CWTI with the intent of examining the issue of slavery in-depth and learned how to see slavery from the various perspectives of urban and rural, male and female slaves. Bill also decided, shortly before his institute began, that he wanted to research and develop a unit on slavery. He said it was "rewarding" and "incredible" to step into the slave quarters, walk the same streets, and witness a dramatization of life in order to learn about this history. Bill's experience at the U.S. Holocaust Museum just prior to CWTI initiated a change in his perspectives on history and humanity, and paved the way for his experiences during CWTI. Bill explained:

The most touching thing and the thing that I think cemented our friendship [with teaching/CWTI partner Phil] was our visit to the Holocaust Museum [before traveling to Williamsburg]. He being Jewish and me being German added to it. Suddenly in the middle of this, looking through there, a very somber situation, he suddenly broke into tears. And so it made me break into tears a bit, too. I put my arm on his shoulder and apologized for what my heritage had done to his, so to speak. He said, "It's not your fault." He lost some family in those times. And that helped us to become interested in the slavery issue because it's the same principle of man's inhumanity to man. Of course, then now we discover this issue with the Conquistadors – the same thing happened then. And then with the Taliban and New York. It seems like it's always happening to one people or another – that someone is trying to destroy empires, or whatever – people.

Some participants expressed an appreciation for experiencing CWTI from the perspective of an historical character, which was assigned to each participant at the beginning the institute. They said that this on-going activity, in which participants were instructed to view issues and information through the perspective of their assigned character, provided a way for personal exploration and discovery that may not have otherwise occurred. Sharing information and insight from each "character" throughout the institute allowed participants to hear and consider varied perspectives representative of those who lived during this period.

Participants also explained about new perspectives they gained during CWTI on teaching and learning history. Linda Cross said, "I think it changed me as a teacher dramatically, because I understood how important it is for children to be placed as much

as possible IN history instead of having it told to them.” All of the participants saw and felt history come alive for them as they learned. As a result, they shared a better understanding and commitment to making history more hands-on, interactive, and engaging for their students.

Finally, participants described a new perspective on their roles as educators and professional development. They described feeling “valued” and “important” for what they do as professionals and appreciated for their willingness to learn more about teaching. These feelings of worth were attributed to the positive treatment from donors, facilitators, colleagues, and staff throughout the CWTI experience. Linda Colbert explained:

The people who were teaching us respected teachers and wanted us to go back with information. We were treated like professionals all around. I had never been through anything where there had been that feeling that I am respected for what I do. And these are people that want to make sure that kids understand, so they’re trying to give you ways to do it.

Bill said:

The management of the group and the people who headed the institute were just so encouraging, so patient, so willing to impart information. They’d go the extra mile to see that we not only were treated well, but that we had the opportunity to learn as much as we wanted to learn about the various things.

Elyce said that she had difficulty explaining CWTI to others because it was so different from any kind of professional development she had experienced and could not describe something comparable for teachers.

After experiencing CWTI, most participants expressed a desire and commitment to seek additional professional development in the area of social studies. Beverly, Linda Colbert, and Susan said they started attending the annual California Council for the Social Studies (CCSS) conferences and applying for the UCSD History-Social Science Project institutes. Beverly said, "I was just thinking, if that's there in Williamsburg, there's gotta be a LOT more around!"

Informally, Linda Cross has created a way for her own personal, on-going professional development. She said, "I have really delved into it [history] for my own background knowledge so I can add to what I got from the institute, and I've been adding many, many years now."

With different perspectives on what they teach, how they teach, and how they learn to teach, these participants described feeling more confident and prepared to improve their instructional practices in their classrooms.

Materials and Teaching Tools

As participants described their experiences during CWTI, there were frequent mentions of "the book" or "the binder." Some participants were given a binder or loose materials that were later organized into a book or binder of teaching materials, including lesson plans, readings, primary source documents, and resource lists. Some participants also told about "running off" to buy books and artifacts for their classrooms. With varying degrees of importance, all participants did mention their access to and accumulation of teaching materials that were a part of their CWTI experience.

With a lot of information presented each day during the institute, participants said they were mindful and appreciative of the lesson and unit plans disseminated during

CWTI. The inclusion of background information about the topic and primary documents was noted as most helpful. Participants said they learned many new ways to teach the topics, but several stated that some of the methods and information shared through these materials were not appropriate for their students. Linda Colbert described organizing materials in her suitcase at the end of each day and assessing these according to her classroom needs. She said this about the materials:

There were things [presented] each day I knew [either] I'm gonna use this no matter what or I'm going to adjust this because I think that's at a level that doesn't work for my population or, that's nice and I may try it, but that's lower on my list.

While there was an abundance of information shared each day during CWTI, participants said that their minds were put to some ease knowing that they were taking back to their classrooms a binder or collection of lesson plans that accompanied each day's activities. Susan made this observation about the materials shared during CWTI:

It was a lot of information. I felt that CWTI at some points was a testing ground... That's the best part about CWTI – that half of the time they don't know whether this material is going to work because they don't know where we can transfer it down into a kid level. We finally figured out that that is what our job is to do. We have to understand it on our level and then try to transfer it to a 10-year-old mind. CW gives it in a professional type of fashion. It's like William and Mary – you can't give this to the kids and so you have to adapt, arrange, and not necessarily water it down, but simplify for the simple, clear idea these kids have got to understand.

Most participants noted that they were given artifacts, videos, primary source documents, books, and other useful materials during the institute, which they saw as useful in imagining how they would teach this material to their students. They said they valued their access to artifacts and other teaching tools that were available in Williamsburg, Jamestown, and Yorktown. Rhonda recalled:

There wasn't a LOT of free time, but there were a couple of opportunities to go shopping and do some other things. So we went and did some souvenir shopping – things we could take back to our classrooms – artifacts that we could bring back to our classrooms.

Elyce said, "When we would have the opportunity to go shopping, we would really focus on the material that we wanted for our convocation project."

Participants said they appreciated the stipend they were given to purchase materials. While donors supplied each teacher with a \$100 stipend to purchase classroom materials, most teachers secured additional funds from their school sites or used personal funds to purchase books, posters, videos, games, clothing, and artifacts for use in their classrooms.

Most participants also described their use of videotapes, slides, digital images, and photographs that they took during the institute as important resources acquired during CWTI. They identified these as excellent and lasting teaching tools. For example, Rhonda said:

I just shared with them yesterday my slides on Jamestown and the Powhatan Village and they were asking me all kinds of questions, which I don't think they would have asked me if I was just showing them a slide show that I had purchased

through some catalog. You know, all, “Ooo! What’s that hanging over there? That looks like skunk! Ooo, did that stink?” And I can answer that because I was there. I’m not just showing them, “Well, I don’t know. You know, I didn’t TAKE the picture, I just BOUGHT it.”

Amazing People

All participants described in positive terms the people they met and learned with during CWTI. Most of them described the Colonial Williamsburg staff as very knowledgeable, helpful, respectful, and accommodating. Many noted their peer facilitators as enthusiastic and fun in maintaining a positive, curriculum-focused climate. However, all participants stated an appreciation for their fellow teachers who helped to make their CWTI experience “positive,” “amazing,” and “wonderful.”

Without exception, participants described the other teachers in their groups as enthusiastic, helpful, knowledgeable, wonderful, collaborative, fun, and family. Four participants stated that their CWTI group was comparable to a sorority or fraternity. Participants said that, in general, all of the teachers in their institutes shared a common interest in learning and teaching early American history. This held true for those who participated in CWTI with a teaching partner as well as those who participated without a partner. Beverly, who did not have a team partner during the institute, said, “Because I had had the interactions with other people, other teachers there, my whole world just opened up.”

Rochelle was pleased that her principal encouraged her to apply with a teaching partner:

Each day I learned so much. I'd come back to my room after the day and I couldn't write down enough of the things I had done. That's why I'm glad I went with a partner. Because some of the things that Leigh got, I didn't get. And the two of us – our [different] strengths really helped that situation. Being roommates, we were able to sit down and brainstorm and come up with all kinds of different things that we were going to bring back to the classroom.

Bill described a special relationship that he was able to form with his teaching partner through CWTI:

[I was able] to develop not only many friendships among the people who were there, but to develop a special friendship with a teaching partner that has continued to be a great asset to both of us. That was great...because I was needing something, after 30-something years. I guess it would be my 38th year. I was needing a shot in the arm and ready to hang it up. So both the experience of the history and the experience of the friendships development have spurred me on to keep going!

Through formal and informal institute activities, including meals, bus rides, walks, and rooming with each other, participants said they appreciated the conversations and sharing that occurred among teachers. Carmen explained:

Everybody was just thrilled to be there and everybody there was a dedicated teacher, which made it real exciting. Everybody there was also somewhat of a history buff and if they didn't know a lot about history, they had a lot of respect for it. You establish this bond. You're with these people – it FEELS like 24 hours a day. You all have a lot in common as far as the reasons you're there, your life's

work, and your enthusiasm or your desire to be able to bring some of those feelings back and those experiences back to students. There's a lot of shared, common ground between everybody who is there. So, that was great. The facilitators, both the ones that traveled with us and the ones that were there, I think they got a big kick out of just seeing the teachers. It's like when you're in your classroom and your kids all of a sudden get something and they can put something together and they're excited about it. And you, as the teacher, you're excited about it. So our facilitators were thrilled to have us there and even to have to PULL us away from something to go somewhere else – that's a good sign when you have to do that!

Rochelle said:

I felt really comfortable and close to the two facilitators and to the other participants. Even though not everybody was perfectly compatible, we all got along just fine. They were a fun group. I thought it was really fun so when it was let-down time, I had a really good time with them. I felt very safe to be able to share and feel that there was a lot of sense of trust and comfort in the group. We were all there in the same position. No one was judgmental. I felt it was a real positive, collaborative situation. Learning was fun!

I felt that I was able to collaborate with other people in other schools and other districts and see how they'd approach things. I learned a tremendous amount from the other people – the other participants in the institute. Besides just getting to be good friends, I REALLY learned a lot about folks – about the things they had done. We brainstormed and shared and it was great collaboration.

“I was comfortable with the group because we all had a common purpose, we all wanted to be there, and we were all interested in U.S. history,” said Linda Colbert. She described that positive attitudes had much to do with the climate among teachers during CWTI:

The attitude for me was that I wanted to be there and I wanted to get the most out of it I could. I was also with people who shared that attitude. The majority of the group really wanted to be there. They were not complainers. They just knew that this was an opportunity far beyond anything that we’d ever been involved in before, and we had pretty new teachers [compared] to those of us who had been around 20-plus years. So, it was a spread. We were all fifth grade, so obviously that opens a lot of doors to not just the history, but you talk about other things you teach and do. And sharing of the ideas was a big part of it, too. We just clicked. These were people who were willing to give up part of their summer to go back, though none of us probably had a TRUE idea until it actually happens to you how intense it is, but they were there for that purpose. And you got to know the ones really well who you knew, you could tell were gonna carry this further.

Participants’ descriptions of their CWTI experiences included many stories about the people who participated in the institute with them. A genuine appreciation and affection for the organizers, instructors, facilitators, and peers prevailed in all of these stories. Bill, who says CWTI cemented his friendship with his teaching partner, summed it up by saying, “Everyone was absolutely friendly, warm, and supportive.”

Rising to the Challenge

Although some participants mentioned the challenges of humidity, heat, rain, mosquitoes, and an exhausting schedule, each of those comments were tempered with qualifying statements, such as, “But everything else was wonderful” “But we expected that” or “But that’s okay.”

Most participants stated that they were prepared for the extreme climate, mosquitoes, and intensive schedule, which helped them to deal with these inconveniences. They also recognized these as part of the living history lessons and experiences, helping them to better understand the geography and living conditions. Several said they were drawn to this institute because it was not a series of lectures in a classroom and looked forward to the change of scenery and the challenges that accompanied. Many also noted that they were part of a group and that they withstood these physical challenges because everyone else in the group did as well.

Linda Colbert said:

My attitude was, “I can sleep when I get home,” which was absolutely perfect. I even stayed on another two weeks and did more of the East Coast. It’s hard to describe with certain words, but every one of them would be in the extreme. It was amazing. Yeah, you get tired and yeah, that alarm gets you, but you never stop getting up and you never stop going.

Some participants recounted stories that exemplified the fun and camaraderie of CWTI because of such challenges as an unexpected downpour or lightning storm. Susan told this story, filled with laughter:

[Our peer facilitator] Pete wanted to show us the fire wagon and show us how the 18th century fire department was. So, we went around the magazine and we put our backpack equipment and our expensive cameras around there. And these clouds started to roll in. And there's this fire going on, which is really pretty amazing because it's 95 degrees and we didn't see it until we got around [the magazine] and felt this immense heat. As we turned around, Pete gets up on top of the wagon and he starts to pump the wagon up and down on either side. And lightning starts coming off to the right. And he says, "Okay, everybody! Let's gather around this!" and the handles that he's holding on to are brass! And so I'm thinking of my physics here and wondering whether or not we're going to die in a minute because he's holding up this hose that's brass-tipped right up into the sky like a lightning rod. The rain is starting to come and the fire's going, which is like an oxymoron – like, wait a minute now, we're supposed to put out this fire and the rain's coming? So I'm going up and down with this pump...I'm trying to hug the magazine by now because we're all gonna die. We're all gonna get struck. This is it!

It didn't happen, but it was one of the most shocking experiences that I wanted to be in. After a few seconds, we took a group picture – some drowned ducks with a bus in the background. We were late for dinner and ran to the [Williamsburg] Lodge in puddles up to our ankles. We were not respectable looking at all. We were just dripping in the hallway.

The most common challenge identified by participants was the intensive institute schedule. CWTI was described as having "non-stop, full days." Participants said they

were exhausted, but prepared for a very intensive institute. Rhonda said that each night she was “exhausted, but the next morning you couldn’t wait to get going again. I don’t remember EVER thinking, ‘I don’t want to get up.’”

Some said that they saw the pace of the institute as essential for them to learn, see, and experience as much as possible during the week. Beverly laughed heartily as she recalled the following incident:

This woman marched us all over Williamsburg, in the heat, never stopping. And [our peer facilitator] Pete Pitard asked to go to the restroom and she said, “Sweat it out of your pores!” And we just laughed about that one, because she kept us marching. She felt we didn’t have all that much time and we had to see everything.

Respect and Professional Treatment

Every participant discussed the special treatment that they received before, during and after CWTI. They commented about their “rare” and “unprecedented” treatment, in which they were made to feel valued as a teacher and as a member of the CWTI team. Several stated that they were treated “like royalty.” For example, Bill said, “As a teacher for all those years, I’ve never been treated more royally or felt more important as a teacher than I did on that trip.” Carmen said she felt like a “princess” even before she went to Williamsburg. She explained that after meeting with the donors and staff at the local orientation meeting and reception dinner in Los Angeles, she felt that she was being treated like royalty.

“We were treated like professionals” was a common statement made by participants. Reflecting upon her many years of professional development, Elyce said:

I can't even explain to people how it feels to go back and do professional growth and be treated like a professional. I have never been treated like this in any kind of institute that I've gone to. I've never been afforded the opportunity to travel to someplace to learn about it. I've never been given the materials that were given. Just the whole experience. You know, to be there with a group of people who are treated as professionals and respected for what they do in the classroom.

Bill said:

Sometimes in your teaching career, you wonder if anybody cares at all. Everybody is involved in their own teaching. The principal is doing their thing. The district is doing their thing. The parents don't always have time to come in. But when you have opportunities like this to enrich your own person and to be held in esteem by your colleagues or by the community enough for someone to say, "I'll pay for your way to go if you want to go and learn." That's very rewarding for a teacher because it doesn't happen that often.

Linda Colbert said:

We found out that everybody we dealt with wanted teachers to know more. Everybody, the minute they saw you were a teacher, they wanted to open their doors... The people who were teaching us respected teachers and wanted us to go back with information. We were treated like professionals all around. I had never been through anything where there had been that feeling that I am respected for what I do.

Participants attributed this positive, professional treatment to the following factors: (a) teachers were welcomed, praised, and supported for their work in the

classroom and their professional growth; (b) participants were addressed and treated as adult learners and not children; (c) an appropriate learning environment was provided; (d) the institute content was focused, appropriate, and useful; (e) high expectations were articulated and expected of the participants; (f) teaching and learning materials were provided; (g) high quality accommodations, transportation, and service was pre-arranged and provided; (h) all expenses were paid; and (i) relationships were encouraged and built.

Melanie commented about the high expectations of CWTI, which impressed her:

It was just a wonderful experience because they treated us as professionals, which was an amazing thing. You gave us SO much stuff and had high expectations and that was really good. I liked that. You made us work for our... you made us work. And that was very good. That was good. Very well worth it – everything.

Bill stated that during his 41 years of teaching, he had never been treated with such respect and importance:

You never get the encouragement to the extent that you feel like you're important or special like we did at that institute. We felt like we were treated like kings and queens. It spurred me on and I think that validated my job as a teacher that we don't get too much of. Just do more, more, more is what we get these days. All teachers should have the opportunity to be looked at as a valuable asset to our community and this is THE one thing. THE one thing that has done that for me. I've had individual praise – I've been Teacher of the Year for San Diego and a mentor teacher for ten years, but this is THE one thing that stands out as the best thing that's happened to me in teaching.

Positive and Fun

When participants were asked to describe their experiences at CWTI, each began with a positive statement, such as: “Absolutely wonderful!” “Awesome!” “My experience there was amazing.” “It was unbelievable.” “It was very exciting.” “Fun!” “Fantastic!” “The best!” or “Absolutely rewarding.”

Each interview had recurring positive statements about CWTI as participants continued to reconstruct their experiences for the purposes of this study. Comments such as, “It was fun,” consistently emerged as participants recalled activities at various sites or with fellow participants in the institute. While listing the things they had done and learned, most participants would insert such comments as, “It was all fabulous!” “That was fun” or “Everything was so cool.”

These comments clearly indicate a theme that is shared by all participants, which identifies CWTI as a positive experience. Participants described their experiences as positive and fun in relationship to the institute content, environment and people, as well as the way in which they were treated.

Participants found the institute’s learning activities to be fun and engaging. The content lessons or activities, which involved the participants in role-play, storytelling, farming, cooking, and archaeological research, contributed to the fun nature of the institute. Even at times when the content was “heavy” or “emotional,” such as slavery, law, or economics, participants described the strategies used as engaging and appropriate. For example, several participants said they enjoyed learning about slavery through stories, music, and dance. Bill said it was fun to become part of a courtroom reenactment

while learning about colonial laws and punishments. Melanie described the excitement of sitting in the same seat as Patrick Henry in the capitol:

I went in there and asked where Patrick Henry had sat. Somebody pointed it out so I went over there and I warmed his spot – that was me. Then you told us about the different speeches and that's stuff that I haven't gone through – these peoples' writings. I would like to, I just haven't done that. But, I have their writings at home and one day I will. I'll sit down and read that stuff. That's what made it a little more desirable for me to read. I'm not afraid of it and I know where it fits in and I'm really curious about their words even though I know I'm going to read it and go, "Ooh! This doesn't read like a John Grisham novel, does it?!"

Describing how wonderful it was to be immersed in American history, participants said they could think of no better place or way to learn about 18th century America. They marveled at the learning opportunities that surrounded them in Williamsburg. Participants recalled the excitement of seeing and talking with historical characters, such as Thomas Jefferson and Martha Washington, while walking the streets of Williamsburg. Elyce said:

We were in town and we came across Martha Washington and her slave woman that was with her – the interpreters. And we started talking to Martha Washington and she was great. She stayed totally in character and explained what she was doing in Williamsburg and about her husband. Then we started talking to her slave woman who had us ALL in tears. We KNEW this wasn't a – not a slave person – but she was such an eloquent speaker. She had this real soft voice. She was talking about how she lived on Carter's Grove but came into town to sell her

vegetables. And about her life and how she had lost her child, I think it was her son who had been sold, and her husband, and... She just very simply expressed the feelings of what it was like to be a slave during those times and we were in TEARS listening to her. We BELIEVED every word she said! That was a very moving experience. She was just sitting there on the steps, just talking to us, staying in character the whole time. And that was, that was special.

Participants also found it exciting to be eating, sleeping, and learning in restored buildings and authentic historic places. Melanie flipped through her scrapbook during her interview in order to show and describe the restored house in which she stayed during CWTI. Participants continued to note these experiences as “great” and “unbelievable” as they described the many places they visited and occupied. This, in turn, created memorable experiences about which participants were able to speak.

Summary: Teachers' Experiences in CWTI

Participants reported that they applied to CWTI because they wanted to learn more about early American history and improve their teaching of this content. Many said they thought this was a great opportunity and looked like fun. The actual experiences described confirmed participant's expectations, and also yielded some unanticipated experiences as well. For example, participants did not identify a desire or expectation to develop unique relationships with colleagues, but most developed new friendships with some of the “amazing people” they encountered during CWTI. Many of these relationships have continued through the years since CWTI and, in some cases, the relationships have become even stronger. Some participants described continuing to share ideas and resources years after their institutes.

Another discrepancy between what participants expected and then experienced during CWTI is the respect and professional treatment that every participant spoke about.

Several participants stated that CWTI was “the best” learning experience of their careers. Rhonda said:

It’s so vivid. It just stuck with me as one of the turning points in my life as a teacher and one of the best experiences I’ve had as a person. When you have that kind of positive experience, I think maybe it’s because of the personal contact.

When asked why she described CWTI as her best learning experience, Linda Colbert explained:

[CWTI was] the BEST learning experience that I’ve ever had as a teacher – without a doubt. There was not a time I regret or a time that I thought, “Gee, this is more than I can handle.” Sometimes you think, “When am I ever gonna use this?” or “When will I have time to use it all?” But it was like flying on cloud 9. It was the most AWESOME experience I’ve ever had. I’ve always been one that has gone, not so much to institutes, but [to] workshops and conventions and presented. Nothing I’d ever done came close to comparing to this. And that’s what I’ve told people ever since.

These seven themes emerged from interviews with participants who were asked to describe their experiences during CWTI. While each theme is distinct and addressed by each participant, these themes also overlap with one another. It was because of the lessons learned about content and methods that participants discovered new perspectives on how and why to teach early American history. This relates to the materials and teaching tools that the participants found useful. Because they were learning with primary

documents and artifacts, participants recognized the value of these materials in the lesson plans provided as well as items for sale in Williamsburg's shops. Participants were anxious to learn with and from each other because of the amazing people they found in the institute and because there was a challenging, positive, professional, and fun environment created through CWTI. The professional treatment and positive, fun experiences of participants were, in many cases, inseparable, as they recalled meeting historical interpreters, working with a professional staff, and engaging in adult –level educational session.

Most of all, participants clearly stated that they were treated in a professional, positive manner throughout their CWTI experiences. Made to feel important and valued for their work and participation, participants met the challenges of CWTI, learned a great deal and prepared themselves to improve their classroom instruction.

Teaching Early American History

The research question that guided this section of the study is: How did teachers' experiences during CWTI enhance their teaching of early American history? The responses from participants varied in the kinds and amounts of change they facilitated, however every participant acknowledged returning to the classroom and improving in some way his or her teaching of early American history.

On one end of the spectrum, several participants stated that CWTI informed much of their teaching as they made sweeping changes upon return to the classroom. Linda Cross said, "CWTI inspired my teaching. Everything changed." She went on to say that the content did not change, but her methods of instruction did, including greater use of primary documents and artifacts. Linda stated that she was told, during a publisher's

textbook adoption workshop, to use primary sources, but had not learned how to access and use these resources. Her example illustrates what researchers found typically among teachers – a lack of inquiry teaching models to experience before implementation (Shaver et al, 1979). CWTI provided teachers, including Linda, with inquiry teaching models and experiences, which resulted in classroom implementation.

On the opposite end of the spectrum, some teachers had already begun to improve their social studies instruction before participating in CWTI and therefore did not describe sweeping changes to their practices. Influenced by the Colonial Williamsburg convocations they had attended prior to participation in the institute, these participants had already started to use CWTI lesson plans, artifacts, and other materials to improve their teaching practices. One participant, Rochelle, had two on-site mentors who had participated in CWTI and explained that she had already started to change her teaching of social studies because of these CWTI fellows who trained her when she moved to her current school site. Under their guidance, Rochelle became accustomed to assigning biographies and creating a living museum with students, but noted a definite improvement in her teaching after her own experience at CWTI:

Having that personal experience has really heightened what I expect the kids to actually produce and feel. Before it was on a more superficial level. Before what I did was I just had the kids look at it [colonial life] from the perspective of their individual trade. And now because I had that opportunity, I have them look at it beyond their trade – what is their relationship to all the other community members in Williamsburg? I think it has broadened what they really need to learn and how

they feel and it has come out in what they have to write for me. I think I've expanded it because I had to do it myself [during CWTI].

While all participants described great enthusiasm for making improvements to their teaching, actual change occurred at different rates and in different ways for each participant. Some identified immediate changes while others described gradual change. Some, like Rhonda, described some limitations to full implementation:

We wanted to change really, really fast, but it takes a lot of preparation and it takes a lot of time to do. You CAN'T do it all the first year. You might really, really want to, but you can't. So, you bite off what you can and then you know that you're going to continue to add to it. The enthusiasm is definitely there, but it just doesn't happen overnight.

Rhonda has been implementing new strategies by creating, changing, and adapting her teaching of early American history since 1992. However, she says it has become increasingly harder to concentrate on social studies education because of her district's recent focus on literacy.

Like Rhonda, several participants described initial excitement about using new teaching strategies and resources as a result of CWTI, but have found themselves using less of these during the past few years. They attribute their diminished time and attention to social studies to the fact that they have been discouraged from teaching much, if any, social studies by administrators and required to spend more time teaching literacy. Research shows that this is not a "new" or recent trend in public education. Studies by researchers Gross (1977) and Hahn (1985) showed elementary teachers "backing away from the social studies" (Atwood, 1986, 1991) 15-20 years ago. Atwood further writes:

A great deal of evidence suggests that social studies is frequently not included in the elementary school curriculum, particularly in the primary grades. Indeed Morrissett, Hawke, and Superka (1980) found that in some districts, K-3 social studies was literally fighting for existence. They concluded that the back-to-basics movement was the primary cause and noted that the public had not protested the de-emphasis of social studies. Shaver, Davis, and Helburn (1978) agreed: "It seems clear that, particularly in the primary grades, both social studies and science are losing instructional time...because of the increasing emphasis on the 'basics,' defined as reading and arithmetic." (p. 8)

Reflective about their experiences at CWTI and how that influenced their current teaching, participants recognized that CWTI caused changes in their personal thinking, appreciation, and understanding of American history as well. Participants viewed CWTI as beneficial to their personal as well as professional growth and recognized this as an asset in the classroom and at the school site. For example, Melanie said, "It [CWTI] just did a lot for personal growth, which leads back to my teaching. It was for both me and for my kids. It's always what I do – keep the kids in mind."

This personal commitment to teaching American history has caused frustration in some participants as they feel little or no administrative support for the teaching of social studies. Even those with administrative support lament the limited time and systemic support available for in-depth studies of history. Yet, despite these obstacles, all participants said they are teaching better social studies as a result of CWTI. Some have even created methods of integrating social studies content into their reading and writing programs.

Participants' self-described changes to their teaching practices are organized into five themes: interest and enthusiasm; knowledge and skills; methods; beyond the classroom; and resources.

Interest and Enthusiasm

Participants described returning from CWTI full of enthusiasm for teaching and learning early American history and wanted to relay that enthusiasm to their students. This newfound interest and enthusiasm influenced the way these participants taught their students early American history after CWTI.

Participants wanted their students to be as interested in and excited about learning history as they were during CWTI. Rhonda said:

I think I always found history as interesting, but I didn't know how to make it interesting for students until I went to Williamsburg and started seeing all the creative things that people could do. And then, it just never ends after that. You can't stop. It's like an infection. I want MORE books and I want MORE things and I want MORE posters and I want MORE costumes and I want more... you know, hands-on things.

Some participants thought it would be more difficult to engage their students than it actually was. Carmen returned from CWTI with a new sense of purpose for teaching history, but knew that she had some challenges to address:

My objective was to instill the love for social studies or to find that fun factor in there. [I wanted] my kids to find that and enjoy it and not think of history as totally out there – not having anything to do with them and not being about them. It's a challenge, especially in my area because there aren't very many children

whose parents were born here, citizens, or whose parents grew up and have this patriotic connection to this country. My students don't grow up with that. They only see an American flag at school and they don't really hear about anything that has to do with U.S. history from their relatives or in their home life because their relatives, for the most part, their loyalties lie in another country. So, when you start talking about U.S. history to students in my area, they consider it totally foreign.

Carmen went on to say that her implementation efforts have been successful:

The first way that you get your kids' attention is when they think you're a nutcase to start with. And then they start to go, "Ooooh!" Initially, you're in costume or you're talking funny or you do what you need to do to get their attention – especially when you are one of only two teachers on staff that wear a costume from time to time or sing off key or do something very out of the ordinary, which is other than lecture from the front of the room. You know, talk at students. You look a little bizarre, but it's so much more fun to do. It's so much more fun for you and for the students.

Linda Cross said that her efforts to keep students interested in history began with CWTI:

I have really delved into it [history] for my own background knowledge so I can add to what I got from the institute, and I've been adding many, many years now. I have all kinds of anecdotes that I can really hook the kids with. They love those. There have been times when I even role-played. One time, I actually got dressed up and started telling a story. Somebody's story from back in time. I took on that

person. And it was real funny because about a week later, one of the students, in conversation, said, "Well, don't you remember, Mrs. Cross? You lived back in that time." The whole class turned and looked at him and I looked at him and he said, "Well, you came dressed! You said you lived at that time." One kid said, "Didn't you realize she was acting?" He was so caught up in it.

Though Rochelle said her students were enthusiastic about learning social studies before she participated in CWTI, because they were engaged in participatory activities designed by CWTI fellows at her school site, she noted a difference in her own enthusiasm for teaching after CWTI:

Before I had gone, it was all book learning and what other people had more or less told me. The way that I presented the material to the kids this time around was really in the first person. When I was there, I was able to actually see the saddle makers doing and relating it in a very personal level to the kids and getting them much more excited.

As an example, Rochelle said she uses a new method for introducing students to artifacts at the beginning of her colonial unit, which she found exciting during CWTI:

One of the techniques that I learned during the summer was doing an artifact hunt... I see unbelievable enthusiasm for what's being presented and lots of good feelings and laughter and "Whoa! Really? That's what it's used for it? I never thought that's what it was!" and comments like that from the kids and getting them real excited before we even start. So that changed totally because I never had that opportunity to start it that way.

Through activities, unique resources, first-person stories, character interpretation, interesting anecdotes from historical and personal accounts, videos, photos, songs, and foods, participants said they are better prepared to cultivate interest and enthusiasm in their students to learn about people and events of the past. More importantly, these participants said they introduce to their students a purpose for learning history and help students connect people and events of the past to their lives today. Some participants stated that they feel satisfied as teachers by inspiring an interest and excitement about social studies, and know that many students continue to explore social studies with a positive attitude even after they leave the fifth grade. These comments support research showing that the type of discourse used in teaching history as well as the use of biography and historical fiction to teach historical data influences student interest and enthusiasm (Levstik, 1986).

It has also been this interest and enthusiasm that has sustained their commitment to teaching social studies during an era of focused literacy instruction.

Knowledge and Skills

Participants stated that they have been able to improve their teaching of early American history because of what they learned during CWTI. They said they feel “more confident” and “less guilty” about teaching early American history because they are better prepared with information and skills necessary to teach for meaning and depth. Carmen said she is more enthusiastic about teaching American history now because she knows what she is teaching and “knows what is around the corner.” She said it was hard to fake any enthusiasm before because she did not really know the history.

Rhonda said she is in a better position now to learn more information about early American history and apply that to her teaching. She said she continues to seek information from Colonial Williamsburg staff through conference sessions and workshops because she now knows what to ask and sees how she can use the information with her students. Rhonda said, "Before, I was just looking at it as an outsider. Now, every time I see something colonial, I think it pertains personally to me."

With a better understanding of the information themselves, participants said they are able to step out of the textbook more often to take students deeper into areas of need and interest. Some participants said they are able to limit their use of the textbook, which helps to maintain student interest and ensure access to the information for those who have difficulty reading from the text. Several participants said they have learned to "do more and rely less on the textbook" since CWTI. For example, Linda Colbert explained that she was able to apply successful methods that she used in other content areas to social studies now that she was more knowledgeable of the information:

A lot of what I taught before, visual and auditory and kinesthetic and some of Gardner's [theory on multiple intelligences], I was now able to take those ideas and start thinking, "Okay, if I want them to learn about this on the trades, number one there is going to be some reading – and that's visual... There are going to be the people that are interested in the literature. But I'm also going to have a hands-on..." and I went into far more depth because I saw it working more. I think I've always done some [hands-on], but it [CWTI] made me be able to go much further with it because now I have accurate knowledge. I can think of ways to put it together so I'm doing a lot more hands-on with the kids. I do think they learn

more from that when we can. Recently, we've been reading in the book, finishing up things on Plimoth and Jamestown... and then getting into some hands-on and some of my slides, those things work a whole lot better than reading just the textbook.

Several participants said they learned a great deal more about colonial life than they are able to teach to their fifth grade students, due to limited time and the complexity of some issues. Some said they recognized this during CWTI as they moved quickly from one lesson to another and realized the enormity of colonial history. This then translated to the classroom. Several participants said they evaluated and focused on topics during CWTI according to what they thought would interest their students, such as food, dance, or trades. These participants said they did this because they were overwhelmed with information and knew they would not be able to teach everything that was presented during the institute. For example, Elyce said:

The problem with the teaching is that you're given so much material and there are SO many different aspects of colonial life just in Williamsburg that you could spend two whole years just teaching it. There isn't enough time. So one of the hardest things is picking and choosing what you want to teach. You can do a whole six-week unit on Jamestown alone. Williamsburg, you could do a whole six-week unit on the trades. It's a little overwhelming. Actually, it's very overwhelming.

Participants said that, over the years, they have learned to pare down the large bodies of information they gained during CWTI in order to focus on student needs in the limited time available to teach colonial history. Many participants said that, otherwise,

they could and would teach colonial history all year long. Still, they said they appreciate the background information and think they might use the information some day, which is likely since most described changing what they teach about colonial history between the years.

Some participants said they encountered information that seemed too complex or difficult for their students, such as the lessons on the economy and levers and pulleys. Linda Colbert, for example, said she tried these lessons, but found little success with her students. She attributes some of their lack of learning to her own lack of understanding of these lessons from CWTI.

Participants identified specific knowledge that they are able to use in their classrooms. Most described their improved abilities to teach about slavery in a sensitive, informative, and meaningful way. They attributed this to their experiences at Carter's Grove where they learned about slavery through lecture, tour, storytelling, music, slides, video, readings, discussions, activities, and reflection. Many said they use the same resources, lessons, and activities from the institute to teach their students while also sharing personal photos, videos, and anecdotes about being in the slave quarters and/or witnessing a reenactment.

Although two participants identified the economy as a topic too difficult to teach their students, five stated the importance of learning and then teaching about the colonial economy. Melanie described how she teaches about the economy through one long story that begins during the study of Jamestown, involves the geography of the land and transport to England, explains slavery, integrates the science and technologies of growing, drying, packing, and shipping tobacco, and leads to the Revolutionary War after

years of taxation. She attributes her ability to present this story and emphasize the economic aspects of early American life to her experiences during CWTI.

“Everything was connected” and “stories flowed” were comments shared by participants who described having a better grasp of the history. Linda Cross said that she has been able to learn more and add more to her teaching in the years since CWTI. She said, “I’ve become quite a specialist in American history.”

Participants’ growth in knowledge about early American history was accompanied by their acquisition or improvement of teaching skills in the area of social studies. Many participants acknowledged that their skills in teaching social studies were less proficient than their skills in teaching language arts, science, or some other subject. Susan, Carmen, Linda Cross, Beverly, and Rochelle described themselves teaching social studies as poorly as they were taught many years ago. Most relied heavily on the textbook and directed students to read, answer questions in the text, and take tests. After CWTI, participants described their skills to include less textbook-driven teaching and more facilitation of interactive, integrated, experiential learning.

Participants described their newfound abilities and developed skills to tell stories and present history “as a story well told.” They described becoming “entranced” and “mesmerized” during storytelling sessions at CWTI and wanted to recreate that experience for their students. Participants also described accessing and using a variety of tactile, visual, and auditory resources to activate engagement and understanding.

Many participants described the reflective process that occurred throughout CWTI and has continued since. The ability to think about and evaluate their teaching of early American history was valued and nurtured during the institute, and became a

developed skill for many. Some saw this as crucial for the improvement of their teaching. Bill described his participation in the National Board Certification process as a continuation of what he valued during CWTI. He said:

We're doing the National Board Certification... It's reflecting on your teaching practices and how you work with children. Teachers don't very often get a chance to just sit down and, or really don't take the time to sit down and reflect on "Why do I do this lesson?" "How did I do this lesson?" "How could I have done it better?" and this type of thing. National Board work is that type of a thing where it forces you to look at yourself as a math teacher, as a social studies teacher, as a science teacher, writing teacher. How you relate to parents, to students, and to other teachers. I think it [CWTI] was a forerunner to this. That helped me to focus on what I needed to begin to do with social studies. Now this is helping me to look at social studies the way I'm doing it again and seeing what it's like and seeing if there are changes I can make. It was a definite forerunner to this.

Many participants described transferring skills they customarily used for other subjects or other purposes, such as developmental learning, gifted and talented education, or English language learning, into the context of social studies. For many, this has led to the development of an integrated approach to teaching social studies where subject matter and skills are mixed. Bill described his abilities to teach social studies during his literacy block using Literature Circles and Socratic Seminars.

All participants said that they learned a great deal from their colleagues as well as the CWTI staff during CWTI. While the majority of the historical information was provided by CWTI staff, participants said that many of the skills to teach were shared by

CWTI participants during the institute. All participants described learning a great deal about teaching in general from their colleagues throughout the institute.

In all cases, participants proudly described their improved abilities to teach social studies because of their increased knowledge and skills resulting from CWTI. They said the modeling of hands-on, interactive lessons that provided a personal, meaningful approach to teaching history validated and “permitted” participants to do the same in their classrooms.

Methods

“I was bursting with ideas!” said several participants. Most said they started planning for how they would change their teaching of American history while they were at the institute. Some said they developed plans during their flight home – alone or with a teaching partner. All participants described creating a different approach or methodology to their planning, teaching, and assessment of students after CWTI. They explained that they had a different understanding of early American history because of their experiences at CWTI and this resulted in a shift in thinking about how to present social studies in their classrooms. Many stated a desire to teach it the way they were taught during CWTI. For example, Rochelle said she was able to teach with “a lot of the different techniques that I actually did as a student at the institute. I presented these techniques to the students in my class and shared them with the other teachers.”

Learning from the methods used to teach them in Colonial Williamsburg, participants decided to teach for understanding and meaning, stimulate inquiry and discussion, present multiple perspectives, emphasize the human element of history, and

create an environment in their classrooms more conducive to experiential learning and hands-on activity.

Most participants said that they learned entirely new methods for teaching this content while others said that they were able to understand how they could use effective teaching strategies they already practiced, but in the context of social studies. For example, Linda Colbert said:

I felt I had good teaching skills and strategies when I went back [to Williamsburg], but by getting the knowledge, I was then able to use techniques that I already knew to make this knowledge much more exciting for the kids.

In all cases, participants said they changed their teaching methods in order to improve their teaching of early American history. Most described their initial teaching of early American history as dry, boring, and textbook-driven. They assessed student learning through publisher-created or teacher-created tests that basically called for the memorization of facts. These participants described their teaching methods after CWTI as different in that they relied less on the textbook for learning and assessment and they relied more on lessons, activities, discussions, and projects that provided a more meaningful and “connected” picture of history. They sought to help students better understand and appreciate what happened in American history as well as the significance of those events on people and events in the future. These participants described a desire to instill a sense of purpose in students as participants in American history with connections to the people and events of the past, which explains the importance of studying history hundreds of years later.

Many participants used the term “connections” often and in a variety of contexts to describe their intent in teaching social studies. Following are some examples, which reflect the methods and intent of the participants to teach for understanding and meaning. Carmen said that before CWTI, she taught from the textbook and her students did not learn much because they could not read the book. After CWTI, she said:

The difference now is the students still can't read the textbook, but I pull in a lot of other things to make connections for them and I can do a lot more. I can show them parts in the textbook as opposed to just having them struggle through reading it or I can read it to them. I walk them through more than just the textbook now. Also, they [textbook publishers] leave out a lot of the parts that I consider to be where kids make these connections. They leave out the little details and a lot of the times the why people did what they did. They're just reporting what people did, not what brought people to do these things. And they don't always expand into what happened after -- ten years after, 50 years after. [Kids need to know] this is connected to that one action or that one event or that one person. Mostly, textbooks just read off events. But they're not connected.

Carmen went on to say this about CWTI:

It connected everything as far as it made everything a real situation. Not just an event that happened, but everything that goes along with that person's life -- how that person lived, where that person lived, what he liked to eat -- the little details that make those connections work in my learning so they're really important to me. And I am assuming that they make connections for my students. Going to

Williamsburg made me see how I could recreate some of those things to make the learning a little more meaningful and to make it make more sense.

Bill described a thematic approach to teaching early American history that he and his teaching partner developed after CWTI. Their intent is to help student understand the connections between people, places, and events throughout time. He said:

I'm very glad because it [CWTI] opened the door to all these other connections with history, like the Holocaust and the Native American treatment and also the Conquistadors and the other parts of North America, South America. We're still building connections with other parts of history.

One way that participants stimulate inquiry and discussion in their classrooms is to encourage those connections – challenging students to explore the reasons why people lived and acted as they did in the 18th century and compare them to other examples. Also, by challenging students to think about and explain why these lessons are important today. Participants explained that through their own understanding of this history, they are better able to facilitate discussions and provide appropriate resources, such as interesting primary source documents or engaging videos, for in-depth inquiry by students.

Primary source materials, videos, and other resources used during CWTI and provided to participants for classroom use also enable them to present multiple perspectives on the events of the past. Particularly in teaching about slavery, teachers said they felt more prepared to present a variety of perspectives, especially those of urban and rural slaves in the southern colonies, after CWTI. Participants described teaching about slavery using various primary source documents, a video depicting the struggles of

runaway slaves, literature, music, an audiotape of African stories, and lesson plans learned while at Carter's Grove during the institute.

Participants described using or adapting some of the activities featured during CWTI, such as assigning biographies, philosophical chairs to explore the perspectives on slavery, or staging a debate between the Loyalists and Patriots, to allow students to think about issues from various perspectives. Participants explained that they were forced to see various roles and perspectives during CWTI and wanted their students to have the same experience. Therefore, they teach their lessons with regard for and attention to the people who might not have been presented in the textbook or mainstream resources, especially the common or ordinary citizen. This approach to teaching about the "missing voices" in history is described by some authors as "new history," which calls for the inclusion of "the acts of ordinary people of the past" (Edinger & Fins, 1998, p. 6) in teaching social studies.

Susan described how she and her teaching partner identified, researched, and developed biographies for storytelling in her class after CWTI in order to provide additional perspectives:

[We wanted] to bring any information that we could find, and we started looking for the people who haven't been represented. There are so many people who haven't been written about, and we could at least get that underlying idea of a general biography. So, if we don't know about Anna the slave, at least we know that this woman would get up in the morning and she would have a plank bed. She would probably have to do something for her masters as far as taking care of and dressing them. If she were a cook, chances are she wouldn't eat as well as

someone who would be outside because she was not allowed to eat her master's cooking. There were certain things that we don't know specifically that this woman went through this, but it's a good possibility that she had quite a tough and bitter life in her station.

Through her storytelling and the work of other participants, students were better able to see the human element of history, which was an objective of all participants. Participants recalled learning about ordinary and extraordinary people from the 17th and 18th centuries through stories, artifacts, documents and personal experiences in restored buildings or with reenactors. Using some of these methods and resources, participants described teaching with attention to the human element. They challenged their students to think about what it would be like to eat, sleep, work, and think like these people in the past. They described the physical challenges – heat, humidity, insects, cramped quarters, straw mats for beds, etc., and asked students to compare and contrast these conditions to their lives today. Some described teaching about families and friendships of this period throughout their studies of colonization, slavery, and revolution with the intent that students would relate to the struggles, challenges, and choices faced by people throughout time. Overall, participants stated using more and more stories to present the multiple perspectives.

Listening to stories, watching slide shows and videos, handling and analyzing artifacts, role-playing characters, reading documentation and creating foods, clothing, trade signs and 18th century replicas are some of the ways that participants described their efforts to recreate Williamsburg in their classrooms. All participants expressed a desire to either take their students to Williamsburg or bring as much of Williamsburg back to the

students. Some participants have created colonial gardens, others have taught students to sew clothing and some have built stocks, tents, cannons and other colonial structures.

In efforts to provide more hands-on experiences for students, most participants have created learning centers or developed “colonial days” with a variety of activities for students and parents. Rhonda said:

I remember doing some rotation groups so they could experience some different things. I remember doing a rotation where they would go to a station and they would cook Johnny Cakes and they would go out to another station and do a little art stenciling project. Then they would go to another station and use the quill pens. They would go to another station and play a game. So, when I first came back, that was the experience that I could give them that was more of a hands-on. But it was on a fairly small scale the first year. We did have the Williamsburg group come out to our school and hold an assembly. The children got to experience the dancing and the music and the military drill and the dress. We tried to get the kids to dress as close as we could in colonial, but it was difficult because we don't have children that have access to a lot of money to have things made, so they wore whatever they could make work for them. We were wearing construction paper hats the first year. It was really small, but over the years, we found ways around that and added more each year. After ten years, we look pretty darn good!

Linda Cross said, “I liked that the institute more or less supported hands-on activities for children to make history come alive... I still continue the hands-on as much as I am able.”

Rochelle continues to create a living museum at her school and invites colleagues from other schools to visit and learn from her students. She said, "This time I was able to use a lot of the artifacts that I had purchased [at CWTI] and do a lot of the hands-on – MUCH more hands-on than I did before."

Rhonda described learning a variety of creative approaches to teaching social studies from CWTI and found herself wanting more resources and hands-on activities for her students. Ultimately, she said, "I REALLY wish I could take the kids on the trip, but I can't. So I have to find whatever I can to bring into the classroom." Rhonda said the benefits of teaching interactive, hands-on social studies are that the students "go more in-depth." However, she says there are challenges to this kind of teaching as well:

I find shortcuts or I make trade-offs and sometimes I just have something I want to try out. I am experimenting. And maybe the next year I'll do it again or maybe I'll do it differently or maybe I'll do it in a shorter amount of time or longer - depending on the reaction of the students. I always have to weigh the amount of time something takes for its value because I never get as far as I'm supposed to in social studies because I get real enthusiastic about some things and we don't move as fast as we should. But I know my kids leave my classroom liking social studies. And I think that having them open to it and having a positive experience with it is just invaluable. So, I'm not apologizing.

Similarly, Melanie said CWTI allowed her to "get back into more hands-on with the kids because that's when they learn and that's what I like."

Methods for teaching early American history were not prescribed during CWTI, though participants observed, evaluated, and then used many of the methods that were

used to teach them during the institute. Returning to their classrooms, participants became committed to teach for understanding and meaning, stimulate inquiry and discussion, present multiple perspectives, emphasize the human element of history, and create an environment in their classrooms more conducive to experiential learning and hands-on activity.

Beyond the Classroom

While participants described their dedication to improve their teaching of early American history as a result of CWTI, they also described a sense of responsibility they felt to do more than that. Participants explained a desire to share their enthusiasm and information from CWTI with colleagues. They also stated an interest in pursuing additional professional development in social studies. Some stated a larger interest in recognizing their roles and responsibilities as American citizens.

In addition to enhancing the teaching of their students, participants described a responsibility they felt to share their information and resources with colleagues to influence their teaching of early American history. For example, Carmen described her role as a supportive colleague to teachers at her site and in her district – one who has inspired several others to participate in CWTI and/or improve their teaching of social studies. She said, “I needed to start working on the teachers and sharing with them. Enthusiasm is very contagious...it starts to ripple and that’s what I wanted to start at my school.”

Susan explained that she and her partner returned from CWTI and within four weeks prepared and delivered a 4-hour workshop for district teachers:

When we came back, we did Seminars by the Lake. It was intense because Gloria and I were at each other's house every single day trying to figure out something that would be exceptional so that we could at least give possibly one percent of what we'd lived back in Williamsburg to the people participating in this workshop. And we did. We did it all. We made them march, I did my storytelling, I cooked for them – Johnny Cakes. We had them as slaves, as soldiers... I mean, we put it all in. People were just ripe by the time this workshop was done, but they knew it was only one percent of what we had experienced. That was the most important factor – to just get it out there to the people who really wanted to see what we did.

Similarly, Beverly explained:

When I talk with other teachers, I'm always looking for that [social studies] information. I might be passing out information or if I speak up, usually it's about history. I can make a connection back into social studies. We can go back to my awakening of history. If I see something that I would be appreciative being told about, I'm gonna pass it on.

Participants described a newfound interest and enthusiasm for professional development that focused on social studies. Their interests led to participants seeking out, participating in and contributing to social studies programs locally, statewide, and nationally. Beverly said she started to notice the fliers and information about such programs after CWTI and she began applying for social studies institutes, workshops, and conferences.

While most participants described participating in professional development programs prior to CWTI, none had experienced professional development in social studies other than the local Colonial Williamsburg convocation and textbook adoption inservices. After their participation in CWTI, however, most found an interest in pursuing additional professional development in the area of social studies. Participants viewed this as essential to their continued improvement as a teacher of American history. Several participants said they were inspired by CWTI to seek out similar programs. For example, Beverly said, "I was thinking, if that's there in Williamsburg, there must be a lot more."

Rhonda described how she became interested and involved in social studies programs after CWTI:

I think this has... [created] that desire to keep going, keep looking for more – more experiences and more opportunities. If the Williamsburg institute exists, there must be other things out there that you can do. And that's how I found out about the Freedom Foundation and then the UCSD History Project. So, it's made me purposefully seek those things out. I know if another opportunity came up, I wouldn't hesitate. I wouldn't hesitate for a second. You know, if there was another opportunity to do an experience similar to this – anywhere else.

Linda Colbert described her continued involvement in social studies professional development in addition to continued work with the Colonial Williamsburg Foundation:

[CWTI] always touches back to what I teach. It's kept me involved in different activities dealing with history. Different organizations, the willingness to present, wanting to be around other people that have history ideas, but also wanting to share those ideas. Because of this, I've been involved since then with

convocation, whether going or helping out at it, or running it. And joining the Greater San Diego Council for the Social Studies and then ending up the co-president for it. That wouldn't have happened if I hadn't had an experience like CWTI. I wouldn't be there. I wouldn't be presenting at state and national conferences. I wouldn't have had the opportunity to go back to Williamsburg and write curriculum for three years and then become a peer and take other teachers around, and I'm in my glory doing that. I LOVE that because I can impart a lot of things that I know, but I can also be there to take care of them and help it be a better experience. I can suggest literature. I am highly involved now, much more than I ever thought I would be, in things to do with history because of my training at CWTI. So, I'd like to think I am still an ambassador for them as I carry that love out to other people.

Participants were required to present at the local Williamsburg convocation following their institute, yet some described returning in subsequent years to stay in touch with CWTI colleagues and programs and to learn more from those who participated in CWTI after them. Rhonda said, "I just continued to go back to convocation every year and collect more units."

Beverly described learning how to be a responsible citizen as a result of CWTI, and how that transferred to her work as an educator who shares with and supports colleagues. Also, Carmen spoke about her change of heart during CWTI in terms of her own heritage and role as an American citizen. She then explained her sense of responsibility to teach her students respect and value for American history and culture while maintaining love and respect for their parents' homelands. Other participants also

noted this benefit to CWTI as something they use in the classroom as well as beyond the classroom.

Resources

To enhance their teaching of early American history, participants found they had new and useful resources available to them as a result of CWTI. A multitude of resources were given to participants during the institute in the form of lesson plans, a video, an audiotape, posters, maps, a flag, and some artifacts. Additional resources were purchased by individual participants during their institute or in subsequent trips to Williamsburg. Participants also described their use of photos, slides, and videotapes taken during the institute as helpful teaching tools.

To assist in their teaching, participants described their acquisition of resources during CWTI, through the local convocation and through personal or school connections. They also described continued access to CWTI staff and colleagues as beneficial to their improved teaching.

As participants began their teaching after CWTI, they found many of the resources that they used and received during the institute to be very helpful. Participants often referred to their "binder" or collection of lesson plans and materials as useful in relying less on the textbook and changing the way they teach. These lesson plans provided background information, instructions for activities, including role-play and debates, and student handouts or worksheets. Participants said they used the background information regularly as well as some specific lessons they remembered as enjoyable and important from the institute. They said they used such lessons as the revolution debate, clothing, economy, slavery, and biographical roles.

Access to primary source materials through these lessons made teaching more manageable for participants who knew they should use more primary sources, but did not know where to find them or how to teach with them. Beverly said:

Yes, I use those lessons. I did the clothing and the ships... There were a lot of primary sources. Up to that time, it was sort of like, "Huh? Primary sources? What are those?" When I need something to supplement, I still have that book [binder] at home on file and I never take anything out. If I take anything out of the book, I [make a] copy to put in the folder and put it back in the book so I can find it again. In there is a lesson I've done for several years – on how they could speak at that time. The speech. That's in there.

In addition to the materials developed for CWTI and distributed to teachers during the institute, participants acknowledged using instructional units developed by CWTI fellows and presented at the local convocation. CWTI fellows who participated in the institute each year gather to present the instructional units that they created as a result of CWTI at the Colonial Williamsburg convocation, which is held in San Diego each year. An average of 12 new units are published and shared each year through convocation. Teachers from throughout the county who participate in convocation receive copies of those units as well as artifact replicas and have the opportunity to purchase specialized literature from vendors. As a result, many participants described the file cabinets and boxes that they have filled with lessons and materials. For example, Elyce said:

I have one box here, but I must have 5 boxes that say Colonial America on them [at home] with books and the units and artifacts and all the stuff that we bought –history books, picture books, activity books.

Rhonda said:

I continued to go back to convocation every year and collect more units. After ten years, I finally sat down last summer and weeded through boxes and boxes pulling what I really, really, really knew I was gonna use. And putting them in some kind of order that would make them more accessible to me. There's just too much – just going through these huge units to find the one or two things that you might want to use out of each one. Over the years, I had also developed my own units – either taking ideas that I had heard at convocation and making them my own or creating them.

Besides CWTI and convocation materials, participants described making and acquiring many more resources from parents, students, friends, or through community grants. Rochelle displayed the piles of clothing, materials, and artifacts created or donated by parents for the class living museum project. Rhonda shared photographs of her students in 18th century clothing that was sewn by a parent after securing a grant to fund the project. Rhonda also said:

I have a very, very handy father. So, I started on him right away. The first thing he made me was the pair of stilts and that would be part of one of the centers where they could practice walking on stilts. We saw them do that on the green [in Williamsburg]. Then, I had him make some guns so they could do a military drill. We started out with six guns and I think I have over 20 or 25 guns by now. Then he made me a set of stocks so the kids could get in the stocks and feel what it's like to stand there and have people make fun of them. Then as the years went on, I'd see things at different convocations and get new ideas, so now I have a set of

six army tents that he's made. And because we did Publick Times a few years ago and I was in charge of the gaol, I now have my own throne for inside the gaol... we actually had to make a storage shed in my backyard to hold everything.

Participants identified CWTI staff and colleagues as excellent resources for classroom lessons and activities after the institute. Participants expressed an appreciation for the opportunity to call on colleagues as well as CWF staff for resources, information and ideas. They described the importance of teaching partners in developing their units after CWTI as well as in instructional planning. Some participants maintained close relationships with teachers they met during CWTI and some saw colleagues infrequently. Some developed relationships with teachers who had participated in CWTI during a different year altogether. In all cases, participants described CWTI fellows as good sources for information, ideas, projects, visitations, and teaching materials.

Participants were able to use and rely on CWTI staff in Williamsburg to assist with accessing teaching materials and researching historical information. Rochelle summarized by saying, "We had really good resource connections now. I knew who to call, what Internet sites to get to and I knew what was more available."

Most participants said they were finally able to teach the way they wanted to teach social studies after CWTI because they had the necessary resources. Others changed or adjusted their teaching because they suddenly had a variety of interesting and useful resources that they did not know about before CWTI. All participants described knowing how to use these resources and, in some cases, adapting them to suit the needs of their students.

Summary: Teaching Early American History

Teachers were asked directly and indirectly: What have you learned from CWTI? Their responses varied, but some common themes emerged: early American history is an important part of a child's education; students need to see and make connections within and across history; history is about people and those stories can be interesting and powerful; hands-on, experiential history is engaging and meaningful; and there is not enough time or support to teach social studies appropriately. These themes are woven into the responses from participants who described their teaching of early American history as a result of CWTI.

Participants are confident that their teaching of history is more engaging, interesting and in-depth because of their increased enthusiasm, knowledge and skills, varied methods of instruction and available resources. They described using different, better approaches to teaching early American history with the intent of allowing students to develop an interest and appreciation for our nation's history. Participants view themselves as passionate about this history and see their enthusiasm as having a positive impact in the classroom and beyond the classroom.

Specifically, participants see an improvement in their teaching about slavery and see themselves as providing a more "connected" and cohesive storyline for their students. Participants described a departure from traditional textbook teaching methods and teach from a more personal perspective allowing students to understand that history relates to real and interesting people.

In teaching early American history, participants also recognize drawbacks in having too much to teach, especially about 18th century colonial life in Virginia, too little

time and limited support for teaching social studies. Despite these challenges, each participant is pleased with the improvements he or she has made in teaching early American history since CWTI.

Students Learning Early American History

The fourth research question used to guide this study was: How has CWTI influenced student learning? Participants described their assessment of student learning from before their participation in CWTI as well as changes made to their assessment of student learning after CWTI. In all cases, participants stated that they reflected upon and changed their assessment of student learning after the institute. Most of those changes reflected or accommodated changes to instructional practices. Some changes reflected a renewed purpose or rationale for teaching early American history.

Participants described the influences of CWTI on student learning in terms of: interest and engagement of students; what and how students learn; and their understandings of the form and function of assessment.

Interest and Engagement

All participants reported that they have seen in their students an increased level of enthusiasm for learning history than they saw with their students prior to CWTI. Participants stated that it is their ability to now “hook” students with a good story, challenging question, engaging activity or dramatic display, which they did not do previous to CWTI. For example, Susan said she hooks her students into history through storytelling, which she developed during CWTI. She says her students “love” the stories she shares during social studies. She explained:

You just knew the kids were enjoying history. I mean, the classic question is, “What’s your favorite subject?” [and they would say] “History!!!” By the end of every single year, they say that. I will have one child, maybe in the beginning, say, “You know, I don’t like history.” [and I’d say] “Well, just you wait, son. It’s gonna change!”

Beverly said she was surprised and pleased one year when her graduating fifth graders described “colonial history” as the “best thing about their elementary school experience.” She explained that her students now show their enthusiasm for history in a different way. She has observed students self-selecting more historical fiction for their independent reading, and said:

I think in some students there is a bit more excitement. I can see now in the class, teaching the literacy, that there are students who have gone through so many historical fiction books. They have read *My Brother Sam is Dead*. They've read all the Collier books and I'm totally amazed that they're on to those books... One girl has read *Surviving Hitler* and she's done *Anne Frank*. There's another one, they've read *Fever of 1763* – lots of books on [history].

Most participants told about the students that return, years after they leave fifth grade, to visit with their former teacher and reminisce about learning colonial history. Rhonda said, “Students that come back to me over a number of years will ask me, ‘Do you still do colonial day? Do you still have the stilts? Do you still...’ So obviously it makes an impression.”

Linda Colbert explained that engaging students takes more than just hooking them in the beginning. Differentiating the curriculum has become an important part of keeping her students engaged and interested:

They're not so bored as [they were] with straight text. We're always trying to find different, fun ways so the kids can learn, but I'm more aware of having a goal that I need them to learn this. And I'm trying to divide it out a little bit more so that some things are whole group and with other things, I have a little bit different expectations because I know this [particular] group can take it further and will be bored if this is all we do. On the other hand, this group might even have trouble getting to this – they'll love the hands-on, but the reading part needs to be adjusted. So, trying to adapt for that also and know that the same presentation doesn't work for everyone.

Linda Cross noticed a change in her students' attitudes toward social studies since her participation in CWTI. She explained, "They're much more interested, focused, willing to take part. And they don't want to go home!"

Susan described her strategy to use her students' interest and enthusiasm by positioning social studies at the end of the school day:

It's something that I really look forward to. The drive is there, the energy is there and I know I'm going to end the day with something really exciting for the kids. That's the reason that I leave it for the end of the day as well. It's the last hour of the day. Just to make sure that they're up and they're leaving with an important message or something for them to think about. You know, bring it home to their parents.

Several of the participants explained that they saw building student interest and enthusiasm for social studies as more important than drilling students for factual knowledge, which they used to do prior to CWTI. Melanie said she never saw the sense in teaching and assessing a lot of facts because we lose the interest of most students:

At this age, it's hard for them... it's hard for me to value the fact that they know a lot of detail. Why do they need to know a lot of detail and factoids? They can get a lot of that when their brains are ready for it. Kids have to be exposed to stuff several times – anybody does – before they actually learn it. And if they're exposed to it and then they get a bad experience and the whole "read the book, take the test" and they get F's all the time because they can't read the darn thing... No matter what we do, they can't remember facts. They're only 10 for goodness sake. They have a long time to learn more facts. They don't need to learn them all this year.

Similarly, Linda Colbert explained that CWTI is not for every teacher. She stated:

I would not encourage people that are currently teaching to the test, people who see history as a list of facts. Yes, they need to expand it [their thinking], but are they going to go back and be part of the group and enjoy the learning and share? Or are they going to say, "I don't see the importance of this... I think it's just important you know the dates of the revolution and the dates of that, and you know where some of the battles were." No, there's a little more to it than that.

Elyce qualified her statement about student interest and engagement. She described seeing improvement in her overall students abilities to make connections

between historical periods and events, but said that interest levels vary depending largely on reading abilities. She said:

There are those students who love social studies and are enthused and it's usually my lower level kids who can't read or can't verbalize and they don't like social studies. They can't assimilate the information very well. Most of the kids though, I think they like it.

Getting and keeping students interested and engaged in learning early American history was a consistent theme addressed by each participant. Some admitted to seeing this as a constant challenge, but all stated this as an important ingredient for successful student learning.

What and How Students Learn

In describing student learning in their classrooms after CWTI, participants told about changes to the content that they expected students to learn as well as changes to the ways in which they expected students to learn. Moving away from textbook-driven lessons, participants integrated more primary source materials and lessons provided during CWTI and determined for themselves what was important for students to know and do in studying early American history.

For the most part, participants selected lessons and materials that introduced students to historical characters, lifestyles and events not covered (or not covered thoroughly) in textbooks. This change in curriculum then required assessments different from those traditionally used in the classroom, which were primarily publishers' tests aligned to the textbook. Most participants described a different approach to assessment,

and substituted projects, embedded assessments or observations for the traditional end-of-unit tests.

Participants described using a variety of methods, such as story telling, use of analogies, guest presenters and hands-on activities, to focus on what they considered important content. For example, Rhonda said that she wanted her students to learn as much about the living environment of the colonial period and made adaptations to her curriculum after CWTI accordingly:

I wanted them to learn about the houses and the trades and the characters and the architecture and...all of it really. It just imprints such a picture in your head and makes you want to, somehow, transfer that over to your students. And you find the best ways you can without actually taking them there. I think that my students, for the last 10 years, have really benefited in coming as close as I can to bringing Williamsburg to them. Williamsburg is almost like an in-school field trip for us. That's when we have our colonial day. And then having the people from Williamsburg come and do their presentations and the kids are all heavily involved in that when they come.

Rhonda continued to explain that when she has her students participating in colonial activities, she has trouble getting them to stop. As a result of her integration of the curriculum, using colonial history to exercise reading, math, physical education, and art skills, she said, "We do more music, art, p.e. as part of our social studies."

Several participants, including Rhonda, Beverly, Bill, and Carmen, talked about the importance of outreach programs that brought historical interpreters from Colonial Williamsburg to their schools for an interactive 2.5-hour program. The participants said

that outreach immersed their students in learning and allowed the students to show what they know while participate in exciting studies of colonial life. Elyce said:

I am disappointed that Williamsburg is not sending out interpreters like they used to – their outreach program. I'd like to see that come back into play, because I thought that was great for those kids who can't go back to Virginia and spend \$2,500 per person. They enjoyed that. I just want to see it keep going... We've always supported the interpreters coming out here. We've always had them at Kumeyaay [Elementary School] every year they were available. We did fundraisers at first to have the interpreters come here and then after, the kids liked it so much because we dressed up and that whole bit, that we actually, at the beginning of each year asked the parents for X amount of money for field trips and we put the cost of that in and the parents were thrilled. We had the media out several times for Colonial Williamsburg Day.

Nevertheless, classroom lessons described by participants mirrored the kinds of learning activities brought to schools through outreach. Hands-on activities were mentioned by every participant as essential to student learning. Melanie said that “hands-on is how they learn” and allows them to show what they have learned. Elyce concurred:

They love outreach and learning centers. They learn more by doing more activities and see more of a connection between periods of history. In the end, they know a lot more about colonial life.

Linda Cross noted that it is through constructive projects, such as Colonial Polyhedraville in which students create a three-dimensional model of a colonial village, that she is able to find meaningful assessment, authentic learning, and connections of

information from one day to the next or one lesson to another. She said the students, “understand more and it stays with them.”

Some participants said that they looked for ways to help students connect stories of the past to stories of today through the use of current events. Carmen said she searched for creative ways to get students to think about how history teaches us lessons for today. So she had her students predict what might happen in the future after reading a news story. She also challenged students to change the endings to stories from history and critique the decisions made in the past. In doing so, she said she wanted her students to understand that decisions are a large part of daily citizenship, and she wanted her students to develop a love and respect of history by showing its impact on contemporary life. As for the rest of the detailed information about colonial history, she said they would know where to look for it if they needed to know more.

Linda Colbert also redefined her expectations for student learning. She said that her focus on early American history after CWTI concentrated on students' comparison and contrast of daily life in the colonies to daily life of people today. She said she accomplished this mostly through hands-on activities.

Rhonda also adjusted her expectations for student learning and said this about her students after CWTI:

I think they have a sense of American history. I think they have a true sense of American history. So I think, if you ask other kids in other parts of the country, “What do you remember about American history in fifth grade?” they’re going to say, “I remember sitting and reading the book and taking the tests.” And I doubt very seriously they can recall any more facts than the kids that I have that at least

have that sense of history. They may not be able to recall exact facts either, but they could. They have a lot better feel for what American history was like. Or what the colonial period was like.

This is not to say that all participants did not expect students to learn facts about early American history. When asked if she noticed a change in student learning beyond increased enthusiasm, Susan said:

Absolutely. They retained more. They had a spiraling effect with the information. Things made more sense to them. They could relate better to the facts because they felt more human rather than just a series of unrelated events. Because I taught it better in the process. Grades went up accordingly, too.

The detail is richer. My sense of the story line on history is more direct and I feel more honest with what I'm teaching the kids. Just because it's written in the book doesn't mean that it has a true quality to it. I really try to keep an open mind with what I'm talking about. I try to pick out the highlights and show the importance of something that they might have not picked up on. It's very thought out. It's important. And it's something I just don't gloss over by saying, "Okay, read these pages and answer questions 1-4." I really want the kids to get it. So, one of the problems that I have is that I'll be reading too much to them. But I want them to be able to hear it. And then, I want me to be able to stop and explain it to them so they can get the point of view and really, really make sure that they understand what I'm trying to say on something that might be a difficult sentence for them to get. You know, something like the Great Awakening or the economy at the time. So they can kind of grasp the meaning of what happened. There's so much that I

don't want them to miss. I might overdo the idea, belabor it a bit. But, they get it! More often than not, anyway.

Form and Function of Assessment

Prior to CWTI, most participants said they used traditional readings, tests, reports or essays, and some projects for assessment purposes in social studies. All participants described changes in the way they assessed students after CWTI as well as changed perspectives on their purposes for assessing students. Most participants who said they used only traditional assessments prior to CWTI described shifting from those tests and reports to more project-based learning with embedded assessments and observations to determine what their students know and can do.

Walter Parker (Evans, R. 1996, p. 276) states “‘Assessment’ is a broad term that includes all the different methods teachers employ to gather information in their classrooms and the many purposes this information can serve.” While no formal, coordinated assessment for elementary social studies exists in the state of California where the participants teach, Parker’s definition for assessment appropriately applies to participants’ references to assessment in this study.

After CWTI, Rhonda redesigned her classroom assessment for social studies. She had a new perspective on what she wanted to see in her students as a result of social studies lessons. She said:

I’m less concerned now about the facts – memorizing all the facts and dates and places – than I am that they get a real feel for what it was like to live back then and why and how things occurred to the people, to the government. How our government was formed and so on. It [assessment] is more through storytelling or

reliving and experiencing it themselves. I don't think that they could do well on a fact test, but I think they could write a really nice essay on what it was like to live back then. To me, if it makes them more interested in history and if it makes them more empathetic towards people, then, for me, that's more important than being able to spout off the names and dates of whatever battles occurred during the Revolutionary War. I just don't want kids, as my own kids have been, thinking of history as boring. It's such a GREAT story. And that's what history just is. It's just a great story. It has all the things in it that kids want in movies – you know, it has birth and death and fighting and trials and witchcraft and, I mean, just good stuff, bad stuff... Everything that they like in their movies and in their books is part of history. And if it's told right, then they can enjoy it. Then when they get older, they may be like me and want to find out more and more and more.

Like Rhonda, several other participants expressed a greater desire to see students interested in history than students struggling to memorize information. Along with a greater interest in history, these participants also described a desire to instill and assess in students critical inquiry and research skills.

Beverly, who continues to use traditional assessments in the form of tests, linked student inquiry to student performance on tests and said, "Students who ask good questions do better on tests." Therefore, she encourages and assesses questioning in her classroom, which was not the case prior to CWTI.

Half of the participants were adamant that assessment in social studies should focus more on student engagement, attitudes and abilities to locate information than on recall of factual information. For example, Melanie explained using informal assessment

measures in her classroom, including anecdotal records, discussion, participation and products. She emphasized a balance between thinking and doing while keeping her expectations high for students, and said:

That's what you did for us in Williamsburg. You didn't test us. But we learned.

We learned because we were having a good time and it fit into things that we already knew and it just brought stuff together – you know, loose stuff together.

All of that! And that's what I think they [students] deserve at this age.

Similarly, Carmen's conceptualization of social studies assessment changed as a result of CWTI and reflects her experiences there as a learner. With an emphasis on reflective learning, thinking, and student engagement, she said:

I'm a lot less stuck on certain types of testing. I don't think that they necessarily need to regurgitate a lot of things. I know it's important for them to be able to reflect on what they've learned in order for them to file it away, but a lot of the times, I like to listen in on their conversations. I like to give them a chance to critique things and to give different endings to things, to be more creative because I think that forces them to think back. It forces them in a different way. It doesn't force them in a direct way to look back and to see what was taught. It just kind of guides them in that direction. So, my assessments are a lot less obvious, I think, to the students. A lot of the time what I'm assessing, what I'm looking for is their interest level. Have they become more interested in history? Have they developed a little more of a patriotic sense? Do they understand that there's a responsibility on every citizen and how important that makes them and their choices. It's not as direct, it's not "tell me what year so-and-so was assassinated" or "what year

changed the way we do this or..." I don't care so much about that as long as they know there are places they can find the information if they need it and they know how to look for it. And they have a general sense of where to look, what section to go to and... But more than anything, I want them to develop a love, a respect for history. And I want them to be aware that they make history every day.

While half of the participants described a movement away from tests and traditional or formal assessment in social studies, the other half described a shift in their assessment goals and practices, which integrated tests with some of the elements mentioned above. Elyce, for example, described using a variety of assessments, including projects, textbook tests, and poster reports that have a rubric. In reference to her learning centers, she said that students learn more because they are doing more and are more actively involved. About balancing tests and projects, she said:

Most of them [tests] are from the book. But we don't do tests on every chapter. We try to alternate so one chapter we might just give a straight test so they know test-taking skills. The other time we might do a project. I still have my explorer projects up where they had to research an explorer – just a real quick one. We didn't want to spend 3 weeks on it. So, we'll assess them that way. We always use a rubric. It's always worth so many points.

Susan also described, with some frustration, her attempts to balance assessment for factual knowledge with assessment that instill a love of learning the stories of the past. She explains that she focuses on important content through her assessments:

I still have the testing. We have reports. They have presentations that could be verbal. But adjusted according to what I felt needed to be learned and presented as

far as assessment is concerned. There's no way I'm gonna be using it straight out of the book. The book has got questions that are so innate, it drives me nuts. I am constantly doing a cut and paste to make sure they get the specific details I want out of the chapter. I find that the essays are more important than the ABC questions, which still drive me nuts. There are certain points that I want to have the children hit on. We work with a certain matrix that we're dealing with that they have to have a certain type of characteristic within your essay that you've got to hit.

Like Elyce and Susan, Rochelle seeks a balance, but insists on using formal assessments such as tests and essays or reports. Rochelle and Elyce were the only participants who discussed test-taking skills as important to assessment goals and practices in social studies. Rochelle said:

I do a lot of it [assessment]. The assessment that I do with them is actually based on the textbook. I mean, I do use the textbook and I look at the tests. I don't do it exactly, but I do look in the textbook to see what are the areas of emphasis and what really has to be covered. And even though we might not be using the textbook in the formal sense, I really want to make sure that I cover the material so the kids, when they move on, are prepared and they know what's expected of them – the standards for this year. I don't leave that part out because I want to do fun things. So I make up my own assessments with them. What I do, because it's 5th grade and a lot of them haven't been exposed to formal tests in social studies, is I make a study sheet first and I make sure that everything on the study sheet, if they know it, then they will be able to do really well and be successful on the

actual assessment. So it's worked really well. But I also work on essay questions with the kids because it's a skill they've never come into 5th grade with. At the beginning, a lot of them do really poorly on essay questions. But by the end of the year, they're doing really well and I've had kids come back from middle school and say, "I did great! I aced it because you taught me what to look for in the main idea and supporting details and how to put all that information down on an essay answer." And I feel really good about that – that I've been able to do that because that's something they're gonna have to do through college. So, that's something that I really do work with them on.

However, Rochelle noted some concerns about using assessments that focus on factual knowledge and recall:

Right now what I'm finding, at least at this part of the year with the kids and this generally is a pattern all the time, is that they're able to memorize facts, but they can't really expand that to how that relates to the general picture and transfer it also into the historical framework. Like, what effect did that situation have before and how that may effect what may be coming in the future. That's really the hardest – the transfer part of it. They're having a tough time with that I'm helping them.

Similar to comments made by Melanie, Bill, Elyce, Linda Cross, and Carmen, Rochelle also spoke about the value of group work and group assessment:

It is the product that they've produced together. But I do a lot of observations as they're working in groups. I tell the kids they're gonna get individual grades and group grades. And part of the grade that they're gonna get is not only what

they've produced – their product – but how much they help each other out. How much cooperation there is. If one of the kids find a lot of information, are they willing to share that information with the group for the betterment of the group as a whole? And I tell them, these are life-long skills that they are going to have to learn. So they get a group grade and an individual grade. And also, how they get along with each other. I mean, sometimes there's conflicts with too many leaders in the group and how much compromising they're willing to do and things like that. I just walk around and I observe and I note that down and I tell the kids, "Today I happened to notice that let's say the Dame School group had a little bit of a problem deciding on how they were going to present their presentation. And I noticed that some people worked really well together and compromised and not everybody was going to be doing exactly what they wanted, but I saw some good talking and discussing."

Maintaining a clear, yet evolving understanding and purpose for assessment in social studies seems to benefit most participants. The absence of a statewide assessment in elementary social studies possibly empowers these participants to define and create their own assessment system that aligns with personal goals and perceptions of assessment. Rhonda identified what drives her teaching and assessment by stating, "I know my kids leave my classroom liking social studies. And I think that having them open to it and having a positive experience with it is just invaluable."

Summary: Students Learning Early American History

Participants were asked to describe how CWTI has influenced student learning in their classrooms. While most participants described with ease the changes made to their

teaching content and strategies, they seemed to have more difficulty identifying and describing their assessment plans. For the most part, these participants did not see a clear division between their lessons and activities and assessment. Observations of students at work and actual product or project development served as evidence of student learning. This is what Stiggins (1999; 2002) calls assessment for learning in which assessment tasks are not isolated from student learning activities.

In generalized terms, participants spoke about the importance of engaging students in their studies and saw student attitudes and interest as one important way to assess student progress in social studies. Many participants seemed aware of common attitudes among students who find social studies “boring” or “not interesting.” A focus on assessing students for interest and engagement seems to contribute to these participants’ collective effort to prove to students that social studies does not have to be boring.

When asked directly about assessment tools and methods, most participants described their perceptions about assessment in social studies and described a mixture of methods, tools, and purposes for assessing student learning. Only three participants described a clear commitment to assessing factual knowledge, and use or adapt tests from the textbook. Two of these participants said that students must learn test-taking skills and essay-writing skills because they will no doubt confront these kinds of assessments later in their educations. Otherwise, participants showed a commitment to embedded assessments through projects, learning centers and other activities. Descriptions of these assessments focus more on cooperative learning skills, research and thinking skills, and participation more than content knowledge.

Overall, among these participants, there is a definite change in their perceptions about and practices of assessment as a result of CWTI. Each participant has clearly taken ownership of his or her own classroom assessment in social studies.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

The preceding chapters of this study have presented the experiences of teachers who participated in the Colonial Williamsburg Teacher Institute during an eleven-year period. This research was designed to enhance the limited body of research available on elementary social studies professional development.

This study sought to explore and record the experiences of teachers, using their own words and reconstructed memories, to provide an accurate portrayal of their participation in this professional development program. The researcher engaged participants in reflective thought about their experiences before, during, and after CWTI, particularly as it applied to their teaching of early American history.

The Research Design

Using qualitative methods for in-depth interviews with all participants, this study provides a window into the experiences of ten teachers who self-described their experiences when participating in the Colonial Williamsburg Teacher Institute. In doing so, the participants provide insight into common experiences of attaining new knowledge, participating in an experiential learning environment, and making improvements to their teaching and their students' learning of early American history.

Validity in an in-depth interview study relies on the structure of the interview, timing between interviews, and multiple participants in order to connect experiences and check for internal consistency (Siedman, 1998). Siedman states, "If the interview structure works to allow them to make sense to themselves as well as to the interviewer, then it has gone a long way toward validity" (p. 17). This study employed semi-structured

interviews with each participant, two interviews with each participant, 2-3 weeks in between interviews allowing participants to read and respond to initial interview transcripts and resulted in the (a) analysis of the data for emerging themes, (b) development of individual profiles of each participant to provide a context for subsequent comments, and (c) summary of themes that emerged from participants' recollections, using their own words.

Summary of Findings

The purpose of this study was to explore the experiences of ten teachers who participated in CWTI during an eleven-year period. Participants described their experiences before and during CWTI as well as the impact of these experiences on their teaching of early American history. Five research questions provided a context for exploring the participants' experiences:

1. Why do teachers participate in the Colonial Williamsburg Teacher Institute (CWTI)?
2. What were the experiences of teachers during CWTI?
3. How did teachers' experiences during CWTI enhance their teaching of early American history?
4. How has CWTI influenced student learning?
5. What did the teachers learn from CWTI?

Why Teachers Participate

Participants provided a variety of reasons why they chose to apply to and participate in CWTI. Several participants noted the competitive and selective nature of the program and were either excited about being accepted or insisted on reapplying until

selected after having initial applications rejected. Hearing from colleagues and recognizing that CWTI is a unique professional development opportunity, participants said that their interest was piqued and that they wanted to take advantage of this opportunity to travel to the East Coast and learn about American history in one of the nation's leading living history museums.

All but one participant became aware of CWTI through colleagues who had previously participated. Those participants were strongly encouraged by their colleagues to apply. Most had a good understanding of what CWTI entailed and arrived in Virginia prepared for the intensive institute. Only one participant (who attended CWTI in its earliest years) stated that she did not know what she was getting herself into, but said she recognized this after a local orientation meeting and before departure for Williamsburg.

As participants reflected on how they first learned early American history and how they first prepared to teach and then taught early American history to fifth grade students, they began to identify their personal weaknesses in teaching this subject. Most of the participants identified a weakness in content knowledge and all participants expressed a desire to improve their methods of teaching the content. Reasons for wanting to improve in this area related to the responses they were accustomed to receiving from students who, for the most part, saw social studies as dry, boring, and uninteresting. Participants explained that they wanted to teach the subject "better" to improve student interest.

In general, it was a personal and professional commitment to improve their own knowledge and skills that led to all of these participants to CWTI.

Teachers' Experiences at CWTI

The memorable experiences for most participants started before departure for Williamsburg. Most participants described their elation upon hearing the news of their acceptance to the institute. Then, memories of the reception dinner with CWTI donors entered the stated recollections of almost every participant.

During the institute, participants described being overwhelmed by the environment, the experience, the information, and the pace of CWTI. While many participants described being exhausted during the institute, they said it was all for the best because they wanted to learn and do as much as possible. They stated recognizing the large amounts of information and activities that needed to be “crammed” into one week’s time and appreciated the organization of so much information and background materials supplied through the program.

Participants emphasized the joy and excitement of being in Colonial Williamsburg for this institute. They described the thrill of living, eating, and studying in historic places, interacting with character interpreters throughout the week, and gaining a real feel for the geography of this southern colony. Sitting in a courthouse, tavern or slave quarter to learn about these aspects of colonial life added to the learning experience for these participants who said they captured as much of the experience as they could with their minds, notes, cameras, and drawings. It was the historical interpreters and storytellers who dominated the memories of these participants who retold some of the stories they remembered hearing during interviews for this study.

Favorite lessons, activities, and content areas of the institute were identified through participants’ descriptions of their experiences during CWTI. Memorable content

and activities were also described. Each participant discussed their experiences learning more about slavery through CWTI. Additionally, it was the manner in which this content was presented and learned during the institute that participants described as enjoyable, useful for lesson planning, and effective. Providing interactive, hands-on learning activities, such as simulations (of an election, court scene, debate), artifact analysis, physical labor (hoeing tobacco fields and carting hogsheads), and primary source research enhanced the CWTI experience significantly.

A common element surfaced and resurfaced during the various detailed descriptions provided by participants, which was a desire to recreate part, if not all, of their experiences in Williamsburg with their students back home. All participants explained their processes of exploring, gathering, sharing, and developing teaching ideas during CWTI.

Professional and personal development occurred throughout the institute for all participants. They clearly learned a great deal about colonial history, but also noted learning more about themselves as teachers and learners. Participants described a constant self-reflection process that occurred during formal and informal sessions. Each participant spoke about the valuable experiences they shared with colleagues – many whom they had just met during CWTI. Participants described sharing thoughts, ideas, personal information, background information, and teaching suggestions with other teachers in their institutes. Professional relationships and lasting friendships were formed for most participants during CWTI. It became clear that all participants valued their colleagues as an integral part of the CWTI experience.

Finally, every participant spoke to the issue of professional and “royal” treatment during CWTI. This is an outcome that no participant identified initially as a factor in deciding to apply to CWTI. However, each participant made a point to share their feelings and experiences related to their treatment during the institute. Participants identified their treatment as outstanding in a professional sense – the organization and delivery of the content was at the appropriate level (adult vs. child), facilities and arrangements were appropriate for adult learners, staff conducted themselves in a manner that showed respect for teachers and their students, and there was a common understanding that this was a place to learn. In a personal sense, participants described being made to feel special for their work, participation in CWTI, and contributions to education. Participants stated that the tone for this special treatment was established by the donors in their willingness to fund the program and honor teachers at a special reception, and that this treatment continued throughout the CWTI experience as teachers were made to feel honored and respected throughout the living history museum.

CWTI-Enhanced Teaching of Early American History

Participants described returning to their classrooms with a new enthusiasm and energy for teaching early American history, and many quipped that they could spend the entire year teaching only about Williamsburg. With that new enthusiasm came a different perspective on what to teach, how to teach and why to teach this subject.

Each participant explained that they now have more than enough materials and teaching resources for their social studies lessons focused on this period and area of history. Several noted, however, that it was frustrating not being able to cover as much of this material as they wanted during their instructional units on colonial history. This was

due to the fact that the fifth grade curriculum requires teachers to cover more than just Virginia's history during colonial times. Also, teachers are required to teach more than just colonial history during the fifth grade studies of early American history. Most participants also mentioned their frustrations, particularly in recent years, in trying to teach any social studies lessons because of the strict focus on literacy instruction.

Participants teaching in San Diego Unified School District, in particular, explained that directives from the district office to concentrate instructional time and resources on explicit reading strategies led to decreased instructional time and administrative support to teach social studies. In some cases, participants described strategies to integrate the social studies content into the required literacy block through the use of literature, shared readings, and literature circles. However, some participants noted that their district office and site administrators discouraged them from bringing social studies into the literacy program. Reasons for this were not clear to the participants.

Regardless of frustrating circumstances, each participant described improvements that they made in their teaching of early American history since their participation in CWTI. These improvements ranged from better-informed and content-rich lessons to interactive and engaging activities. Some participants stated that they were more confident teaching early American history because of their personal experiences and deeper understanding of the history. This enabled them to share interesting anecdotes, provide engaging slide lectures, share artifacts and primary documents, and present themselves in "character" to interpret history and/or turn to storytelling.

Participants described creating activities that promoted multi-sensory, interactive learning reflective of CWTI, or simply using the same activities practiced during CWTI.

Melanie said, "I teach the way I learned stuff in Williamsburg." Several participants tried to bring together much of the CWTI experience by holding "colonial days," which require students to research and recreate buildings, jobs, and people of the past. Other participants described assigning biographies to students, an experience teachers encountered at the institute.

The participants shared a common frustration with textbook-driven teaching, and described a variety of examples of teaching strategies employed in their classrooms in order to teach beyond the textbook. For example, artifact and primary source document analysis was conducted through simulations, which placed students in the roles of archaeologists and historians. Also, students dressed the part of colonial children and learned their courtesies, or manners, to understand social classes and customs. Also, colonial gardens were planted, cared for, and used for lessons on herbal medicines and cooking.

Participants noted that teaching early American history has been more fun, exciting, and rewarding since CWTI. This was due in part to increased student interest and engagement, which was a goal for most participants in teaching social studies after CWTI. This was also due to something the participants continued to describe as making "connections." They stated a desire to help students see the connections within and across history as well as personal connections to their lives. Participants were less specific about strategies they used to help students make these connections, but described the use of current events, literature, and discussions as avenues toward this goal.

CWTI Influences Student Learning

While the researcher sought evidence of student learning as a result of CWTI, it became evident that even if California had a statewide formal assessment for students learning early American history, a norm-referenced or standards-based test might not identify the results that many of these participants held as a goal for teaching social studies. More than half of the participants identified “raising student interest and engagement” as a primary objective in teaching social studies as a result of CWTI. While factual knowledge and skills assessed on a test might reflect improved attitudes and interest in social studies, attainment of factual knowledge and skills was not the primary goal in teaching early American history for most of these participants. They returned from CWTI and decided that they wanted their students to have a positive learning experience, like they did in Williamsburg, while learning how to look for specific information when necessary through enhanced research skills.

In many cases, it was difficult for participants to distinguish between their teaching and student learning. These participants described practicing what Stiggins (2002) calls assessment for learning. Stiggins states,

Assessment for learning occurs during the teaching and learning process rather than after it and has as its primary focus the ongoing improvement of learning for all students (Assessment Reform Group, 1999; Crooks, 2001; Shepard, 2000). Teachers who assess for learning use day-to-day classroom assessment activities to involve students directly and deeply in their own learning, increasing their confidence and motivation to learn by emphasizing progress and achievement rather than failure and defeat (Stiggins, 1999;2001). In the assessment for learning

model, assessment is an instructional tool that promotes learning rather than an event designed solely for the purpose of evaluation and assigning grades. And when students become involved in the assessment process, assessment for learning begins to look more like teaching and less like testing (Davies, 2000). (p. 40)

While the majority of participants explained that they now focus less on textbook-aligned assessments, formal tests, and multiple choice tests that emphasize factual recall and factual knowledge, they say they are evaluating students on a regular basis and looking for such factors as interest, participation, cooperative and communication skills, research abilities, and critical thinking/inquiry skills during social studies lessons. This is not to state that there was no factual knowledge attained or assessed among students, but this was not the primary focus of most participants' teaching and assessment. The participants noted that students learn more when they are interested and engaged in their studies. In the participants' descriptions of lessons that generate interest and enthusiasm (e.g., colonial days, artifact analysis, character interpretation, etc.), the content is clearly embedded and, in fact, determines the activity and drives the lesson.

Student learning was self-described by participants as having various forms, formats, and results. Based on the common overarching goal to raise interest and engagement, most participants stated that there is, indeed, increased student engagement and therefore achievement since CWTI. These participants stated that they assess student achievement during lessons and consider participation skills as a major component of student achievement in social studies. This is reflected in the History-Social Science Framework for California Public Schools (2001), which identifies one of the three goals

for social studies education as skills attainment and social participation. This goal is subdivided into three strands: basic study skills; critical thinking skills; and participation skills (pp. 24-26). Participants repeatedly identified these three areas as integral to their teaching and student learning. The framework states, however, "Skills are attained through practice while students learn the content of the history-social science curriculum" (p. 24). The standards also reiterate, "The intellectual skills noted below are the be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five" (p. 75). While participants described a clear focus on increasing student interest and skills in social studies, standards-based content was definitely taught. The assessment of student achievement, however, remained focused on how they learned rather than on what they learned.

Several teachers explained that they still use, or adapt, the tests from the textbook, but also assess students through projects and activities. Two participants stated that it was too difficult to break away from the textbook and traditional testing despite changes to teaching practices since CWTI. One participant said that she wanted to keep using the tests from the textbook, but adapted the test to fit her instructional goals and content. These participants described a responsibility to teach and assess the content as described in the framework and standards. While integrating various interactive and engaging strategies, they maintained a curricular focus on the content as reflected in another of the three goals established in the state framework – the goal of knowledge and cultural understanding. This goal is subdivided into six strands: historical literacy; ethical literacy; cultural literacy; geographic literacy; economic literacy; and sociopolitical literacy (pp.

12-19). These participants identified student learning through daily discussions, projects, and activities, but continued to use formal tests and end-of-unit projects to base their assessments. In most cases, these participants said they saw some improvement in student learning since CWTI.

Overall, the participants were concerned with their students' futures as students of social studies, citizens, and life-long learners. Related to their goal of generating interest and enthusiasm among students for history and social studies, participants described a desire for students to apply that interest in future social studies classrooms. For example, Bill stressed the importance of themes within and across history that students need to recognize beyond his classroom. Melanie said that students will get all the details later, and that they could find information in books. Therefore, she described that it was her job to instill a purpose and desire for wanting to learn those facts.

Participants described wanting to create critical thinkers and active learners who would remain as such throughout their lives. They see these skills important to the future success of their students. For example, Rochelle described creating assessments using formats (e.g., essays, analogies, document analysis) that are designed to help students in middle school and college. Also, recognizing that they could not teach it "all" in fifth grade, participants wanted students to see the story of their nation unfold over time throughout their studies of American history and throughout their lives as citizens.

Participants noted that they held a newfound purpose for teaching early American history as a result of CWTI and wanted to help their students find meaning and purpose in studying about their nation's past. Participants described the importance on preparing students for citizenship. Their goals are closely aligned to the National Council for Social

Studies' definition of social studies, which includes, "The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 1992). For example, Carmen described her goals to help students see themselves as citizens and decision-makers for tomorrow's history.

Although it looks and sounds different in each participant's classroom, these teachers are committed to increased interest and engagement of students who are learning early American history. This was made clear throughout participant's self-described examples of student learning. Either the participants considered this to be student achievement, or they believed that interest and engagement relates to or implies student achievement. Formal assessment among fifth grade social studies students would provide a better picture of student achievement in these classrooms, or it might cause participants to shift their goals for social studies education. In any case, participants made it clear that they use their CWTI-inspired expertise to increase student interest and engagement in learning early American history.

What Teachers Learned

Overall, there was a great deal of learning that occurred among participants during their CWTI experiences and when they returned to teach in their classrooms. The participants stated that they learned more about early American history and ways to improve their teaching of social studies. Most made it very clear that their new perspectives on teaching social studies transferred across the content in social studies and influenced their teaching of literature, literacy, and art as well. The focus on early

American history content and effective methods for teaching this content to fifth grade students was an obvious result of what teachers learned during CWTI.

Beyond that, participants shared a variety of new lessons learned as a result of CWTI. They described learning more about themselves as learners, students of history, patriots, and U.S. citizens. Several explained the emotional ties they now feel to their nation's history and felt this was instrumental in their desire to engage students for life-long learning of American history. "Williamsburg changed me as a person and as a teacher" was a comment made by Rhonda, thus reflecting the comments of other participants. CWTI was described as having a profound impact on the way these participants thought about social studies, taught early American history, and conducted themselves as professionals.

Participants discussed learning about the larger social studies education community that they never knew existed. Most explained becoming part of a new network and joining several organizations that promote social studies education. "I look for social studies fliers now" was a comment made by Beverly who, like other participants, continues to seek and participate in workshops, conferences, field studies, and institutes that address social studies education.

Predominantly, participants shared their surprise and appreciation in learning that there exist community members who are willing to support CWTI for the benefit of students. Learning that they have a powerful support base in the community impressed upon these participants that they are not alone in their frustrations, struggles, and challenges to improve social studies education for our nation's youngest citizens.

Recommendations for Further Research

Several recommendations emerged during the course of this study that would be beneficial for consideration for further study. Initially, in this study, the researcher hoped to generate quantitative or qualitative data on student achievement in the area of early American history. However, due to the lack of testing instruments and baseline data available for these purposes, conducting such a study was not possible at this time.

Therefore, the researcher recommends the following for further research in this area:

1. The development of an assessment instrument for students, which includes all three areas of the California framework's goals (i.e., Knowledge and Cultural Understanding, Skills Attainment and Social Participation, and Democratic Understanding and Civic Values), and analysis of resulting data to determine the effectiveness of teaching and learning early American history in the classrooms of CWTI fellows and non-CWTI fellows. Considering different variables, the question of whether or not CWTI promotes student achievement in the area of early American history may be addressed in such a comparative study.
2. Conduct a comparative study of existing professional development programs for elementary social studies teachers, including CWTI. Develop an instrument to evaluate the short- and long-term impact of such professional development programs including the transferability of knowledge and skills to various grade levels.
3. Conduct a survey of students whose teachers participated in CWTI to identify their attitudes and interest in social studies. Or, interview students while they are in the classrooms of CWTI fellows and then conduct longitudinal studies of their attitudes and interest in social studies over a period of time after leaving that classroom. Either or both

of these studies might be compared to responses from students who are not in classes taught by CWTI fellows.

4. Create a tool to evaluate and measure student attitudes and interest in early American history compared to student achievement in this area.
5. While this study connects the research on professional development with one social studies professional development program, further research in the area of social studies professional development is needed. Through such research, models may be built for organizations to use to improve existing programs and develop new ones.

Components of this study may be used to research, evaluate and/or create programs. For example, studies might focus on donor-supported programs, experiential professional development, environmental aspects of professional development, voluntary professional development, or collaborative programs with non-profit organizations.

6. It was interesting to hear some participants define and describe their roles as fifth grade teachers of early American history differently. Some stated an understanding and belief that they must teach what is clearly stated in the state framework and standards. Others saw those documents as general guides to use while inspiring students to develop an appreciation for social studies. The researcher recommends further research across the elementary grades to explore teachers' understandings of their roles as social studies educators.

7. This study presents some interesting findings about teachers who participate in professional development as a teammate, or grade-alike teaching partner. While this aspect of the CWTI experience was not formally addressed in this study, the comments and insights provided by several participants lead the researcher to recommend further

study in this area. Within the context of CWTI or other professional development programs, the question should be asked, “What is the impact of a teacher’s participation in professional development when working with a team partner?” In the case of this study, there appeared to be differences in the experiences and follow-up activities between those who participated independently and those who had a team partner as well as differences between those whose team partner was on-site and those whose team partners taught at a different school.

8. Similarly, the impact of the school principal deserves further study. Some participants in this study described tremendous and essential support from their principals while others did not mention administrative support at all. Several participants described frustration with a lack of support for teaching social studies that related directly to their principals. The area of administrative support for social studies teachers and social studies professional development deserves further exploration. A study might also include several CWTI Fellows who have advanced to positions as site administrators.

Recommendations for CWTI

During the course of this study, additional recommendations emerged that are worth consideration by CWTI organizers. Though the question “What improvements might enhance the experiences of teachers participating in CWTI and improve student learning?” was not asked directly of participants in this study, some participants made statements that provided guidance for the following recommendations. Based on current research on effective professional development and information provided by participants, the following are recommendations for CWTI:

1. Continue to provide readings for CWTI participants in advance of the institute. “Frontloading” the experience for teachers with scholarly readings provides participants with a context for the information they encounter in Virginia. Most participants stated that they were overwhelmed during most of the institute and many wished they had read more before traveling to Virginia. One participant said that while she felt overwhelmed by the information and experience, she felt sorry for those who had never even been to Williamsburg and must have been experiencing an even greater sense of being overwhelmed.
2. Several participants expressed a sincere desire to return to Colonial Williamsburg for another educational institute. Statements such as “knowing what I now know...” related to ideas for further exploration of content and improvements to teaching and learning. This also relates to the previous recommendation in that participants noted feeling overwhelmed during CWTI and wanted to “take it all in” because this was a “once in a lifetime” opportunity. If CWTI fellows were invited to return for an advanced CWTI, this might alleviate some of the pressure to “get it all in” to CWTI and also allow for self-directed and deeper understandings in several areas of the content for improved instruction.
3. Focus on student learning and assessment and require some accountability in this area from teachers. If each teacher were to participate in CWTI (or advanced CWTI) for the purposes of determining how to improve instruction by increasing student achievement, there might be a greater focus on state standards and the development of lessons that determine what students know and can do.

4. Most participants expressed frustration and disappointment with the lack of systemic support for the teaching of social studies in their school district. Many felt good about still teaching some social studies, but wondered how long they could “fight this battle” that pushes literacy and mathematics to the forefront of elementary education. Support for existing CWTI fellows, especially those who participated in the earliest years of the program and still struggle to provide meaningful instruction in early American history, to address current issues, reinforce purpose, provide alternatives to the in-depth units of instruction that appear to detract from literacy reform, and empower teachers as leaders in the field of social studies education. The researcher also recommends that these issues become effectively integrated into CWTI to prepare teachers for their return to and success in the classroom.
5. Related to the prior recommendation and in order to embrace education reforms that focus on literacy, technology, and assessment, the researcher recommends the development of a specialized CWTI (or advanced CWTI) to focus on teaching literacy and/or technology through early American history. Or, the development of a specialized CWTI (or advanced CWTI) that focuses on student assessment using early American history as a content-rich model.
6. Create a pre- and post-CWTI assessment for both teachers and their 5th grade students to administer before the teacher participates in CWTI and after. This post-CWTI assessment might be administered in the teacher’s class annually for several years after his or her participation in CWTI. The assessment might address both standards-based content, which is taught during CWTI, as well as attitudes and skills in social studies. A study comparing pre- and post-CWTI knowledge, attitudes, and skills in several teachers’

classrooms may serve to articulate changes in both teachers and students as a result of CWTI.

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Appendix A

Colonial Williamsburg Teacher Institute Itinerary

COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2003
Elementary Schedule
Monday-Monday
2-7-03

THEME: Becoming Americans
 Eighteenth-Century Families in Virginia

Even before the eighteenth century, the family was the basic political, religious, social and economic unit. It was as much a public as a private institution. The family educated the young, was the first level of government, and took care of the sick, the elderly, and the disabled. Any family that we choose to explore here in Williamsburg was involved in one or all of these essential functions, but the specific concepts and customs by which they achieved these ends varied with the individual culture group: African, European, or Native American.

Before the American Revolution, changes in white family values and experience heralded changes to come. Those families with skills, material goods, and the knowledge of appropriate behaviors had increased opportunities for social mobility. After the war, educating children for participation in the new era helped give an optimism that became part of the expectations for the new nation. Nevertheless, racism and lack of opportunity meant that for Native American and enslaved families participation in the new republic continued to be an unfulfilled promise. The transformed white American family became a cornerstone of what it meant to be an American.

By the end of the century, we can begin to see the outline of an American family that we recognize as modern: one that is essentially nuclear, openly affectionate, child-centered, relatively egalitarian, and emphasizes the individual. This type of family was initially peculiar to the gentry but it became a model for other segments of society. It eventually became the pattern for what we call the "modern" or, paradoxically, the "traditional" family.

COLONIAL WILLIAMSBURG TEACHER INSTITUTE ELEMENTARY SCHOOL

"I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Thomas Jefferson to William C. Jarvis, 1820

Mission

To enrich history education and to develop citizens with a full appreciation for our heritage of democracy

Goals

As a result of attending the Colonial Williamsburg Teacher Institute, teachers will:

- ❖ Identify significant seventeenth- and eighteenth- century events that continue to shape and define our nation.
- ❖ Understand how people of various cultural backgrounds interacted with one another during the seventeenth and eighteenth centuries.
- ❖ Engage students in exploration of their Native American, European, and African economic, cultural, and political heritage.
- ❖ Learn and review techniques that develop students' abilities to use higher- level critical thinking skills by using primary source documents and artifacts.
- ❖ Create a network in which they and Colonial Williamsburg staff can acquire and exchange information about seventeenth - and eighteenth - century history.

COLONIAL WILLIAMSBURG TEACHER INSTITUTE 2003 ELEMENTARY SCHOOL PROGRAM

ORIENTATION & WELCOME

Monday

7:00 p.m.	Reception Dinner	Williamsburg Lodge
8:30 p.m.	Welcome/Orientation Introduction to Biography Activity 20 th century orientation walk back to rooms afterwards	Williamsburg Lodge

Day 1— Tuesday
CULTURES IN CONTACT

7:30 a.m.	Breakfast	Williamsburg Lodge
8:25 a.m.	INTRODUCTION TO THEME AND OBJECTIVES FOR THE DAY Seventeenth-Century Virginia: A visit to Jamestown Settlement and Island By visiting the Powhatan Indian Village, teachers will be able to: <ul style="list-style-type: none"> • Describe ways Powhatan Indians obtained food. • Explain male/female roles in Powhatan society. • Compare influences of Powhatan culture on our society today. By visiting the English fort and ships, teachers will be able to: <ul style="list-style-type: none"> • Identify reasons the English wanted to establish a colony in the New World. • Describe problems Jamestown settlers faced. • Explain the importance of tobacco to Virginia's economy. • Compare life at Jamestown with life today, emphasizing male/female roles and technology. • Discuss indentured servants. By visiting Jamestown Island, teachers will be able to: <ul style="list-style-type: none"> • Evaluate the role of European exploration in the settlement of the Western Hemisphere by focusing on the site of the first permanent settlement of Europeans and Africans in British North America. • Examine how archaeology provides clues that enable the reconstruction of historical sites. • Identify inhabitants of the Peninsula in the seventeenth and eighteenth centuries. • List the techniques that archaeologists use to uncover the past. • Evaluate the cultural remains found at Jamestown Island. 	
8:25 a.m.	Travel by bus to Jamestown Settlement	
8:45 a.m.	Jamestown Settlement: Visit Powhatan Village, Ships, and Fort	
11:45 a.m.	Lunch with Jamestown Settlement staff Free time to visit museum, film, gift shops, etc.	Jamestown Settlement Café
1:00 p.m.	Depart by bus for Jamestown Island	
1:15 p.m.	Jamestown Island tour: Visit church, Dale House, and archaeology site	
2:30 p.m.	Jamestown Island shop, Visitor's Center	
3:00 p.m.	Application session	
3:30 p.m.	Travel by bus to Historic Area and Masonic Temple Drop Off	
4:00 p.m.	Overview of Colonial Williamsburg By participating in this orientation tour of the town, teachers will be able to: <ul style="list-style-type: none"> • Demonstrate how primary sources were used to restore, reconstruct, and interpret Williamsburg. 	

- Describe how the Restoration began and how it continues today.
- Describe Williamsburg as an eighteenth-century community by identifying the demographic character of Virginia's pre-Revolutionary society and explaining Williamsburg's cultural significance in the eighteenth century.

6:00 p.m. **Dinner** **King's Arms Tavern**

8:30 p.m. **Discovering the Past** **Greenhow Lumberhouse**

Day 2 – Wednesday
HOW DO WE STUDY HISTORY?

8:30 a.m. **Indentured Servitude to Slavery and Trans-Atlantic Slave Trade**
Anderson Classroom

9:30 a.m. **Break & Travel to Palace Farms**

10:00 a.m. **Daily Life - Urban and Rural Slavery** **Palace Farms**
(Visits to Palace Farms and Peyton Randolph House)

12:00 noon **Lunch** **Chowning's Tavern**

1:15 p.m. ***The Runaway* video and discussion** **Bruton Heights School**

1:45 p.m. **Slavery lessons** **Bruton Heights School**
African-Americans in Eighteenth Century Virginia

2:15 p.m. **Break**

2:30 p.m. **How Do We Study History?**
List in journal five primary sources that you think were used to create the scenes of the morning. What techniques did you see that brought history alive?

Use of Primary Sources **Bruton Heights School**
Bill Fetsko

2:45 p.m. **Object Analysis** **Rockefeller Library**
Bill Fetsko Gail Greve

3:15 p.m. **Conclusion**
Bill Fetsko

3:30 p.m. **Break and Travel Time**

3:45 p.m. **Case Studies:** **Bruton Heights School**
Matthew Ashby - Tab Broyles

4:20 p.m. **Biography Introduction-Tab Broyles**

4:30 p.m. **Application Session and Temperature Check –Peer Facilitator**

- 5:15 p.m. Break and Return by bus to Historic Area**
- 6:00 p.m. Dinner** **Shield's Tavern**
- 7:45 p.m. Travel by bus to Visitor Center and Learning Resource Center**
- 8:00 p.m. View Movie: The Story of a Patriot (if timing makes this impossible, a light entertainment like Dance our Dearest Diversion would be best)**

DAY 3—Thursday
ROAD TO REVOLUTION/GOVERNMENT INFLUENCES

- 7:30 a.m. Breakfast** **Williamsburg Lodge**
- 8:30 a.m. INTRODUCTION TO THEME AND OBJECTIVES FOR THE DAY**
Meet at the Capitol
- 8:35 a.m. Capitol Tour**
By visiting the Capitol, teachers will be able to:
- Compare Great Britain's and Virginia's eighteenth-century systems of bicameral government.
 - Compare colonial Virginia's system of government with our twentieth-century United States government.
 - Describe the function of Virginia's eighteenth century judicial system.
 - List the steps in the evolution of self-government in colonial Virginia
 - Describe the evolution of the system of slavery within the colony of Virginia through the enactment of laws.
- 9:20 a.m. Group Photograph**
- 9:30 a.m. Public Gaol**
By visiting the Gaol, teachers will be able to:
- Discuss the role of the Public Gaol in Virginia's judicial system.
 - Describe various types of prisoners detained in the Public Gaol in the eighteenth century.
 - Investigate attitudes about incarceration in the eighteenth century.
 - Contrast differences in the eighteenth- and twentieth-century penal systems in the United States.
 - Investigate the role of the gaoler's family.
- 9:45 a.m. Travel to Courthouse**
- 10:00 a.m. Election Activity** **Courthouse**
Through participation in the Election Activity teachers will be able to:
- Reconstruct procedures for electing Burgesses to sit in the Lower House of the legislative assembly by using primary source materials and role-play techniques.
- 10:20 a.m. Courthouse Trial, "Order in the Court"** **Courthouse**
Through participation in "Order in the Court" teachers will be able to:

- List county court procedures in eighteenth-century Virginia.
- Participate in an eighteenth-century court trial reenactment.
- Relate knowledge learned about eighteenth-century county courts to Twentieth-century county government.

11:15 a.m.	Bruton Parish Church Through visiting Bruton Parish Church teachers will be able to: <ul style="list-style-type: none"> • Identify the role of the established church in eighteenth-century Virginia. • Identify the connections between the Anglican Church in Virginia and the British government. • Compare the eighteenth-century established church with dissenting denominations in Virginia. • List responsibilities of Anglican parishioners and church leaders and vestry in eighteenth-century Virginia. 	
12:00 noon	Lunch	Dewitt Wallace Cafe
12:45 p.m.	Tour the Governor's Palace	Governor's Palace
1:45 p.m.	Person of the Past	Palace East Advance
2:30 p.m.	Biography Review Peer Facilitator	Palace East Advance
3:00 p.m.	Application Session and Temperature Check Peer Facilitator	Palace East Advance
6:30 p.m.	Dinner	Campbell's Tavern
8:00 p.m.	Dance Our Dearest Diversion	Capitol

DAY 4—Friday
EDUCATION AND FAMILY LIFE

7:30 a.m.	Breakfast	Williamsburg Lodge
8:30 a.m.	INTRODUCTION TO THEME AND OBJECTIVES FOR THE DAY The Eighteenth-Century Family & their Education Through the sites visited this day, teachers will: <ul style="list-style-type: none"> • Compare gender roles within eighteenth-century families. • Identify the hierarchical structure that existed within families during this time period. • Describe the differences/similarities between the housing, entertainment (music, dance and games), clothing, family relations, work, and survival skills of African-American, and European families with different economic and social backgrounds. • Identify major characteristics of the slaves and indentured servants. • Compare and contrast the lifestyles of urban, rural, skilled, unskilled, enslaved and free Africans. • Discuss education of children. 	

8:30 a.m.	The Eighteenth-Century Family	Benjamin Powell House
10:00 a.m.	Break and Travel to Tenant House	
10:15 a.m.	Tenant House 1. Use to illustrate average Virginia housing 2. Discuss apprenticeships and "common" education	
10:45 a.m.	Travel to Mary Stith Shop	
11:00 a.m.	Meet Ann Wager	Mary Stith Shop
11:30 a.m.	Travel to Dewitt Wallace Museum	
11:45 p.m.	Lunch	Dewitt Wallace Museum
12:45 p.m.	Dressing the Part Staff	Dewitt Wallace Museum

By studying eighteenth-century original and reproduction clothing, teachers will be able to:

- Differentiate between the lower, middling and gentry levels of clothing.
- List four basic fibers used in the eighteenth century.
- Compare the differences between men's and women's clothing.
- Discuss production of women's and men's clothing for classroom use, using shortcuts suggested by the staff.
- Use primary sources in their identification of eighteenth-century clothing.
- Determine how clothing was made in the eighteenth century.

2:30 p.m.	Break & Travel to Bruton Heights School	
3:00 p.m.	Technology-Resources At Your Finger Tips Dale Van Eck	Bruton Heights School
4:45 p.m.	Application Session & Biography Review	
5:15 p.m.	Return by bus to Historic Area	
6:30 p.m.	Dinner	Lodge/Shields
8:30 p.m.	Spirit Voices	Carter's Grove

Day 5—Saturday ECONOMICS

7:30 a.m.	Breakfast	Williamsburg Lodge
8:25 a.m.	INTRODUCTION TO THEME AND OBJECTIVES FOR THE DAY After completion of the economics session, teachers will be able to: • Identify the different economic opportunities available for families in urban and rural Virginia.	

- Compare job opportunities available in eighteenth-century Williamsburg and throughout Virginia.
- Evaluate primary sources to identify the factors that led to successful businesses in the eighteenth-century.
- Identify the processes used to cultivate and ship tobacco.
- Describe the marketing process used to sell tobacco.
- Identify the notes used to identify and ship tobacco.
- Identify currency used in eighteenth-century Virginia.
- Defend economic choices made by families of all social levels in purchasing of necessities and luxuries.

8:30 a.m.	VA's Agricultural Economy	Rural Trades
9:30 a.m.	Break and Travel to Greenhow Store	
9:50 a.m.	Buying and Selling Goods	Greenhow Store
10:20 a.m.	Geddy House Managing a Business	Geddy House
11:20 a.m.	Travel to the Lodge	
11:30 a.m.	Currency	Lodge
12:30 p.m.	Lunch	Lodge
1:30 p.m.	Virginia's Tradesmen	Lodge
2:00 p.m.	Visit Trade shops After visiting trade sites, teachers will be able to: <ul style="list-style-type: none"> • Recognize various types of machines used by trades people in eighteenth-century Williamsburg. • Describe several tradesmen and the goods and services that they produced. 	
4:30 p.m.	Review of Virginia Tradesmen	Anderson Classroom
4:45 p.m.	Biography Review-Peer Facilitator	Anderson Classroom
5:15 p.m.	Application Session and Temperature Check - Peer	Anderson Classroom
5:00 p.m.	Set Up for Rights and Controversies - staff	Anderson Classroom
6:00 p.m.	Dinner	On Own
8:30 p.m.	Broken Spirit	Carter's Grove

DAY 6—Sunday
MILITARY LIFE AND THE REVOLUTION

7:30 a.m.	Church Attendance (Optional)	
8:00 a.m.- 8:30 a.m.	Breakfast	Chowning's Tavern

8:45 a.m.	INTRODUCTION TO THEME AND OBJECTIVES FOR THE DAY In the Historic Area teachers will: <ul style="list-style-type: none"> • Investigate events leading to the Revolution and ultimate union of the colonies. • Examine documents associated with these events. • Recognize the people involved in the fight for freedom in Virginia. • Determine how colonists' decisions affected their lifestyles in the months before the American Revolution. • Debate how individuals' decisions brought the colonies to independence and established the framework for our democratic principles. 	
8:45 a.m.	Rights and Controversies Debate	Capitol
9:30 a.m.	Meet bus on Waller Street and travel to Yorktown	Waller St.
9:45 a.m.	Yorktown Victory Center-Military Encampment and Farm Site At Yorktown teachers will: <ul style="list-style-type: none"> • Discuss women's and African-Americans' perspectives on the Revolutionary War. • Consider how daily life changed for the average Virginian (small farmer) family as a result of the Revolution. • Discover the significant events surrounding this historic battle. 	
11:45 p.m.	Lunch with Victory Center staff @ YVC	Padow's Box Lunches
12:15 p.m.	Self-guided tour of Yorktown Victory Center Museum	
1:15 p.m.	Travel on bus to Yorktown National Park	
1:30 p.m.	Yorktown National Park View diorama, museum and gift shop	
2:00 p.m.	Film	
2:30 p.m.	Bus Tour of Yorktown National Park-Visit to Redoubts 9 and 10	
3:15 p.m.	Visit Surrender Field, do bio journal activity	
3:45 p.m.	Application Session/Summary of the Week	
4:00 p.m.	Travel on bus to Williamsburg	Behind Blacksmith
4:15 p.m.	Free Time in the Historic Area	
6:15 p.m.	Meet on Francis Street Behind Blacksmith to travel by bus to the Green Clubhouse	
6:30 p.m.	Dinner	Green Clubhouse
8:00 p.m.	Travel by bus from Green Clubhouse to Williamsburg Lodge	

**GRADUATION
Monday**

7:30 a.m.	Breakfast	Williamsburg Lodge
8:45 a.m.	Travel on bus from the Lodge to Bruton Heights	
9:00 a.m.	Graduation	Bruton Heights School
11:35 a.m.	Travel on bus to the Lodge	
12:00 noon	Lunch	Lodge
1:00 p.m.	Travel to Richmond International Airport	

Appendix B

Introductory Letter

November __, 2001

(name of teacher)
(address of teacher)

Dear (name of teacher):

As a doctoral student in Leadership Studies at the University of San Diego, I am beginning the process of research for my dissertation. My dissertation topic is the Colonial Williamsburg Teacher Institute, and I plan to study the experiences of teachers who participated in this professional development program.

I will use in-depth, phenomenological interviewing as the methodology for this qualitative research study. In efforts to explore and document the experiences of teachers before, during and after the Colonial Williamsburg Teacher Institute, I will randomly select 7-10 teachers in San Diego to interview during the next few months. I will meet with each teacher for at least two 90-minute interviews in his or her classroom. These meetings will be scheduled at the teacher's convenience.

I have narrowed by sampling for this study to Colonial Williamsburg fellows who have remained active in elementary social studies programs within and beyond their school districts. You have been identified as one of those fellows. Therefore, I am sending this letter to inquire about your interest in participating in this study. Participation in this study is completely voluntary.

If you are interested in being a participant in this doctoral dissertation research study, please contact me at one of the options below. Thank you for your time and consideration in this matter as well as your continued support of improved Social Studies programs for teachers and students.

Sincerely,

Emily M. Schell
Work: (858) 292-3820
Home: (858) 279-3631
eschell@sdcoe.k12.ca.us
6131 Calle Mariselda #107
San Diego, CA 92124

Appendix C

Informed Consent Form

I understand that the purpose of this study is to explore and describe the experiences of teachers who have participated in the Colonial Williamsburg Teacher Institute.

I understand that the researcher, Emily Schell, will conduct the interviews and review documents and artifacts in order to collect and analyze data for this study.

I understand that a minimum of two 90-minute interviews are required for this study.

I understand that both interviews will be tape-recorded and that the researcher will take notes and review documents during the interview.

I understand that the researcher will transcribe each tape-recorded interview and provide me with a copy of each transcription within two weeks of each interview for me to review and edit for accuracy and clarity.

I understand that all data gathered for this study will occur between November 2001 and March 2002.

I understand that I have the option to use a pseudonym in place of my legal name in order to maintain confidentiality in this study.

I understand that no risks or benefits are anticipated from participation in this study, and that there will be no expenses incurred for my participation.

I understand that there is no agreement, written or verbal, beyond this consent form.

I understand that participation in this study is voluntary and that I am free to withdraw from this study at any time.

I, the undersigned, understand the above explanations and, on that basis, give my consent to my voluntary participation in this research study.

Signature of Participant

Date

Location (e.g., San Diego, CA)

Signature of Researcher

Date

Informed Consent Form

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Signature of Participant

San Diego

Location (e.g., San Diego, CA)

1-15-02

Date

Signature of Researcher, Emily M. Schell

1-15-02

Date

Emily M. Schell, Researcher
6131 Calle Mariselda #107
San Diego, CA 92124
eschell@sdcoe.k12.ca.us
(858) 279-3631

Dr. Edward DeRoche, Dissertation Chair
University of San Diego
5998 Alcala Park, San Diego 92110
deroche@acUSD.edu
(619) 260-2250

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Signature of Participant

San Diego CA
Location (e.g., San Diego, CA)

1/22/02
Date

Signature of Researcher, Emily M. Schell

Emily M. Schell, Researcher
6131 Calle Mariselda #107
San Diego, CA 92124
eschell@sdcoe.k12.ca.us
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1-22-02
Date

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Signature of Participant

Location (e.g., San Diego, CA)

Date

Signature of Researcher, Emily M. Schell

Date

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6131 Calle Mariselda #107
San Diego, CA 92124
eschell@sdcoe.k12.ca.us
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Signature of Participant

Chula Vista, CA

Location (e.g., San Diego, CA)

1-10-02

Date

Signature of Researcher, Emily M. Schell

1-10-02

Date

Emily M. Schell, Researcher
6131 Calle Mariselda #107
San Diego, CA 92124
eschell@sdcoe.k12.ca.us
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Signature of Participant

San Diego

Location (e.g., San Diego, CA)

1/9/02

Date

Signature of Researcher, Emily M. Schell

Emily M. Schell, Researcher
6131 Calle Mariselda #107
San Diego, CA 92124
eschell@sdcoe.k12.ca.us
(858) 279-3631

1-9-02

Date

Dr. Edward DeRoche, Dissertation Chair
University of San Diego
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Signature of Participant

San Diego, CA

Location (e.g., San Diego, CA)

Date

1-16-02

Signature of Researcher, Emily M. Schell

Date

1-16-02

Emily M. Schell, Researcher
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San Diego, CA 92124
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Signature of Participant

Edward DeRoche

Location (e.g., San Diego, CA)

Date

11/12/01

Signature of Researcher, Emily M. Schell

Date

1-12-01

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Signature of Participant

SAN DIEGO CA

Location (e.g., San Diego, CA)

1/18/02
Date

Signature of Researcher, Emily M. Schell

1-18-02
Date

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6131 Calle Mariselda #107
San Diego, CA 92124
eschell@sdcoe.k12.ca.us
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Signature of Participant

San Diego, CA
Location (e.g., San Diego, CA)

1/14/02
Date

Signature of Researcher, Emily M. Schell

1-14-02
Date

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San Diego
Location (e.g., San Diego, CA)

1-17-02
Date

Signature of Researcher, Emily M. Schell

1-17-02
Date

Emily M. Schell, Researcher
6131 Calle Mariselda #107
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Appendix D

Guiding Interview Questions

Interview 1:

1. How did you learn about early American history?
2. What was your experience in first preparing to teach early American history to fifth grade students?
3. How would you describe your teaching of early American history before you participated in CWTI? (Walk me through an average unit on colonial history.)
4. How would you describe student learning of early American history in your classroom prior to your participation in CWTI? (How and what did you assess? What did you find?)
5. Prior to CWTI, did you have the opportunity to visit Colonial Williamsburg, Jamestown, Yorktown or any other living history museums?
6. Prior to CWTI, to what extent did you participate in teacher institutes and what were those experiences like?
7. How did you come to apply to CWTI? (What prompted you and how did you go about applying?)
8. What happened after you learned that you were selected to participate in CWTI?
9. How would you describe your experience at CWTI?
10. How did you spend your days during CWTI? (Reconstruct a memorable day in CWTI from the moment you work to the time you fell asleep.)

11. What was your relationship with other CWTI participants? Your peer facilitator? The CW staff?
12. What things did you learn during CWTI? (knowledge and skills)
13. What stories do you recall about your experience at CWTI?

Interview 2:

The second interview will explore the reflections and meaning attributed to CWTI.

Themes extracted from the first interview will help determine the questions for this second interview:

- 1.
- 2.
- 3.

Review transcript, if necessary, for additions/corrections/clarifications/etc.

Additional questions:

1. How do you describe your current teaching of early American history as a result of CWTI?
2. How do you describe student learning in your classroom as a result of your experience with CWTI? (How and what do you assess? What do you find?)
3. How has your experience with CWTI influenced you as an educator? As a person? (intellectually and emotionally)
4. What does it mean to be a CWTI fellow?
5. Given what you have reconstructed about your experiences with CWTI during these interviews, what influence do you see CWTI having on your future?
6. Did you want to comment on anything that I have not already asked you about?

Appendix E

Organizing Information Web

Appendix F

QSR NUD.IST Text Searches

TEXT SEARCH REPORTS:

Connection:

*** Documents coded by this node are:

1: Bates1	2: Bates2	3: Berry1	4: Berry2
5: Colbert1	6: Colbert2	7: Cross1	8: Cross2
9: Emery1	10: Emery2	11: Hewitt2	12: Kaplan1
13: Kaplan2	14: Schwartz1	15: Schwartz2	16: Stallo2

*** This is 16 documents out of 19, = 84%

Convocation:

*** Documents coded by this node are:

1: Bates1	2: Bates2	3: Berry1	4: Berry2
5: Colbert1	6: Colbert2	7: Cross2	8: Ellsworth
9: Emery1	10: Emery2	11: Hewitt I	12: Hewitt2
13: Kaplan1	14: Kaplan2	15: Schwartz1	16: Schwartz2
17: Stallo1	18: Stallo2		

*** This is 18 documents out of 19, = 95%

Experience:

*** Documents coded by this node are:

1: Bates1	2: Bates2	3: Berry1	4: Berry2
5: Colbert1	6: Colbert2	7: Cross1	8: Cross2
9: Ellsworth	10: Emery1	11: Emery2	12: Hewitt I
13: Hewitt2	14: Kaplan1	15: Kaplan2	16: Schwartz1
17: Schwartz2	18: Stallo1	19: Stallo2	

*** This is 19 documents out of 19, = 100%

Fun:

*** Documents coded by this node are:

1: Bates1	2: Bates2	3: Berry1	4: Berry2
5: Colbert1	6: Colbert2	7: Cross1	8: Cross2
9: Ellsworth	10: Emery1	11: Emery2	12: Hewitt I
13: Hewitt2	14: Kaplan1	15: Kaplan2	16: Schwartz1
17: Schwartz2	18: Stallo1	19: Stallo2	

*** This is 19 documents out of 19, = 100%

Hands-on:

*** Documents coded by this node are:

1: Berry2	2: Colbert1	3: Colbert2	4: Cross1
5: Emery2	6: Hewitt I	7: Hewitt2	8: Kaplan1
9: Schwartz1	10: Stallo1		

*** This is 10 documents out of 19, = 53%

Learned:

*** Documents coded by this node are:

1: Bates1	2: Bates2	3: Berry1	4: Berry2
-----------	-----------	-----------	-----------

5: Colbert1	6: Colbert2	7: Cross1	8: Cross2
9: Ellsworth	10: Emery1	11: Emery2	12: Hewitt I
13: Hewitt2	14: Kaplan1	15: Kaplan2	16: Schwartz1
17: Schwartz2	18: Stallo1	19: Stallo2	

*** This is 19 documents out of 19, = 100%

Materials:

*** Documents coded by this node are:

1: Berry1	2: Berry2	3: Colbert1	4: Colbert2
5: Cross1	6: Cross2	7: Emery2	8: Hewitt I
9: Hewitt2	10: Kaplan1	11: Kaplan2	12: Schwartz1
13: Schwartz2	14: Stallo2		

*** This is 14 documents out of 19, = 74%

Opportunity:

*** Documents coded by this node are:

1: Bates1	2: Bates2	3: Berry1	4: Berry2
5: Colbert1	6: Colbert2	7: Cross1	8: Cross2
9: Ellsworth	10: Emery1	11: Emery2	12: Hewitt I
13: Hewitt2	14: Kaplan1	15: Kaplan2	16: Schwartz1
17: Schwartz2	18: Stallo1	19: Stallo2	

*** This is 19 documents out of 19, = 100%

Positive:

*** Documents coded by this node are:

1: Bates2	2: Berry1	3: Berry2	4: Colbert2
5: Ellsworth	6: Emery2	7: Kaplan1	8: Kaplan2
9: Schwartz1	10: Schwartz2	11: Stallo2	

*** This is 11 documents out of 19, = 58%

Primary:

*** Documents coded by this node are:

1: Bates1	2: Bates2	3: Berry2	4: Colbert1
5: Colbert2	6: Cross1	7: Ellsworth	8: Emery2
9: Kaplan1	10: Kaplan2	11: Schwartz1	12: Schwartz2
13: Stallo2			

*** This is 13 documents out of 19, = 68%

Principal:

*** Documents coded by this node are:

1: Berry2	2: Colbert1	3: Colbert2	4: Cross1
5: Hewitt2	6: Kaplan1	7: Schwartz1	8: Stallo1

*** This is 8 documents out of 19, = 42%

Professional:

*** Documents coded by this node are:

1: Berry1	2: Berry2	3: Colbert1	4: Colbert2
5: Ellsworth	6: Emery2	7: Hewitt2	8: Kaplan1
9: Kaplan2	10: Schwartz1	11: Schwartz2	

*** This is 11 documents out of 19, = 58%

Respect:

*** Documents coded by this node are:

1: Bates2 2: Berry1 3: Colbert1 4: Colbert2
 5: Emery1 6: Emery2 7: Hewitt2 8: Kaplan2
 *** This is 8 documents out of 19, = 42%

Slavery:

*** Documents coded by this node are:

1: Bates1 2: Bates2 3: Berry1 4: Berry2
 5: Colbert1 6: Colbert2 7: Cross1 8: Cross2
 9: Emery2 10: Kaplan2 11: Schwartz1 12: Schwartz2
 13: Stallo1 14: Stallo2
 *** This is 14 documents out of 19, = 74%

Slaves:

*** Documents coded by this node are:

1: Berry1 2: Berry2 3: Cross1 4: Ellsworth
 5: Emery2 6: Hewitt2 7: Kaplan1 8: Kaplan2
 9: Schwartz2 10: Stallo1
 *** This is 10 documents out of 19, = 53%

Standards:

*** Documents coded by this node are:

1: Bates2 2: Berry1 3: Berry2 4: Cross1
 5: Cross2 6: Emery2 7: Hewitt2 8: Schwartz2
 9: Stallo1 10: Stallo2
 *** This is 10 documents out of 19, = 53%

Students:

*** Documents coded by this node are:

1: Bates1 2: Bates2 3: Berry1 4: Berry2
 5: Colbert1 6: Cross1 7: Cross2 8: Ellsworth
 9: Emery1 10: Emery2 11: Hewitt I 12: Hewitt2
 13: Kaplan1 14: Kaplan2 15: Schwartz1 16: Schwartz2
 17: Stallo1 18: Stallo2
 *** This is 18 documents out of 19, = 95%

Textbook:

*** Documents coded by this node are:

1: Bates1 2: Bates2 3: Berry1 4: Berry2
 5: Colbert1 6: Colbert2 7: Cross1 8: Cross2
 9: Ellsworth 10: Emery1 11: Emery2 12: Hewitt2
 13: Kaplan1 14: Kaplan2 15: Schwartz1 16: Schwartz2
 17: Stallo1 18: Stallo2
 *** This is 18 documents out of 19, = 95%