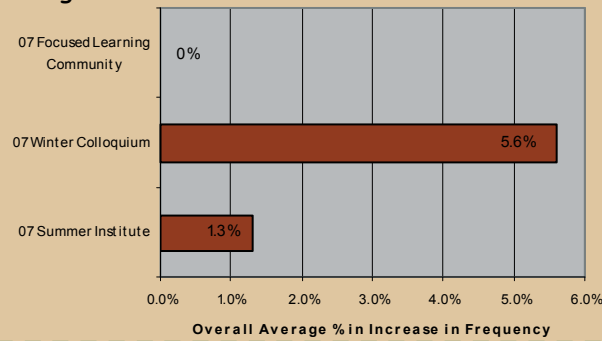
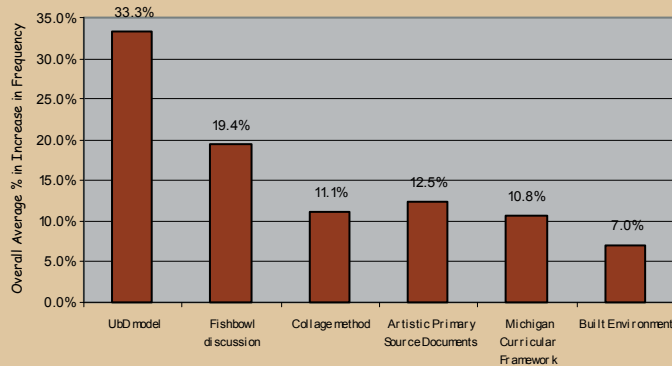


## Quality of Instruction

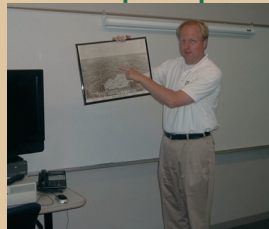
Increased diversification and frequency of techniques and methods used to teach American history was identified following two events.



Methods and techniques introduced or covered at the events were some of the most positively impacted.



"It has given me teaching ideas/resources to incorporate in my co-taught and resources classrooms."

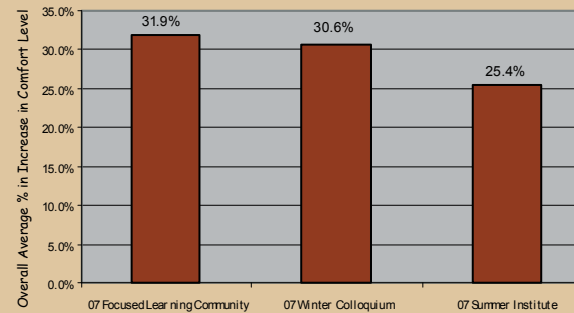


"It has encouraged me to think more carefully about how I use primary sources with students."

"I have used several of the strategies already and I plan on implementing more in the future!"

## Content Knowledge

Participants grew more comfortable teaching the historical topics covered at the events.

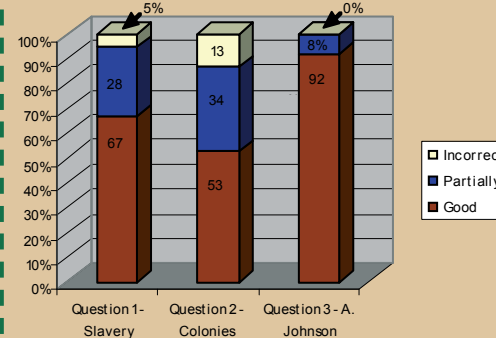


"It has opened up areas that I knew little about. I have more ideas and confidence due to the Institute."



"Provided a wealth of information on topics that were only lightly understood, if at all."

"This institute has been a big help with resources for my U.S. History classes. The new details about civil rights and slavery have added flavor to my classroom content."



Notable learning about African Americans and slavery was determined by a three question short essay examination administered at the Summer Institute.

## Historical Thinking

"In teaching in general it has expanded my mind and I see things from a different perspective. I can't wait to teach American history again!"

"I have a better understanding of how to make American History come alive for my students."

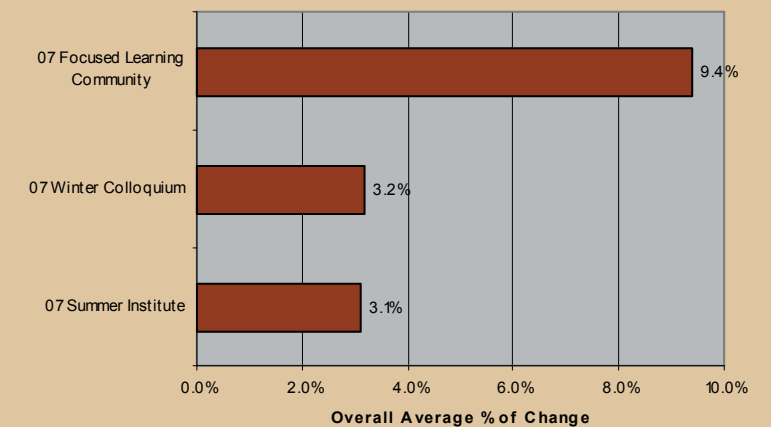
"The opportunity to network has been wonderful and exciting!"



"I found the community of thinkers (us) dedicated to the principal of wisdom learned through critical historic research refreshing."

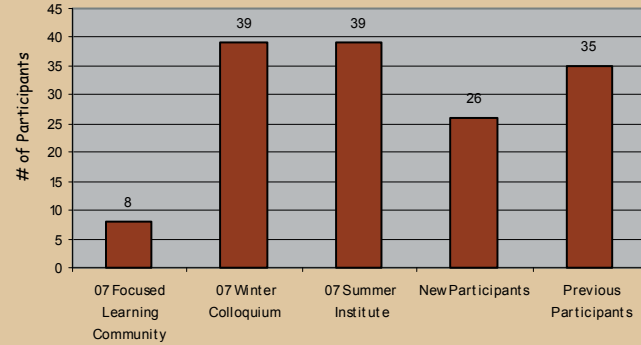
"It has given me new ways of looking at topics that have always been presented in a one dimensional, 'just the facts,' looking back manner."

Cultivating positive attitudes and mindsets about teaching American history is illustrated by increasing agreement with Teaching American History's Habits of the Mind.

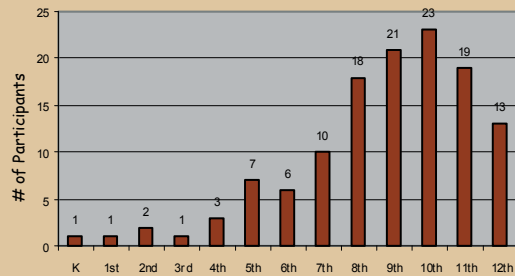
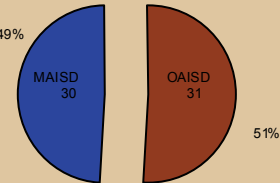


## Participant Demographics

The TAH program was successful at encouraging **continued participation** from previous attendees and attracting **new participants**.



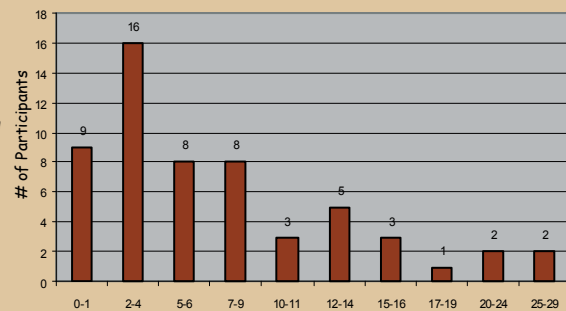
**Sixty-one individuals** from the two intermediate school districts participated in one of the three events.



Most of the participants were **high school teachers**.

\*Numbers total more than 100% since more than one grade may be indicated by each respondent.

About 40% of participants had spent **less than 5 years teaching** American history.



## Event Feedback

Great presenters...

Awesome resources...

Beneficial activities...

Overwhelming positive feedback from participants confirms the research on the program's success!

"The presenters were excellent, their subject knowledge and materials were very helpful."



"College lectures, teacher discussions, museum field trips, and teacher presentations were all helpful. The food was good too."

"The Institute provided me with a wealth of content, resources, and methods to incorporate in the classroom."



"I certainly hope these institutes are going to continue. I have not found other venues that have been as helpful to my teaching."

## West Shore Consortium for Dynamic History Instruction's Annual Report

### Beyond Slavery and Civil Rights

October 1, 2006 - September 30, 2007



### Teaching American History Program Goals

1. Improve the **quality of instruction** at all levels and in all areas of American history,
2. Increase teacher **content knowledge** in American history, and
3. Promote **historical thinking and professionalism** among teachers.



Prepared by the Carl Frost Center for Social Science Research at Hope College