A CASE STUDY OF UNITED STATES HISTORY TEACHERS IN VIRGINIA IN AN ERA OF THE STANDARDS OF LEARNING ASSESSMENT

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(ABSTRACT)

The purpose of this study was to investigate the quality of classroom instruction when a single criterion, the Virginia Standards of Learning (SOLs) United States history assessment scores, was used to assess academic outcomes for students. Policy implementation research frequently fails to include an analysis of teaching practice. The goal of this study, then, was to explore current instructional practices among a selected group of four United States History teachers and search for patterns of practice as these teachers enacted the SOLs within the United States history curriculum. A participant evaluation research approach was used for data collection in this study.

This study compared and contrasted the instructional improvement and accountability literatures and situated the implementation of the SOLs within the context of the accountability movement. It described controversies and concerns surrounding the United States History SOL Assessment. Using Duke's (1987) vision of teaching excellence as a theoretical frame for exploring instructional practice, the study portrayed how these four United States history teachers enacted the SOLs within their classrooms. Virginia's SOLs share common characteristics with other accountability efforts to influence public school curriculum and instructional practice. This study extended the literature on teachers' classroom instruction in the context of state policy reforms.

Individual portraits organized by Duke's (1987) vision of teaching excellence present the instructional practices of these four teachers. Using these portraits the study establishes three patterns of response by the participants in their curricular practice: (a) failure to ensure curriculum alignment; (b) teacher-centered and lecture-based instruction; and (c) a focus on content to the exclusion of skills. Based upon these instructional practices and curricular patterns nine implications for teaching practice related to Duke's (1987) teaching categories are identified.

Dedication

To Lisa -

Without you, how could I journey anywhere?
Wouldn't I be like a blind man driven from home
with neither dog nor cane, stumbling over
rock after rock? But because of you I find
each strange place familiar. I have been there.[1]

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[1] Adapted from Dobyns, 1996

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Ed Spencer provided encouragement, guidance and an example to emulate. He has been ever ready to assist me in any time of need.

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Abby Foster, a United States history student in my classroom, shared her observations about the SOLs with me. Her insights became the basis of my research.

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Table of Contents

CHAPTER ONE
INTRODUCTION TO THE STUDY

Purpose of the Study
The purpose of this study was to investigate daily teaching practices when a single criterion, the Virginia United States History Standards of Learning Assessment score, is used to assess academic outcomes for students. Accountability advocates believe that indicators can be developed which measure learning within an articulated curriculum, and, because of the correlation between teaching and the stated curriculum, inferences can be drawn about the effectiveness of teaching strategies in classrooms along curricular lines (Sanders & Horn, 1995). Standardized test accountability allows teachers to be autonomous with regard to daily teaching practices, but it simultaneously discourages the evaluation of these same teaching practices because, as long as a teacher has adequate test scores, what happens in the classroom seems to be irrelevant (Johnson, 1990; Sanders & Horn, 1994). Under accountability systems, the vision of effective teaching may no longer include holistic attributes if teachers are only rewarded for their role as an efficient instructor of academics not as a counselor, social worker, or surrogate parent (Educational Policy, 1999).

"It is important to note the difference between policy and practices. Policy refers to an official action for a specified purpose or purposes; practices refer to the efforts to implement policies" (Duke & Canady, 1991, p. 2). Reformers expect accountability and assessment policies when implemented to force teachers to teach differently (Stake, 1998). According to McLaughlin (1987), policy at best can enable outcomes, but in the final analysis it cannot mandate what matters to those who implement policies. Teachers ultimately control the efforts to implement policies within the classroom.

Goals and Objectives
Policy implementation research, which looks accurately within the classroom and reflects a more complex and sophisticated understanding of classroom instruction, is needed to assess properly the ability of recent accountability reforms to impact classroom instruction (Dorn, 1998; Mayer, 1999; Spillane & Zeuli, 1999). "Careful analysis of teaching practice is an essential, though frequently neglected, component of policy implementation research" (Spillane & Zeuli, 1999, p. 3). The goal of this study, then, was to explore current teaching practices among a selected group of four United States History teachers and search for patterns of practice and response as these teachers enacted and adapted the Virginia Standards of Learning (SOLs) within the United States History curriculum. Teachers can provide information about the effectiveness of policies within the context of the classroom and the extent to which these policies have impacted teaching practices (Moody, Vaughn, & Schumm, 1997). Responses among teachers to reform policies directed at instructional practice are likely to vary since good teaching requires professionals who exercise judgments, such as the benefits of proposed interventions versus the costs of implementation, in constructing the education of their students (Porter & Brophy, 1988; Stake, 1998). Interpretation and implementation of the SOLs, furthermore, may be influenced by a teacher's beliefs about subject matter, teaching and learning (Cohen & Ball, 1990; Spillane & Jennings, 1997; Spillane & Zeuli, 1999) and the student composition of the classroom. As a result of this research, patterns of teaching practice were identified which could prove beneficial to policymakers and educators (Airasian, 1997; Spillane & Zeuli, 1999) when assessing the SOLs.

Research Questions
The study sought to describe and analyze the link between the Standards of Learning

policy and daily teaching practices within the context of United States history at the 11th grade. The questions that this research addressed include the following:

1) When compared to Duke's (1987) model of teaching excellence, how have public school teachers of United States history adapted their teaching practices in response to the Standards of Learning?

2) How are teachers shaping their practices with regard to the supported curriculum of United States history in an era of SOL Assessment?

3) How are teachers shaping their practices with regard to the taught curriculum of United States history in an era of SOL Assessment?

Method of Inquiry

Implementing the Standards of Learning policy to classroom teaching practices is a complex human undertaking, and any analysis of this policy must attempt to reflect this complexity as accurately as possible if others are to learn from it. A participant evaluation research approach, therefore, was used for this study. Participant evaluation seeks to include the human element as reflected in the everyday complexities and the different perspectives of those engaged in providing services, but can and does use both qualitative and quantitative methods to achieve this goal (Worthen, Sanders & Fitzpatrick, 1997). Proposed by Parlett and Hamilton (1972; 1976), illuminative evaluation is one such participant-oriented approach to evaluation. This approach abandons attempted measurement of "educational products" in favor of an "intensive study of the program as a whole: its rationale and evolution, its operations, achievements, and difficulties" (Parlett & Hamilton, 1976, p. 141). The methodological strategy for illuminative evaluation is as follows: (a) documents and background information are analyzed; (b) questionnaires are gathered from students, teachers, and administrators; and (c) participants are observed and interviewed (Parlett & Hamilton, 1976). All data, subsequently, are combined and triangulated to help "illuminate problems, issues, and significant program features" (Parlett & Hamilton, 1976, p. 141). In the final analysis, the evaluator, however, does not pass formal judgment upon the policy (Worthen et al, 1997). Illuminative evaluation attempts to provide an accurate portrayal of what it is really like to participate in the policy change. The unit of analysis for this study, therefore, is the teacher as participant in the era of the SOL Assessment. The population for this study was comprised of teachers in the Commonwealth of Virginia who teach 11th grade United States history at a public school. A person was considered a member of this population if he or she taught at least one section of United States history during the instructional day.

The review of the literature revealed that current local policies, such as grading and promotion, based upon the SOLs differ from district to district. These variables may influence a teacher's teaching practices as they enact and adapt the SOLs within the United States history curriculum. Participants, therefore, were selected who were faculty members of the same school. A sample of four United States history teachers at a single high school, therefore, was selected to control for these factors.

The study compared and contrasted the instructional improvement and accountability literatures and situated the implementation of the SOLs within the context of the accountability movement. It described the controversies and concerns surrounding the United States History SOL Assessment. Using Duke's (1987) vision of teaching excellence as a theoretical frame for exploring instructional practice, the study portrayed how four selected United States history teachers enacted and adapted the SOLs within their classrooms. Virginia's SOLs share common characteristics with other accountability efforts in the United States to influence public school curriculum and instructional practice. In the process, this study extended the literature on

teachers' classroom practices in the context of state policy reforms.

<div align="center">Definition of Terms</div>

The following terms are defined to ensure that the reader clearly understands the meaning of each as it applies to this study:

Curriculum

Curriculum is defined as the content and skills that students should and do learn while enrolled in an 11th grade United States History course in the Commonwealth of Virginia. To better clarify this operational definition of curriculum, this study relies on the work of Glatthorn (1987). Glatthorn subdivided curriculum into distinct "types of curricula: (a) written curriculum; (b) supported curriculum; (c) taught curriculum; and (d) tested curriculum" (p. 4).

Written Curriculum

"The written curriculum, as the term is used here, is the curriculum embodied in the approved state and district curriculum guides" (Glatthorn, 1987, p. 7). This study considers the United States History SOLs and the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) to be the written curriculum.

Supported Curriculum

"The supported curriculum is the curriculum as reflected in and shaped by the resources allocated to deliver the curriculum" (Glatthorn, 1987, p.9). This study uses Duke's (1987) definition of planning (selecting content, developing instructional objectives, organizing content, designing assessment procedures) and classroom management (maintaining an orderly environment, communicating behavioral expectations, securing adequate resources, managing time effectively) to define the supported curriculum.

Taught Curriculum

"The taught curriculum is the delivered curriculum--the curriculum that an observer would see in action as the teacher taught" (Glatthorn, 1987, p.12). This study uses Duke's (1987) definition of instruction (introducing new content, reviewing and reteaching content, demonstrating new skills, communicating academic expectation) to define the taught curriculum.

Tested Curriculum

"The tested curriculum is that set of learnings which are assessed in teacher-made classroom tests, in district-developed curriculum-referenced tests, and in standardized test" (Glatthorn, 1987, p.13). This study uses the United States History SOL Assessment as the tested curriculum.

Logistical Curriculum

The logistical curriculum involves the acquisition of information with regard to individual students, the management and application of that individual student information, and support for individual students. This study uses Duke's (1987) definition of progress monitoring (providing performance feedback, checking for understanding, assessing mastery of basic skills, identifying targets for assistance), clinical assistance (diagnosing student needs/concerns, prescribing individual treatments, providing remedial help/coaching, working with parents), and caring for students (respecting students, providing acceptance and support, recognizing student progress, valuing student differences) to define the logistical curriculum.

Curriculum Alignment

This study considers efforts to ensure curriculum match across the three curricular areas of the written curriculum, supported curriculum and tested curriculum to be curriculum alignment.

Curriculum Consistency

According to Duke and Canady (1991), "opportunities for students to learn are linked to

the content and skills to which they are exposed" (p. 22). This study considers curriculum consistency as the extent to which the sample of four United States history teachers within the same school cover the same United States history content and skills within their classrooms.

United States History Standards of Learning

Written by the Virginia Department of Education, the United States History SOLs identify what all students of United States history in Virginia need to know and understand to become informed participants in shaping our nation's future (Virginia Department of Education, 1999a). The United States History SOLs are designed to: (a) develop the content and skills of history, geography, civics and economics that enable students to place the people, ideas and events that have shaped Virginia and the United States in perspective; (b) enable students to understand the basic values, principles and operation of American constitutional democracy; (c) prepare students for informed and responsible citizenship; (d) develop students' skills in debate, discussion and writing; and (e) provide students with a framework for continuing education in history and the social sciences (Virginia Department of Education, 1999a). To review the specific United States History SOLs, see Appendix A.

United States History Standards of Learning Assessment

Beginning in the Spring of 1998, students participated in the SOL Assessments. The United States History SOL Assessment was designed to test student knowledge of the content and skills specified in the United States History SOLs. It is an "end-of-course" examination. A student must answer 36 out of 61 operational items to receive a "Passed: Proficient" score. Student proficiency in the area of United States history continues to be evaluated by these tests (Virginia Department of Education, 1999b).

United States History Teacher Resource Guide

The United States History Teacher Resource Guide (Virginia Department of Education, 1999a) delineates important history and social science content and skills required by the United States History SOLs. This document provides amplification of the content and skills presented in each standard. The amplifications for each standard include four sections containing essential understandings, questions, knowledge and skills. Developed in the summer of 1999, the guide does not constitute a revision of the SOLs. It, however, is designed to serve as a tool to enable classroom teachers to teach more effectively the United States history standards (Virginia Department of Education, 1999a).

Content

Content is a compendium of facts, concepts, generalizations, principles, and theories. For the purposes of this study, I will define content as the essential understandings, essential questions, and essential knowledge that is judged important for the student to know after completing an 11th grade United States History course in the Commonwealth of Virginia. The United States History content is identified by SOLs 11.1 - 11.14 (Appendix A) and further clarified by the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) under the sections "Essential Understandings," "Essential Questions," and "Essential Knowledge."

Skills

A type of specialized content, related to methodology and procedures; students must use the content knowledge they have acquired if they are to gain an appreciation and understanding of it (Ornstein & Hunkins, 1993, p.280). The difference between content and skills is the difference between knowing the facts of history and knowing the methods of historical research. Students, for example, are expected to evaluate the authenticity, authority, and credibility of sources. The United States History skills are identified by SOLs 11.15 - 11.18 (Appendix A) and

further clarified by the <u>United States History Teacher Resource Guide</u> (Virginia Department of Education, 1999a) under the section "Essential Skills."

<u>Learner-centered</u>

According to Moore (1995), learner-centered instructional strategies are those that invite students to participate in selecting, inventing, and shaping the learning experience. When using these strategies, teachers generally behave in an interactive manner, mediating the environment for students. Examples of learner-centered strategies include: (a) open-ended discussion; (b) independent student projects; (c) role-playing; (d) debates; (e) role playing; and (f) interviewing.

<u>Teacher-centered</u>

According to Moore (1995), teacher-centered instructional strategies are those that focus on teacher talk with the student as a passive recipient of knowledge. When using these strategies, teachers generally behave in a didactic manner, disseminating information to students. Examples of teacher-centered strategies include: (a) lecture; (b) guided discussion; (c) presentation of media; and (d) computer assisted instruction.

<u>Teacher Characteristics</u>

<u>Teaching experience.</u> Teaching experience will be calculated using the number of years the teacher has been employed as a full-time classroom instructor. For this study the measure, furthermore, will include the number of years the teacher has instructed a United States history course.

<u>Pacing.</u> To determine to what extent the prescribed curriculum has been covered, instructional pacing of each teacher will be calculated. Pacing will be assessed both by the chronological dates that specific SOLs are taught and the amount of instructional time devoted to each of the SOLs.

<u>Teaching tools.</u> A teacher's personal preference in teaching tools (technology, media, and materials) will be determined based upon questionnaire, personal interview, and a review of lesson plans.

<u>Content knowledge.</u> Teachers' knowledge and understanding of United States history content and the field of history will be based upon the subjects' undergraduate major, semester hours in the study of history at both the undergraduate and graduate level, and level of educational attainment.

<u>Pedagogical content knowledge.</u> Pedagogical content knowledge is the body of knowledge, which is a special amalgam of pedagogy and content, and makes teachers different from scholars in the field. Teachers must have the ability to reconceptualize content and skills into a teachable format to transmit the content and skills to their students. Pedagogical content knowledge, for example, includes an understanding of what makes the learning of a specific concept easy or difficult such as the students' preconceptions, which will be brought to the learning situation (Shulman, 1986).

<u>Classroom Demographics</u>

<u>Class size.</u> An indicator of class size will be calculated based upon the number of students enrolled in the observed United States history class of each participant.

<u>Students with disabilities.</u> An indicator of students with disabilities, for whom specialized instruction is required, will be calculated upon the total number of students within the observed class on an Individualized Education Program (IEP).

<div align="center">Organization of the Study</div>

The study is organized into five chapters. Chapter Two is a review and synthesis of related literature found through databases such as PsychLIT Dissertation Abstracts, and ERIC and hand searches of relevant journals and other publications. Major areas of investigation

included: (a) studies attempting a definition of effective teaching by the teaching process; (b) practices of social studies teachers; (c) measurement of teacher effectiveness and student achievement through standardized assessment; (d) a historical perspective of the accountability movement in the United States and the Standards of Learning movement in the Commonwealth of Virginia; and (d) methods of policy evaluation. Chapter Three discusses the concept of collective case study and its limitations due to small sample size. The chapter then describes the methodological strategy of illuminative evaluation that was used for gathering, analyzing and reporting data, and it explains the use of Duke's (1987) vision of teaching excellence as a theoretical frame for exploring instructional practice. Data presentation, which will assist in answering the research questions, occurs in Chapter Four. Chapter Five concludes the study with an analysis of the data and findings, their implications and the researcher's reflections and conclusions.

CHAPTER TWO
A REVIEW OF THE LITERATURE

Since the early 1980's, numerous reports (Adler, 1982; Boyer, 1983; Education Commission of the States, 1983; Goodlad, 1984; National Commission on Excellence in Education, 1983) have been published which highlight the shortcomings of the American educational system. In those reports, American school administrators are challenged to implement reform and restructuring strategies to improve the quality of instruction in the nation's classrooms and, subsequently, the achievement of the nation's students. Schools will have the, "greatest positive impact on the lives and welfare of students when they devote energy to the improvement of instruction" (Duke, 1987, p.1).

Chapter Two, the review of the literature, compared and contrasted two educational reform strategies, instructional improvement and accountability. The instructional improvement literature has attempted to define effective teaching through the actions of teachers. Research has included non-subject specific efforts such as Learner-Centered Instruction, Good Teaching, and Teaching Excellence. It also has included social studies specific efforts to identify teaching practices that help increase students' subject matter knowledge.

The accountability literature has advocated formal external assessment to increase school and teacher accountability and has attempted to define effective teaching through student achievement as measured by standardized tests. An overview of statewide accountability efforts has been provided through brief examples of Arizona, Kentucky, and Tennessee. Following these examples a narration of the Standards of Learning movement in the Commonwealth of Virginia and the SOLs' impact on instructional practice, including the controversies and concerns surrounding the United States History SOL Assessment, is presented. The impact of assessment attempts on instructional practices also has been examined.

Evaluation of schools by test score statistics is only one among many possible ways of analyzing education policy (Dorn, 1998). Other methods, such as naturalistic inquiry, could be used in combination with the test score to illuminate what processes the statistic represents. An explanation of illuminative evaluation and its methodology concluded the review of the literature.

Instructional Improvement

One body of school reform literature has focused on the teaching process as the key to successful reform of instructional practices. Even though no single teaching approach is clearly related to student achievement in all situations (Good, 1996; Good & Brophy, 1997; Hill, Baker, & Kiernan, 1996; Sikula, Buttery, & Guyton, 1996), these studies have associated specific teacher behaviors such as allocating maximum time to instruction, effective classroom management, and active teaching with gains in educational achievement outcomes for students (Good & Brophy, 1997). This association suggests simply that teachers could make a difference in their students' educational achievement (Duke, 1987; Gage, 1978; Richardson-Koehler, 1987; Zumwalt, 1986). The research on effective teaching efforts has produced constructive suggestions for increasing the benefits that students receive from instruction, and provided practical guidance for helping teachers improve their classroom performance.

Learner-centered Instruction

Many educators advocate the use of learner-centered, rather than teacher-centered, instructional strategies which actively engage students; increased student engagement bolsters student learning (Bruner, 1960; Holt, 1964; Johnson, Johnson, & Holubec, 1993; Kohn; 1996; Moore, 1995). Learning-centered classrooms, in addition, are characterized by the sharing of

power between teacher and students during the learning experience. Effective learning-centered teaching practices which are tangible and observable include but are not limited to: (a) comfortable areas for students to work and interact; (b) student work displays; (c) teacher occupying a variety of positions during the lesson; (d) questioning by both teacher and students; (e) collaborative tasks, often among learners with varying abilities; and (f) student use of technology (Hill, Baker, & Kiernan, 1996). Learning-centered practices, unfortunately, are only occasionally found to exist in classrooms, are often of minimal quality, and are less likely to occur as the student progresses through grade levels (Hill, Baker, & Kiernan, 1996).

<div align="center">Good Teaching</div>

The research on teacher effects identified classroom management and instructional behaviors associated with student gains on achievement tests (Good & Brophy, 1997). These processes include: (a) teacher expectation/role definition/sense of efficacy; (b) student opportunity to learn; (c) classroom management and organization; (d) curriculum pacing; (e) active teaching; (f) teaching to mastery; and (g) supportive learning environment (Good & Brophy, 1997). Other factors that influence student achievement include the following: (a) use of classroom time (allocated time and teachers' attitude toward curriculum); (b) curriculum-test match; and (c) selection of classroom tasks. Teachers, in fact, play a key role in determining the curriculum that students actually receive, even if clear curriculum guidelines and adopted materials are in place (Brophy, 1982).

One of the fundamental challenges of teaching is that the number of important goals that could be pursued exceeds the number that can be accomplished within the time and energy available. Covering too many topics often results in reduced student mastery of those topics. To solve this problem, teachers simplify their curriculum, concentrate their efforts, and the end result is a great variance in teacher practices and student accomplishments, which influence student achievement (Porter & Brophy, 1988). Active teaching (presenting information, structuring discourse, monitoring work on assignments) by teachers, for example, increases student gains on achievement tests (Brophy & Good, 1986; Brophy & Good, 1997; Porter & Brophy, 1988) more than individual student work on curriculum materials.

Classroom research cannot be expected to identify specific instructional behaviors that are ideal for all types of students and situations (Good & Brophy, 1997). Based upon the studies of the Institute for Research on Teaching and those of others over the previous 10 years, Porter and Brophy (1988) characterized effective teachers as semi-autonomous professionals whom:

- are clear about their instructional goals
- are knowledgeable about their content and the strategies for teaching it
- communicate to their students what is expected of them - and why
- make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content
- are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge
- teach students metacognitive strategies and give them opportunities to master them
- address higher as well as lower-level cognitive objectives
- monitor students' understanding by offering regular appropriate feedback
- integrate their instruction with that in other subject areas
- accept responsibility for student outcomes
- are thoughtful and reflective about their practice. (p. 75)

<div align="center">Teaching Excellence</div>

In School Leadership and Instructional Improvement, Duke (1987) presented an

integrated vision of teaching excellence, based upon numerous models of effective teaching (Adler, 1984; Bloom, 1976; Good & Brophy, 1984; Horowitz, 1979; Hunter, 1983; Purkey & Novak, 1984), as a worthy basis for assessing the quality of school programs. "This integrated vision is referred to as a vision of teaching excellence - -rather than, say, a vision of teaching effectiveness - - because excellence connotes unlimited potential for growth" (Duke, 1987, p. 67). This vision of teaching excellence suggests that daily teaching practices are categorized into six central teaching situations: (a) <u>planning</u> (selecting content, developing instructional objectives, organizing content, designing assessment procedures); (b) <u>classroom management</u> (maintaining an orderly environment, communicating behavioral expectations, securing adequate resources, managing time effectively); (c) <u>instruction</u> (introducing new content, reviewing and reteaching content, demonstrating new skills, communicating academic expectation); (d) <u>progress</u> <u>monitoring</u> (providing performance feedback, checking for understanding, assessing mastery of basic skills, identifying targets for assistance); (e) <u>clinical assistance</u> (diagnosing student needs/concerns, prescribing individual treatments, providing remedial help/coaching, working with parents); and (f) <u>caring for students</u> (respecting students, providing acceptance and support, recognizing student progress, valuing student differences) (Duke, 1987). "These categories call for more than a specific skill or a set of behaviors. They represent professional spheres of responsibility requiring sound judgment and frequent introspection and encompass professional norms and organizational expectations" (Duke, 1987, p. 67).

<u>Social Studies Teaching for Student Knowledge</u>

Curriculum is an essential context for understanding teachers' thoughts and actions (Porter & Brophy, 1988) regarding teaching practice. Newmann (1990, 1992) identifies effective social studies teachers as those who provide thoughtful, in-depth treatment of social studies content to foster students' higher-order thinking skills. These teachers help students gain "thoughtfulness" through: "(a) in-depth knowledge of content; (b) skills in processing information; and (c) attitudes of dispositions of reflectiveness" (as cited in Good & Brophy, 1997, p. 423). Newmann identified six key indicators of student thoughtfulness in high school social studies classes:

1. Classroom interaction focuses on sustained examination of a few topics rather than superficial coverage of many.
2. Substantive coherence and continuity characterize interactions.
3. Students are given sufficient time to think before being required to answer questions.
4. The teacher presses students to clarify or justify their assertions, rather than accepting and reinforcing them indiscriminately.
5. The teacher models the characteristics of a thoughtful person (showing interest in students' ideas and their suggestions for solving problems, modeling problem-solving processes rather than just giving answers, acknowledging the difficulties involved in gaining a clear understanding of problematic topics).
6. Students generate original and unconventional ideas in the course of the interaction.

Based upon case studies in a variety of American and International high school social studies classes, Fraenkel (1992, 1994, 1995) found that the major factor determining the success of a class, regardless of the students, subjects, or schools, was the teacher. "Good teaching appears to be remarkably similar no matter where it occurs" (Fraenkel, 1995, p. 9). Effective teachers teach differently, not just better, than ineffective teachers do, and they are concerned with both course content and student learning processes (Fraenkel, 1994). These studies found that effective social studies teachers behave similarly and share certain characteristics. Effective teacher characteristics include: (a) holding high expectations for all students; (b) stressing depth

rather than breadth of course content; (c) explaining items and concepts clearly to students; (d) listening well; (e) possessing "remarkable" patience; (f) using a variety of instructional methodology and student activities; (g) having incredible amounts of energy; and (h) displaying considerable command of their subject matter with an ability to relate it to a variety of daily life examples (Fraenkel, 1994). "None of what I have said is probably surprising in that most of the information collected on these teachers tends to validate some of the commonly held perceptions of what constitutes effective teaching" (Fraenkel, 1995, p. 29).

<div align="center">Accountability</div>

Another body of the school reform literature, however, has advocated formal external assessment to increase school and teacher accountability and, subsequently, reform instructional practices. Increased accountability, supporters advocate, is the best means to force changes in the instructional practices which occur behind closed classroom doors; teachers will only be motivated to change their teaching practice due to the consequences and incentives which coincide with the accountability system. The rationale is that achievement tests provide clear goals, which lead schools and students to meet raised expectations (Ravitch, 1995), and they clarify for teachers what is to be taught. Teachers then will teach consistently with the assessment (Smith, 1996), and these efforts will result in curriculum alignment (Glatthorn, 1987).

Holding schools accountable also establishes the relationship between teacher behaviors and student cognitive outcomes (Nine, 1990), and the external tests facilitate accountability by providing a means for parents, community groups, and policymakers to compare schools, classrooms, and students (Eisner, 1999). "Rather than micro-manage schools, policy makers can dictate that content standards and performance standards be created to codify expected learning outcomes and then let teachers and school administrators determine how best to attain those outcomes" (Haertel, 1999, p. 662).

Student testing often is part of the accountability system. First used by American public high schools to admit and sort students (Kaestle, 1973; Labaree, 1988; Reese, 1995), testing largely remained a function of the local school authorities until the late 1970s. At that time, state legislatures mandated the use of so-called minimum competency tests as a response to parental and community allegations of lowered standards in public schools (Bracey, 1995; Manzo, 1999). As confidence in the schools diminished during the mid-1980s, state legislators began to interest themselves more in what schools teach, who teaches it, and how it is taught (Atkins, 1980; Burstein et al., 1995). Policymakers drew upon four major research efforts (teacher effects research, school effects research, teacher evaluation for merit pay or career ladder, and performance contracting), and, thereafter, targeted enhanced teacher and school productivity. Although anchored to pupil learning, none of these endeavors made a dramatic difference in the effectiveness of schools (Burstein et al., 1995; Milliman & Schalock, 1997). State legislatures then recently responded to these efforts by creating a variety of policies that include subject standards, formal assessment procedures, and comprehensive accountability programs designed to improve classroom practice once and for all (Manzo, 1999; Resnick, 1992; Walberg & Paik, 1997).

An explicit part of the assessment and accountability movement has been the use of student test scores, whether on an achievement test or subject test, as the foremost measurement to evaluate teachers and schools (Dorn, 1998). "Many people believe that the ultimate test of a teacher's effectiveness is student achievement, and that student performance on standardized achievement tests can be used--in a variety of ways--as a measure of how good a teacher is" (dialogue ,1985, p. 23). Legislators and parents, in general, support the use of student gain scores as a measurement of educational effectiveness ("Quality Counts", 1999), while most professional

<div align="center">10</div>

educators prefer measures such as teacher knowledge and skills (Milliman & Schalock, 1997). Several states have designed new approaches to using learning gains to evaluate teachers or schools. To provide an overview of statewide accountability brief examples of these efforts in three states follow. These states were chosen due to the fact that each accountability movement includes end-of-course test similar to Virginia's SOL Assessments. Because the focus of this study in the accountability system in the Commonwealth of Virginia, a description of the Standards of Learning follows these three brief examples.

Arizona

The Arizona Student Assessment Program (ASAP) was a reform-driven comprehensive testing package mandated into law in 1990 designed to improve teaching and learning in the state's schools (Easton, 1991; Loughrin, 1998; Parish, 1996). The Arizona legislature created Essential Skills documents in the areas of language arts, reading, and mathematics, and their instrument of reform was ASAP, a curriculum-referenced, performance-based assessment that measured the essential skills at grades 3, 8, and 12 (Easton, 1991; Smith, 1996). Teachers and schools were to be held accountable for teaching the essential skills. Students, also, were accountable. Beginning in 1994, a 12th grade student had to demonstrate mastery of the essential skills to receive a high school diploma.

Due to changes, however, in Arizona's political culture, which included the election of a new Superintendent of Public Instruction, ASAP was suspended in 1995 (Smith, 1996). During ASAP's suspension, the Arizona legislature agreed to create more precise and measurable academic standards. Curriculum standards, subsequently, have been written for language arts, math, science, the arts, foreign language, workplace skills, comprehensive health, social studies and technology (Quality Counts, 1999). ASAP was revised and reintroduced in 1996 as the Arizona Student Achievement Program. The previously performance-based assessment that measured the essential skills at grades 3, 8, and 12 was replaced with the Arizona Instrument to Measure Standards (AIMS), which measures proficiency in the areas of reading, writing, and mathematics against the new academic standards (Quality Counts, 1999). Students in the class of 2002 must pass all seven components of AIMS in order to receive a diploma. Starting in the spring of 2000, the AIMS test also will measure student performance in grades 3, 5, and 8 (Quality Counts, 1999).

Kentucky

The Kentucky Education Reform Act (KERA) of 1990 overhauled this state's education system. As part of KERA, an accountability system, the Kentucky Instructional Results Information System (KIRIS), was also created. "The primary goal of Kentucky's school-based accountability system is to motivate educators and the public to dramatically improve student learning" (Kingston & Reidy, 1997). KIRIS assessment occurred in Grades 4, 5, 7, 8, 11, and 12 (originally only 4, 8, 12), and it included multiple choice, open response, portfolio, and performance events which were aligned with the redesigned state curriculum (Kelley & Protsik, 1997; Redfield & Pankratz, 1997). Student scores for reading, math, social studies, science, and writing were aggregated at the school level and added to a noncognitive component (student attendance, dropout and retention rates, transition to adult life) to create an index score for the school; improvement was then longitudinally measured against this score (Kelley & Protsik, 1997; Kentucky General Assembly Office of Education Accountability, 1995; Kingston & Reidy, 1997; Redfield & Pankratz, 1997; Steffy, 1993).

The KIRIS school index score and its use as a longitudinal measure caused much controversy and political debate. Researchers were divided over the reliability of the KIRIS portfolios and several technical issues with its accountability index (Darling-Hammond, 1997).

Teachers were working longer and harder and feeling more stressed due to KIRIS, but evidence documenting changes in their instructional practice was mixed (Kelley & Protsik, 1997; Kingston & Reidy, 1997). These problems resulted in the Kentucky Legislature adopting the Commonwealth Accountability Testing System (CATS) to replace KIRIS during the 1998 legislative session. By drawing upon testing design and development from other states the new test, a mixture of multiple-choice questions from national standardized tests and open-ended essays geared to the state's academic standards, hopefully, will provide greater content validity and score reliability (Quality Counts, 1999).

Tennessee

The Tennessee Value-Added Assessment System (TVASS), passed as part of Tennessee's Educational Improvement Act of 1992 which also included district and school performance standards, mandated statistical measures of student gain as part of the teacher assessment system (Ceperley & Reel, 1997; Dorn, 1998; Walberg & Paik, 1997). Instead of comparing student achievement to national norms, TVASS, based upon statistical mixed-model methodology (Sanders & Horn, 1995; Sanders, Saxton, & Horn, 1997), compares each student's achievement to that of the previous year. The result is a longitudinal "value-added" score that statistically measures the influence those systems, schools, and teachers have on academic achievement (Ceperley & Reel, 1997; Sanders & Horn, 1994; 1995; Walberg & Paik, 1997). Results are then annually reported to school systems, schools, and the public. "Beginning in the fall of 1996, all Tennessee teachers for whom data were available received individualized TVASS teacher reports providing them detailed information on their effectiveness as evidenced by the academic progress of their students" (Sanders et al., p. 141). Planned to be fully established in 1999-2000, 11 end-of-course tests have been developed and implemented for high school students and then will be included into TVASS (Sanders et al.). Students in the Class of 2004 must pass tests in three of the tested subjects -- algebra, biology, and 10th grade English--to graduate (Quality Counts, 1999).

Accountability in the Commonwealth of Virginia

In 1994 Governor Allen established the Commission on Champion Schools. Commission members were charged with creating a solid, academic vision for Virginia's schools based upon rigorous, specific, and measurable standards (Governor's Office Press Release, as cited in Fore, 1995). The Virginia Commission, "called for tough academic standards and subsequent 'cost-effective, objective student academic testing to ensure accountability' of schools" (Fore, p. 23). From these recommendations the Standards of Learning (SOLs) were revised and became minimum curricular requirements. In Governor Allen's 1995 State of the Commonwealth address, he stated that the SOLs would carry the "force of regulations", and that the state would "measure student performance against those standards through regular testing" (Fore; Turner, 1995).

The Standards of Learning

After Governor Allen's pronouncement, politicians, state and local educators, special interest groups, business leaders, and parents debated, redrafted, and adopted standards and new accountability measures in the hope of elevating student performance. The SOLs were developed through extensive public participation and review through solicitation of comments by the Board of Education. Over 30,000 draft copies were distributed to the public, and 10 public hearings were held statewide. The SOLs present clear and understandable objectives for what teachers should teach and what students should know (Virginia Department of Education, 2000).

Our goal in Virginia is to raise student achievement through accountability for results so that all our schoolchildren, not just a lucky few, will be prepared to compete successfully

in the global economy of the 21st century. With a desire to accomplish this goal, more than 5,000 qualified teachers, parents, business professionals, and others worked together to develop the nationally acclaimed Virginia Standards of Learning. Designed to provide Virginia students with a content-rich, rigorous academic foundation, these standards were adopted by the Board of Education in 1995. (Virginia Department of Education, 1999b, p. 4)

Through increased monitoring of students, teachers, and schools, the State Board of Education plans for all students to achieve higher levels of specific learning in four core areas of English, mathematics, science, and history and the social sciences (Standards of Learning, 1999; Wilkins, 1999). The SOL Assessments have become the criteria under which local school effectiveness and, subsequently, individual student achievement are measured and monitored for the public schools of the Commonwealth of Virginia.

These assessments were designed to test student knowledge of the content information and skills specified in the Virginia Standards. Student proficiency in the academic areas of English, Mathematics, History and Social Science, and Science was and continues to be evaluated by these tests. The Standards of Learning Assessments enable parents, teachers, and students to evaluate student knowledge and better prepare them for success. (Virginia Department of Education, 1999b, p. 4)

The SOLs determine course curriculum and establish the scope and sequence of that curriculum. They determine what must be taught and have been held up as a national model. Virginia is the only state to have received an "exemplary" rating in all four subjects from the American Federation of Teachers. According to Manzo (1999) the "Virginia standards, which outline in detail what students should learn at each grade level in every major subject, have been declared clear and rigorous" (p. 28). "More than 20 other states have used Virginia's SOLs in some form or another as they develop their own standards" (Virginia Department of Education, 2000, p. 2).

Beginning in 1998, the SOL Assessments, based on the SOLs, have been given each spring in the four core academic areas (mathematics, science, English, and social studies) to students in grades 3, 5, 8 and high school (Virginia Department of Education, 1999b; Wilkins, 1999). In the Fall of 1998 the Board of Education received recommendations from committees of educators and set passing scores for two levels: "proficient" and "advanced" (Virginia Department of Education, 2000). State officials want the scores of elementary and middle school students considered when teachers make promotion decisions. Local officials, however, determine the consequences, such as remediation or retention, if elementary and middle school students fail the new tests.

The Class of 2004 will be the first Virginia high school students who need to pass the subject assessments to graduate, but many school districts, due to the low scores on the initial round of assessments, now incorporate SOL Assessment scores as part of course grades to assure that current students take the assessments seriously. As of the Spring of 2000 the Standards of Accreditation allow schools to earn provisional accreditation through the school year 2002-2003 by meeting benchmarks for student passing rates on the end-of-course assessments. The high school history/social science benchmarks are as follows: (a) 1999-2000 - 40%; (b) 2000-2001 - 45%; (c) 2001-2002 - 50%; (d) 2002-2003 - 55%. Beginning in school year 2006-2007, if 70% of a school's students fail to pass the end-of-course assessments, the school may be denied its accreditation (Virginia Department of Education, 2000). Performance on the assessments, however, will not jeopardize state funding (Quality Counts, 1999).

History and Social Science SOLs

"Curriculum is an encompassing term referring to whatever it is that policymakers intend that young people will learn in school" (Duke & Canady, 1991, p. 9). To better understand curriculum, Glatthorn (1987) subdivided curriculum into distinct "types of curricula: (a) written curriculum; (b) supported curriculum; (c) taught curriculum; and (d) tested curriculum" (p. 4).

> "The written curriculum, as the term is used here, is the curriculum embodied in the approved state and district curriculum guides. The supported curriculum is the curriculum as reflected in and shaped by the resources allocated to deliver the curriculum. The taught curriculum is the delivered curriculum--the curriculum that an observer would see in action as the teacher taught. The tested curriculum is that set of learnings which are assessed in teacher-made classroom tests, in district-developed curriculum-referenced tests, and in standardized test. (Glatthorn, 1987, p.13)

There has been a much wider acceptance of the SOLs and its written and tested curriculum for mathematics, science, and English when compared to the SOLs and its curriculum for social studies. Controversy has surrounded the history and social science SOLs from their initial writing to their current implementation (Hicks, 1999; Weber & Carmichael, 1996). Many of the debates surrounding the teaching and learning of history and social science are highly political due to issues such as national culture, significant knowledge, and community values (Hicks, 1999). Alan Wurtzel (1996), a member of the State Board of Education, states,

> History and social sciences open up an almost infinite array of intellectual, pedagogical, ideological and political issues about which well-educated and responsible people can, and do, disagree. History and social sciences are the principal battlegrounds on which our political and ideological differences are fought. (p. 18)

The specifics of what should be taught, subsequently, and teacher input into the new curriculum have been major points of contention (Hicks, 1999). The Board of Education intended the history and social science standards to be academically rigorous, written in plain language and measurable by reliable and appropriate assessment tools (Wurtzul, 1996). One idea, upon which the history and social science SOLs are based, is that fundamental skills that compel students to understand the relationship between past and present events must be stressed (Weber & Carmichael, 1996). Skills that emphasize this relationship include: (a) chronological thinking; (b) historical analysis of cause and effect; (c) formal evaluation of governmental policy; and (d) discussion, debate, and persuasive writing.

<div align="center">Impact on Instructional Practices</div>

Theory

Based upon the relationship between teacher behaviors and student cognitive outcomes (Nine, 1990), the quality of instruction theoretically may be judged by a single criterion, the students' assessment score. Accountability advocates believe that indicators can be developed which measure learning within an articulated curriculum, and, because of the correlation between instruction and the stated curriculum, inferences can be drawn about the effectiveness of instructional strategies in classrooms along curricular lines (Sanders & Horn, 1995). If a classroom is deemed effective and a student fails a test, one may reason that the failure is a result of the student's intelligence and lack of diligence. In Tennessee, for example, the teachers' union pressed to exempt scores of students with disabilities and students who did not attend school for at least 150 days from teacher value-added statistics (Ceperley & Reel, 1997).

Besides measuring instructional quality through the external tests, these assessment programs also are thought to motivate changes in teaching practice (Odden & Kelley, 1997), especially when significant individual teacher incentives (merit pay) and sanctions (probation and dismissal) are tied directly to the students' assessment (Walberg & Paik, 1997). In theory, these

external tests force teachers to correlate their supported curriculum more closely with the formal written and tested curriculum to improve their students' scores; the greater the correlation, the greater the teacher effectiveness. Teaching methods that have received high marks for effectiveness include: direct instruction, core knowledge, and selected-response exercises (Haertel, 1999; Mr. President of the Board, 1999).

Implementation

Assessment in various ways and to various extents does force teachers to teach differently; each assessment effort, however, will have both positive and negative consequences (Stake, 1998). Several factors can be cited against judging the quality of instruction on student achievement criteria. The demographic opportunity structure of a school, which is based upon the financial, human, cultural, and geographic capital of the school community, has been found to be a significant predictor of success on the SOL Assessments (Wilkins, 1999). Classroom factors include: classroom effects (chance events affecting an entire classroom), cohort effects (chance events affecting all classes of an individual teacher in a given year), and vindictive or exploitive school officials (Darlington, 1997). The practitioner then must interpret and make sense and meaning of the assessment initiative, as it becomes incorporated into practice (Parish, 1996). Professional interpretations, furthermore, may be influenced by the size of the class, the number of "at-risk" children in the class, and the number of children on an Individualized Education Program (IEP) in the class. Many teachers, however, work in isolation, free from surveillance and possible critical commentary by peers and other adults (Porter & Brophy, 1988), and these teachers rarely have their interpretations questioned. Standardized test accountability allows teachers to be autonomous with regard to daily instructional practices, but it simultaneously discourages the evaluation of these same instructional practices because as long as a teacher has adequate test scores, what happens in the classroom seems to be irrelevant; poor test scores, similarly, indicate needed change, no matter what seems to happen in the classroom (Johnson, 1990; Sanders & Horn, 1994). Due to the nature of teaching, one must question if uniform implementation of accountability practices can be assumed within classrooms.

Research has suggested that the efficiency created and encouraged by assessment is in reality "teaching to the test" and neglecting more complex work -- research, projects, extended writing, experimentation (Darling-Hammond, 1997). "Traditional, standardized tests alter what is taught and how it is taught (curriculum narrows and teaching becomes more test-like and reductionistic)" (Smith, 1996, p. 5). Accountability systems could then result in a conception of effective teaching that may no longer include complex thinking skills or holistic attributes if teachers are only rewarded for their role as an efficient instructor of academics not as a counselor, social worker, or surrogate parent (Educational Policy, 1999).

History and Social Science

Ravitch and Finn (1987) claimed many students fail to acquire historical knowledge and meaningful learning from their exposure to history in schools, and the history and social science SOL Assessment scores appear to verify this claim. During the first two years of the SOL Assessments, students have scored worse on history and social studies than any of the other core subjects (English, math, science). With the highest failing rate of any of the 27 SOL Assessments, United States history, one of the most frequently taken social studies courses (Downey, 1985), is of particular concern. In 1998, 70% of Virginia high school students enrolled in United States history failed the United States History SOL Assessment, and, in 1999, 68% of Virginia high school students enrolled in United States history failed the United States History SOL Assessment (Virginia Department of Education, 1999c).

It is easy to scapegoat students, who traditionally view history as boring, irrelevant, and a

non-pragmatic required course (Evans, 1988; Fleming, 1996; Morrissett, Hawke, & Superka, 1980), and teachers for such deficient results. Other rationales, however, have been offered for the low United States history scores. First, the written curriculum, the United States history SOLs, were deemed too broad and vague by educators and included more new material than the SOLs in English, math and science (Fleming, 1996). Teachers were unsure what would be included in the tested curriculum, the SOL Assessment. This situation may have made it difficult for teachers to align their supported curriculum and taught curriculum with the written and tested curriculum and decreased student scores on the SOL Assessment. The United States history SOLs, subsequently, were reviewed and clarified during the summer of 1999 with the publishing of the United States History Teacher Resource Guide (Virginia Department of Education, 1999a). Second, personal preference in teaching tools (technology, media, and materials) cause variation in teacher objectives in history courses (Shaver, Davis, & Helburn, 1979; Superka, Hawke, & Morissette, 1980; Wiley, 1976) which the SOLs may not be able to overcome. Third, Evans (1988; 1989) found that "teacher's conceptions about history seem to have a significant impact on the curriculum they select and the content taught in their classroom" (1988, p. 213). Based upon his or her conceptions on the meaning of history, the teacher may or may not consider the content and skills emphasized by the SOLs to be the essential knowledge students should gain from the study of United States history, and the teacher may accordingly adjust the supported curriculum. Fourth, research indicates that the history teacher's knowledge of a subject does impact what content is taught and the teaching methods used (Downey & Levstik, 1991; Wilson & Wineburg, 1987; Wineburg & Wilson, 1988). Studies of secondary school social studies teachers, for example, have shown how one's own disciplinary background influences the perspective from which the curriculum is taught (Gudmundsdottir, 1987, 1989; Wilson & Wineburg, 1987). Finally, Wineburg and Wilson (1988) further suggest that content knowledge, "is central to teaching but not the sole determinant of good teaching" (p. 58). Shulman (1986) proposed that the pedagogical content knowledge of a teacher was the most important part of the knowledge base for teaching. In his 1985 presidential address to the American Educational Research Association (AERA), Shulman viewed pedagogical content knowledge as,

> the particular form of content knowledge that embodies the aspects of content most germane to its teachability. Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others. . . (it) also includes an understanding of what makes the learning of specific concepts easy or difficult: the conceptions and perceptions that students of different ages and backgrounds bring with them to the learning. (Shulman, 1986, p. 9)

These teacher characteristics may either inhibit effective teaching practices or cause the teacher to not align his or her supported curriculum with the written and tested curriculum and subsequently influence student academic achievement as measured by the SOL Assessment in United States history.

<div align="center">Methodology</div>

Implementing the SOLs to classroom instructional practices is a complex human undertaking, and any analysis of this policy must attempt to reflect this complexity as accurately as possible if others are to learn from it. A need exists to discern patterns of instructional practice that are particularly effective in helping students learn and achieve on the SOL Assessments. Evaluation of schools by test score statistics is only one among many possible ways of analyzing

education policy (Dorn, 1998). Other methods, such as naturalistic inquiry, could be used in combination with the test score to illuminate what processes the statistic represents (Parlett & Hamilton, 1976).

Only occasionally does one find a detailed description of how students actually <u>are</u> taught in such classrooms--i.e., what actually <u>does</u> occur on a day-to-day basis, how instruction takes place, what assignments are given and for what purpose, what materials are used, what techniques and strategies are used, and the like. (Fraenkel, 1992, p. 3)

<div align="center">Participant Evaluation</div>

Participant evaluation seeks to include the human element as reflected in the everyday complexities and the different perspectives of those engaged in providing services, but can and does use both qualitative and quantitative methods to achieve this goal (Worthen et al., 1997). "The central methodological debate of the 1970s" (Pelto & Pelto, 1978, p. ix) was an on-going dispute over the "relative superiority of 'quantitative' and 'qualitative' research methods for the study of social phenomena" (Maxwell, Bashook & Sandlow, 1986, p. 121). During the same time period "participant-oriented" or "naturalistic" evaluation quickly grew out of dissatisfaction with this polarization. Critics, in addition, questioned program and policy evaluation approaches that allowed policy judgments to be made without the evaluator directly observing the participating site(s). Many variants of this research approach, subsequently, have been proposed (Fetterman, 1984; Parlett & Hamilton, 1976; Patton, 1975; Rippey, 1973; Stake, 1967), but all variants have been based upon, "disenchantment with evaluation techniques which stress a product-outcome point of view" (Wachtman, 1978, p.2) and the merit of pluralism (Worthen et al., 1997). These approaches display, "a family resemblance, not an enclosed orthodoxy guided by a tacit uniformity of practice" (Hamilton, Jenkins, King, MacDonald, & Parlett, 1977, p.235).

<div align="center">Illuminative Evaluation</div>

Proposed by Parlett and Hamilton (1976), illuminative evaluation is one such participant-oriented approach to evaluation. This approach abandons attempted measurement of "educational products" in favor of an "intensive study of the program as a whole: its rationale and evolution, its operations, achievements, and difficulties" (Parlett & Hamilton, p. 141). Parlett and Hamilton, in particular, were concerned with educational change and what it was like to participate in the change process. They wanted "to study the innovatory project; how it operates, how it is influenced by the various school situations in which it is applied; what those directly concerned regard as its advantages and disadvantages" (Parlett & Hamilton, 1972 as cited in Goodson, 1985, p. 122). This type of research can identify those elements and procedures that produced desirable results (Parlett & Hamilton, 1976). The change, therefore, is not examined in isolation, but within the organizational context of the instructional system. The methodological strategy of illuminative evaluation is as follows: (a) documents and background information are analyzed; (b) questionnaires are gathered from students, teachers, and administrators; and (c) participants are observed and interviewed (Parlett & Hamilton). All data, subsequently, are combined and triangulated to help "illuminate problems, issues, and significant program features" (Parlett & Hamilton, p. 141). In the final analysis, the evaluator, however, does not formally pass judgment upon the policy (Worthen et al., 1997).

<div align="center">Summary</div>

The instructional improvement literature described in this chapter suggests that a relationship exists between certain instructional practices and effective teaching, and this literature encourages teachers to improve their instruction by incorporating these practices within their classrooms. These practices claim to be applicable to all educational levels and subjects, and they, specifically, have been found effective within the area of social studies. The

accountability literature suggests effective teaching is defined by student academic achievement as measured by standardized tests, and the accountability literature is not overly concerned with the evaluation of instructional practices as long as a teacher's students have adequate test scores. Advocates believe that accountability measures will increase teacher effectiveness by forcing teachers to correlate their supported curriculum more closely with the written and tested curriculum. The review of the literature also has suggested possible causes of variance in student academic achievement as measured by standardized tests in general and in the study of United States history in particular when accountability policies are implemented. It also suggested another possible way of analyzing education policy, illuminative evaluation, could be used in combination with the test score to reveal what processes the statistic represents.

Given an ideal research agenda, investigation was needed to compare a research-validated model of effective teaching with actual teaching practice as a result of accountability policies. Evaluation of daily teaching practices was needed to identify patterns of instructional practice in response to accountability policies. The literature suggested a research methodology, illuminative evaluation, to accomplish this evaluation. If effective teaching practices are not consistently implemented as measured by research validated models of effective teaching in response to accountability policies, then ideal research would determine which factors are preventing the implementation of effective teaching practices.

The study sought to describe and analyze the link between the Standards of Learning policy and daily teaching practices within the context of United States history at the 11th grade. Using Duke's (1987) vision of teaching excellence as a theoretical frame for exploring instructional practice, the study portrayed how four United States history teachers enacted and adapted the SOLs within their classrooms. Virginia's SOLs share common characteristics with other accountability efforts to influence public school curriculum and instructional practice. In the process, this study extended the literature on teachers' classroom instruction in the era of state accountability reforms.

CHAPTER THREE
METHODOLOGY

Chapter Three presents the methodology used to describe and analyze the link between the Standards of Learning policy and daily teaching practices within the context of United States history at the 11th grade based upon a collective case study of four United States history teachers in the era of the SOL Assessment within the same school setting. This collective case study addressed three major research questions:

1) When compared to Duke's (1987) model of teaching excellence, how have public school teachers of United States history adapted their teaching practices in response to the Standards of Learning?

2) How are teachers shaping their practices with regard to the supported curriculum of United States history in an era of SOL Assessment?

3) How are teachers shaping their practices with regard to the taught curriculum of United States history in an era of SOL Assessment?
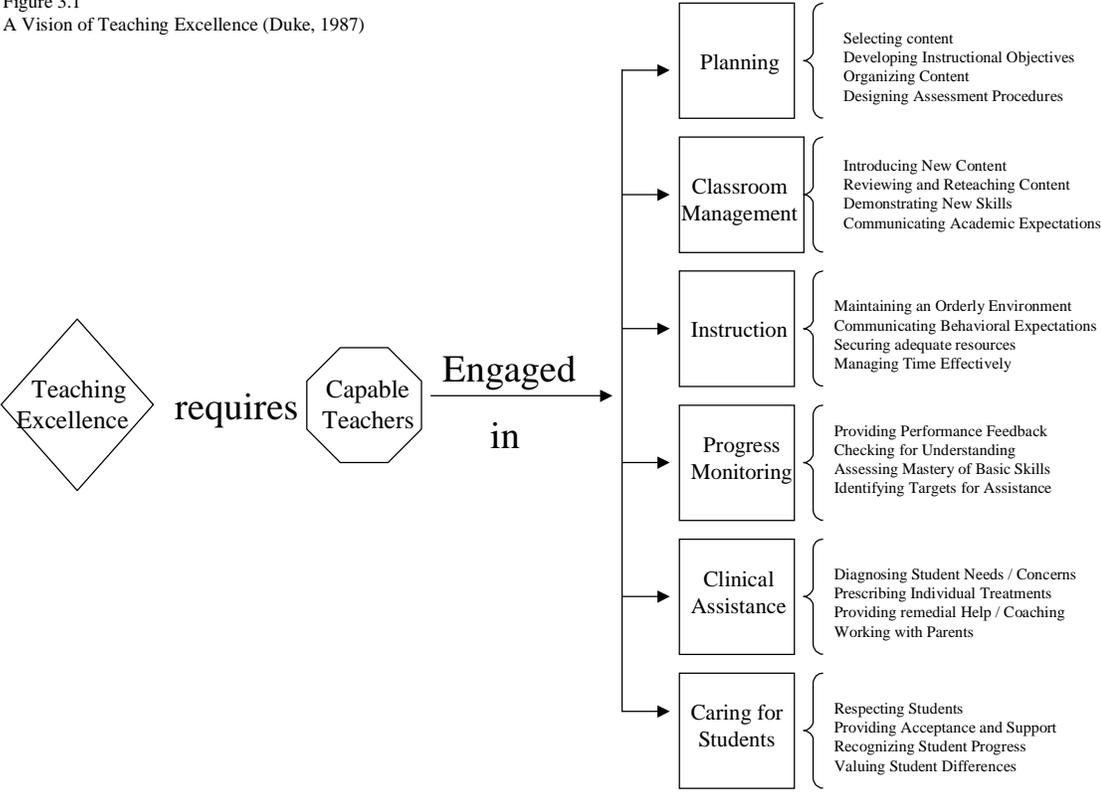
To obtain the quantity and quality of information necessary to address adequately the research questions, the collection of data utilized the methodological strategy of illuminative evaluation. The methodological strategy of illuminative evaluation was as follows: (a) documents and background information were analyzed; (b) questionnaires were gathered from teachers; and (c) participants were observed and interviewed in both group and individual interviews. Data collected from this study were related to Duke's (1987) vision of teaching excellence.

Theoretical Frame for Exploring Practice

The study sought to describe and analyze the link between the Standards of Learning policy and daily teaching practices within the context of United States history at the 11th grade. Because of the nature of the questions, data analysis focused on identifying patterns of instructional practice and the factors that might influence those patterns of practice. To ensure a comprehensive analysis of teaching practices, data collected from this study were managed and analyzed through the use of Duke's (1987) vision of teaching excellence. In School Leadership and Instructional Improvement, Duke (1987) presented an integrated vision of teaching excellence, based upon numerous models of effective teaching (Adler, 1984; Bloom, 1976; Good & Brophy, 1984; Horowitz, 1979; Hunter, 1983; Purkey & Novak, 1984), which can be used as a theoretical frame for exploring instructional practice. This vision of teaching excellence suggests that daily teaching practices are categorized into six central teaching situations. This vision is graphically displayed in Figure 3.1. The six central teaching situations: (a) planning (selecting content, developing instructional objectives, organizing content, designing assessment procedures); (b) classroom management (maintaining an orderly environment, communicating behavioral expectations, securing adequate resources, managing time effectively); (c) instruction (introducing new content, reviewing and reteaching content, demonstrating new skills communicating academic expectation); (d) progress monitoring (providing performance feedback, checking for understanding, assessing mastery of basic skills, identifying targets for assistance); (e) clinical assistance (diagnosing student needs/concerns, prescribing individual treatments, providing remedial help/coaching, working with parents); and (f) caring for students (respecting students, providing acceptance and support, recognizing student progress, valuing student differences) (Duke, 1987). Using Duke's (1987) vision of teaching excellence as a theoretical frame for exploring instructional practice, a comprehensive analysis of patterns of instructional practice should address all six categories of daily teaching practices.

This data are developed and placed within an individual data matrix for each of the four selected participants. (See Appendix F to review the data matrices for each of the four participants.) Data analysis focused on identifying patterns of instructional practice and the factors that might influence those patterns of practice. Finally, the data are combined to form individual teacher portraits and a collective case study that answers the three research questions.

Figure 3.1
A Vision of Teaching Excellence (Duke, 1987)

Teaching Excellence	**requires** Capable Teachers	**Engaged in**

Planning
- Selecting content
- Developing Instructional Objectives
- Organizing Content
- Designing Assessment Procedures

Classroom Management
- Introducing New Content
- Reviewing and Reteaching Content
- Demonstrating New Skills
- Communicating Academic Expectations

Instruction
- Maintaining an Orderly Environment
- Communicating Behavioral Expectations
- Securing adequate resources
- Managing Time Effectively

Progress Monitoring
- Providing Performance Feedback
- Checking for Understanding
- Assessing Mastery of Basic Skills
- Identifying Targets for Assistance

Clinical Assistance
- Diagnosing Student Needs / Concerns
- Prescribing Individual Treatments
- Providing remedial Help / Coaching
- Working with Parents

Caring for Students
- Respecting Students
- Providing Acceptance and Support
- Recognizing Student Progress
- Valuing Student Differences

A Collective Case Study of Teacher Portraits

Case studies offer an exceptionally powerful method of inquiry for researchers who have little control over the real life events they wish to study (Yin, 1984), and they may be used instrumentally to illustrate an issue (Stake, 1995). The value of a case study lies in its ability to provide multi-perspectival explanations of events, to show how complex processes fit together and work over time, and to produce rich data, which enables the researcher to develop strong theoretical insights. Through a detailed examination of a setting that is bounded by space and time, a portrait of each United States history teacher was created, and he or she was clearly positioned within the broader context of the Standards of Learning policy and its implementation. As a result of these teacher portraits, it was possible to develop grounded theoretical insights to explain better teachers' patterns of practice in response to the Standards of Learning policy.

A collective case study based upon the four individual teacher portraits was developed. The value of case studies lies in their ability to provide material rich enough in detail that the reader can begin to examine critically and explore the teaching practices of these four United States history teachers as they implement the SOLs. Each individual teacher portrait initially forms the primary unit of analysis, and the possibility of identifying patterns of instructional practice and patterns of influence resulting from teacher characteristics and classroom demographics should be increased by having multiple teacher portraits (Grossman, 1991). The problem with such a study is that its generalizability to other classrooms is unknown (Mayer, 1999). While the ability to generalize from this collective case study is limited due to the sample size of four, it should serve as a point of entry through which others can start to explore the possibilities and consequences of teaching United States history in the era of the SOL Assessment. The resulting collective case study and its descriptions should enrich the opportunity for theory generation and expanded explanation originating from cross-case analysis of the ways in which these teachers enact and adapt the SOLs within the United States history curriculum.

The Setting

A single site case study design was chosen rather than a multiple site case study design to control for several community and district factors. Community level indicators of opportunity associated with financial capital, human capital, cultural capital, and geographic capital have been found to predict 45% of the variance in high school passing rates for social studies SOL Assessments (Wilkins, 1999). Indicators of opportunity associated with financial, human, and cultural capital were significant predictors of school success on the social studies SOL Assessments at the high school level (Wilkins, 1999). The review of the literature, in addition, revealed that current local policies, such as grading and promotion, based upon the SOLs differ from district to district. These variables may influence a teacher's instructional practices as they enact and adapt the SOLs within the United States history curriculum. I, therefore, wanted participants who were faculty members of the same school.

To find a high school with at least four teachers of United States history during the 1999-2000 academic year, I contacted central office personnel, university professors, principals, and fellow teachers throughout the Commonwealth of Virginia. Next, as high schools with the minimum number of potential participants were identified, I contacted by telephone a specified member of the school community. I asked these contacts for an introduction to the social studies department chair. The department chairs were contacted by telephone and asked to determine potential interest in participating in the study among the United States history teachers at their school. Once the willingness of all the United States history teachers within a school was determined, a school was selected.

Participants

Four volunteer United States history teachers were the primary participants for this research. Each participant taught at least one section of United States history during the 1999-2000 academic year, and the four participants were the only instructors teaching United States history at the high school during the 1999-2000 fall semester.

During my initial contact with the participants, the purpose and procedure of the study were revealed in order that full disclosure could be met and full cooperation could be expected from the participants during data collection. I gained participants' trust by being open and honest about who I was, why I was conducting the study, and my specific goals in accumulating information from them. I also emphasized that I was currently a teacher of United States history and attempting to enact and adapt the SOLs within the United States history curriculum. Oral verification that they were responding to the SOLs and a willingness to participate was sought. Times and dates were set for my classroom observations, the subsequent individual interview process, and the document review based upon teacher preferences. For data gathering purposes each participant was given a questionnaire (Appendix B) to be completed at his or her leisure. Prior to beginning the group interview, the participants read and signed an ethics protocol/participant release agreement (Appendix E). Confidentiality was assured to the participants; therefore, identifying information was disguised and names were changed to pseudonyms.

<div align="center">Data Collection</div>

Data collection utilized the methodological strategy of illuminative evaluation. Illuminative evaluation attempts to provide an accurate portrayal of what it is really like to participate in the policy change. To obtain the quantity and quality of information necessary to address adequately the research questions, five types of data related to Duke's (1987) vision of teaching excellence were collected. Figure 3.2 illustrates a matrix that includes this study's five types of data (Documents, Questionnaire, Classroom Observations, Group Interview, and Individual Interview) and how each of these items related to Duke's (1987) model. The methodological strategy of illuminative evaluation was as follows: (a) documents and background information were analyzed; (b) questionnaires were gathered from teachers; and (c) participants were observed and interviewed in both group and individual settings. Several types of documents were examined. A questionnaire, designed to assess the impact of the SOLs upon daily teaching practices, supported curriculum, taught curriculum and collect teacher characteristics, was completed by all participants. Four classroom observations of each

Figure 3.2

Case Studies of Four US History Teachers

A Collective Case Study of Four Selected U.S. History Teachers

Teacher 1	Teacher 2	Teacher 3	Teacher 4
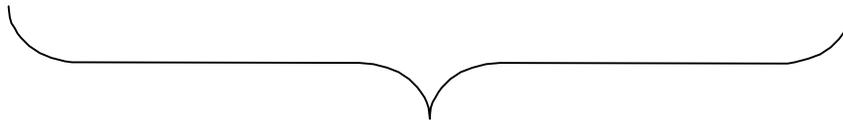
Data Gathered for Illuminative Evaluation

Duke's Teaching Categories	Documents	Questionaire	Classroom Observations	Group Interview	Individual Interview
Planning					
Classroom Management					
Instruction					
Progress Monitoring					
Clinical Assistance					
Caring for Students					

Data Analyzed by Duke's (1987) Vision of Teaching Excellence

participant were completed. Fieldnotes and audio recordings of classroom lessons were maintained and reviewed at the end of each on-site visit. A structured group interview was conducted with two of four of the participants present. The missing participants, subsequently, rescheduled the interview and were asked the same questions presented to the group. A structured individual interview was conducted with all participants after completion of the classroom observations. Both the group and individual interviews were tape recorded and transcribed.

Prior to beginning the study, a short pilot study interview was conducted with two United States history teachers. During the pilot, the group interview frame was used to guide the interview, listening unobtrusively as the participants conversed, and taking notes as necessary. I then practiced using the individual interview frame to guide the interview. Following the pilot interview, minor modifications were made to clarify both the group and individual interview questions. The questionnaire was reviewed by a professor of social studies education and was substantively modified in order to emphasize the theoretical frame.

Documents

Yin (1989) cautions against accepting documents as literal recordings of events and to be aware for what purpose the documents were designed. With this in mind, documents that were collected, examined, and critically analyzed included the following: (a) policy guides; (b) curriculum guides; (c) textbooks; (d) course assignments; (e) course examinations; (f) and other printed matter deemed relevant to this study. These documents provided information with regard to five of Duke's six categories of daily teaching practices and as cross verification of data gathered from questionnaires, interviews and observations.

Questionnaire

"Free and fixed response formats can be included to obtain both quantitative summary data and also open-ended (and perhaps new and unexpected) comment" (Parlett & Hamilton, 1976, p. 149). I designed a questionnaire (Appendix B), which mirrored those developed by Burstein et al. (1995) and Evans (1988; 1989), to assess the impact of the SOLs upon the curriculum and instruction and collect teacher demographics and characteristics. The questionnaire was organized according to Duke's (1987) categories of daily teaching practices and provided information with regard to all six of Duke's categories of daily teaching practices. Data derived from the questionnaire also served as cross verification of data gathered from documents, interviews and observations. Answers to various questions were forced response in nature, asking the respondent to choose one of the presented options. Other questions were open ended in nature. Data were collected and used to create a data set from which case studies could be developed.

Classroom Observations

Four classroom observations of each participant in their United States history classes formed another vital layer of data. Each classroom observation lasted 90 minutes. These observations provided information with regard to the daily teaching practice categories of instruction, classroom management and progress monitoring and as cross verification of data gathered from documents, questionnaires, and interviews. Such observations also served as an important source for detailing the classroom context in terms of the setting, interpersonal dynamic relations, behavior and actions of members of the classroom, the activities within the classroom, and the types of ideas and thoughts that were discussed. Data collection instruments (Good & Brophy, 1997) addressing teacher presentation (Form 9.1), teacher questioning techniques (Form 9.2), and teacher reaction to inattention and misbehavior (Form 5.1) were completed during each observation. Fieldnotes and audio recordings captured the specifics of

teachers' instructional practices. Two observations took place before the United States History SOL Assessment. The first observation day was November 18, 1999, and the second observation day was December 3, 1999. One observation occurred on December 7, 1999, the day before the United States History SOL Assessment date. The final observation happened one week after the United States History SOL Assessment on December 14, 1999. When possible, classroom observations included brief pre- and post- lesson interviews that were audiotaped and transcribed.

Interviews

The research interview is a conversational technique whereby knowledge is constructed through the interaction of interviewer and interviewee; it provides access to individuals' basic experiences of their lived world (Gudmundsdottir, 1996). Because interviews are, as Kvale (1996) notes, "highly suited for studying people's understanding of their meanings in their lived world, describing their experiences and self-understanding, and clarifying and elaborating their own perspectives of their lived world" (p. 105), the interview formed a major source of data collection. No interview, however, is untouched by human bias, and it, therefore, can be open to the criticism as a matter of data collection. In addition, the reliability of teacher self-report has been questioned (Mayer, 1999). It, however, is important to remember that the construction of knowledge does not end with the interview, but it continues within the researcher's analysis and triangulation of all the data that is subsequently reported.

Group Interviews

I conducted a beginning group interview on November 1, 1999 that searched for initial responses and changes in the teaching of United States history due to the Virginia SOL. In preparation for the group interview, an interview protocol based upon Duke's (1987) six categories of daily teaching practices was developed. The interview protocol consisted of 10 open-ended questions developed to elicit information from the group of participants about planning, instruction, classroom management, progress monitoring, clinical assistance and caring for students. The list of questions is provided in Appendix C. I followed the basic principles of interviewing outlined by Bogdan and Biklen (1992): (a) establish rapport with participants prior to beginning the interview through informal conversation; (b) inform participants of the purpose of the interview; (c) assure participants that their responses will be reported anonymously; (d) communicate personal interest in what participants have to say by being attentive and using appropriate facial expressions; (e) ask for clarification when a response in not clear; (f) avoid asking follow-up questions that can be answered with "yes" and "no"; and (g) listen carefully.

During the interview, the participants were encouraged to talk freely about designated or related topics. I called upon my experience as a teacher of United States history to provide follow-up questions and prompt participants to elaborate and share fully their perspectives. The group interview provided information with regard to all six of Duke's categories of daily teaching practices and was triangulated with data gathered from documents, questionnaires, and observations. The interviews were audiotaped and later transcribed. Interviews were transcribed verbatim so as not to impose my sense of reality on the collected data.

Individual Interviews

After completing the classroom observations and reviewing questionnaire data, individual interviews that further explored responses and changes in the teaching of United States history due to the Virginia SOLs, teacher characteristics and classroom characteristics were conducted on December 14, 1999. In preparation for interviewing individuals, an interview protocol based upon Duke's (1987) categories of daily teaching practices was developed. The frame, however, was meant only as a guide for a conversation that set out to explore who the teachers were professionally and how the participants were reacting to the SOLs for United States history. The

individual interview protocol consisted of 16 open-ended questions developed to elicit information about planning, instruction, classroom management, progress monitoring, clinical assistance and caring for students. The list of questions is provided in Appendix D. I again followed the basic principles of interviewing outlined by Bogdan and Biklen (1992).

During the interview, the participants were encouraged to talk freely about designated or related topics. I called upon my experience as a teacher of United States history to provide follow-up questions and prompt participants to elaborate and share fully their perspectives. The individual interviews also provided information with regard to all six of Duke's categories of daily teaching practices and as cross verification of data gathered from documents, questionnaires, and observations. These interviews also were audiotaped and later transcribed. Interviews were transcribed verbatim so as not to impose my sense of reality on the collected data.

<center>Data Analysis</center>

Data analysis, therefore, determined how the sample of four public school teachers of United States history were adapting their instructional practices in response to the SOLs when compared to Duke's (1987) research-validated model. Data collection methods and data analysis procedures were designed to encompass all six of Duke's (1987) categories of daily teaching practices. I attempted to make all the data comparable by standardizing them into these six categories. Due to the nature and amount of the data collected it is not possible to place all of this study's original data in an appendix. Data matrices (Appendix E) instead were created for each of the four participants, but all original data are available for review.

The matrices involved the crossing of two main variables, Duke's (1987) Vision of Teaching Excellence and the methodology strategy of illuminative evaluation, to see how they interact. These variables were not time-ordered. In Appendix E, Figure 3.3 presents an organizational chart depicting how each data collection item contributed to all six of Duke's (1987) categories of daily teaching practices for data analysis. The categories served as data-reductive devices for condensing large amounts of data into workable, intellectually coherent units for tables that facilitated cross-case analysis.

Based upon the data derived from the review of documents, questionnaires, observations and interviews, a data matrix with descriptive intent for each of the four participants was created. These matrices are presented in Appendix F. Some data selection and condensation, however, was needed to create the matrices. The type of document is always noted, and every document was included. When available and/or necessary, the title of that specific document and date issued were included in the matrix. Each participant's answer is replicated as reported in the questionnaire. Specific actions of teachers as they related to each of the six categories were summarized or paraphrased. The phrases or numbers in the matrices were developed from the observation notes and forms. If a quote from the group interview or individual interview does not appear in Chapter Four, an excerpt or paraphrase of this quote with transcript line number is provided. If the quote or its significant extract is presented in Chapter Four, its transcript line number instead is presented. The matrices lend themselves to a variable-oriented analysis style and can be expanded to a more holistic case-oriented style. The construction of the matrices furthered my understanding of the substance and meaning of my data, even before I entered the information.

Because of the quantity of data collected in any qualitative study, I needed to organize and manage that data. The following techniques, recommended by Miles and Huberman (1994), Hammersley and Atkinson (1995), and Silverman (1994) were used to help organize the data for analysis:

<center>27</center>

1. All documents used in the study were cataloged and briefly described.

2. All field questionnaires, key documents, observation notes and forms, and transcriptions were coded, using marginal notes, according to Duke's six categories of daily teaching practices (planning, instruction, classroom management, progress monitoring, clinical assistance, caring for students).

3. These data sources were then indexed by their codes to assist with retrieval.

4. The data were disaggregated and categorized into data matrices.

5. The data matrices were used to search for significant themes and to note patterns based on Duke's (1987) categories of daily teaching practices.

6. Based on the data matrices, I kept analytic memos in which I recorded my developing inferences and conclusions.

7. These first conclusions were checked against the original collected data, and the conclusions were then verified by triangulating across the five data variables.

The data presented by the teacher portraits and data matrices in response to the first research question permitted the varying teaching practices of the participants to be contrasted and compared. The descriptions of the four teachers, subsequently, allowed teaching patterns and themes to be noted. Each of the three identified patterns was described using teachers' talk, teachers' practice and vignettes of individual teachers to address certain research issues. Cohen et. al. (1997) reported studies that have identified discrepancies between teachers' self-report (questionnaires, interviews, etc.) and the practices recorded (observations, documents) by researchers (as cited in Spillane & Zeuli, 1999). In addition, Burnstein et al. (1995) argue that questionnaires are, "limited in their ability to portray a valid picture of the schooling process. Some aspects of curricular practice simply cannot be measured without actually going into the classroom and observing the interactions between teachers and students" (p.7). By presenting a descriptive summation of each pattern through teachers' talk, teachers' practice, and vignettes of individual teachers, the reader can check the interpretation of data and the logical validity of results presented.

Research Issues

The presence of a researcher within the educational setting has an unavoidable impact on the participants. In addition, I am a teacher of United States history at a public high school in Virginia and have struggled to implement the SOLs into my teaching practices. My beliefs about instruction, experiences as a teacher and interpretations of the SOLs are a source of potential researcher bias. These personal biases have the potential of contaminating perception and data analysis. I openly admit these biases to the reader, and I have been actively reflective about the conclusions I have drawn from the data to protect against such contamination.

To develop a study that is thorough and trustworthy, the methodology has been designed to collect rich data that can be layered together throughout the process of analysis. The variety of data collection methods allows for the triangulation of inferences from one data source against another. Theoretical triangulation as described by Hammersley and Atkinson (1993) required that I read the data with multiple hypotheses and explanations in mind, thus providing multiple interpretive lenses. Repetition of the process of coding and disaggregating of the data allowed me to accomplish this task. Furthermore, the researcher's journal also served as an important tool to record and work through issues, concerns and frustrations that otherwise might lead to a myopic view of the field and collected data.

Ethical Considerations

The Ethical Standards of the American Educational Research Association were used and approved by the Virginia Tech Internal Review Board for Research Involving Human Subjects. A

copy of the Informed Consent form for informants in this study is included in this document (Appendix G).

CHAPTER FOUR
PRESENTATION OF DATA AND RESULTS

Chapter Four presents the collective case study of four United States history teachers. This case study was used to describe and analyze the link between the Standards of Learning policy and daily teaching practices within the context of United States history at the 11th grade. Data for the case study were derived from the examination of four selected participants who were teaching United States history within the same school setting. The collection of data utilized the methodology of illuminative evaluation. The study's five types of data (documents, questionnaire, classroom observations, group interview, and individual interview) were related to Duke's (1987) categories of planning, classroom management, instruction, progress monitoring, clinical assistance and caring for students. Data were analyzed and placed within an individual data matrix for each of the four selected participants. See Appendix F to review the data matrices for each of the four participants. The data then were combined to form individual teacher portraits and a collective case study that answered the three research questions. The three research questions were addressed:

1) When compared to Duke's (1987) model of teaching excellence, how have public school teachers of United States history adapted their teaching practices in response to the Standards of Learning?

2) How are teachers shaping their practices with regard to the supported curriculum of United States history in an era of SOL Assessment?

3) How are teachers shaping their practices with regard to the taught curriculum of United States history in an era of SOL Assessment?

Data are organized in the following manner. First, Rainbow High School[1], the setting for this collective case study, is described. The school setting includes a review of Rainbow High School's: (a) 4x4 schedule; (b) SOL policies; (c) Social Studies department; and (d) United States History course. Second, the four United States history teachers who participated in this study are introduced.

Third, in response to Research Question One, data are presented through individual teacher portraits and supporting data matrices. See Appendix F to review the data matrices for each of the four participants. Teacher portraits were based upon: (a) a review of documents including, but not limited to, textbooks, homework assignments, lecture notes, teacher made tests, class assignments and audio-visual material; (b) questionnaires completed by each teacher participant; (c) six hours of classroom observation with each of the four participants; (d) one group interview; and (e) individual interviews with each of the four participants. The study's five types of data (documents, questionnaire, classroom observations, group interview, and individual interview) then were related to Duke's (1987) categories of planning, classroom management, instruction, progress monitoring, clinical assistance and caring for students. Data were developed and placed within an individual data matrix for each of the four selected participants. (See Appendix F to review the data matrices for each of the four participants.) The data then were combined to form individual teacher portraits and a collective case study that answered the three research questions. Each teacher portrait stands alone and highlights the individual instructional practices of that teacher with regard to United States history. The teaching portraits and data matrix for each participant were presented based upon Duke's (1987) categories of planning, classroom management, instruction, progress monitoring, clinical assistance and caring for

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[1] A pseudonym has been used for the school to protect confidentiality.

30

students. These portraits allow the varying teaching practices of the participants to be contrasted and compared.

Fourth, in response to Research Question Two and Three, these teaching portraits and data matrices were used to illustrate three patterns of practice (i.e. results) related to both the supported curriculum and taught curriculum that occurred across the four individual cases.

The School Setting

Rainbow High School is the sole high school (grades 9-12) in the Ween County Public School System. Located in a Southwest Virginia community with a population of approximately 10,000, Rainbow High School has been in operation for over two decades. Rainbow High School is fully accredited by the Virginia Department of Education and the Southern Association of Secondary School and Colleges. For the 1999-2000 school year, Rainbow High School had an approximate student enrollment of 1,500 (Virginia Department of Education, 1999d).

The Schedule

Since the fall semester of 1993, Rainbow High School has operated on a 4x4-block schedule. Students take four courses per day. Each course consists of a 90-minute instructional period (block) that meets daily during a 90-day semester. Each course is half as many days and twice as long per day as courses in traditional scheduling. Virtually the same number of classroom minutes remains for each course, but fewer class changes are necessary during each instructional day. Teachers teach three block classes and have a 90-minute planning period. Teachers see no more than three classes of students each day instead of the standard five.

Rainbow High School Standards of Learning Policies

Two Rainbow High School policies specifically address the SOLs. These are found in the Parent/Student Handbook and Calendar.

Standards of Learning End-of-Course Assessments

In accordance with the Standards of Learning for Virginia public schools, Rainbow High School administers and students must take "End of Course" assessments in those courses so designated by the Standards. The Virginia Standards of Learning Assessment are a factor in determining the student's final grade (p. 6).

Standards of Learning End-of-Course Assessments and Students' Grades

The following procedures are used in determining the numerical values for end-of-course assessment results: (a) if a student passes a class and the end-of-course assessment, the end-of-course assessment grade would be equal to the student's class average or 80, whichever is higher; (b) if a student passes a class but fails the end-of-course assessment, the end-of-course assessment grade would be equal to a 69; (c) if a student fails a class but passes the end-of-course assessment, the end-of-course assessment grade would be equal to an 80; (d) if a student fails a class and fails the end-of-course assessment, the end-of-course assessment grade would be equal to a 69 (p.6). The results of the end-of-course assessment will comprise 10% of the student's second nine-week course grade if they are available.

The Department

The Social Studies department at Rainbow High School consisted of 12 faculty members during the 1999-2000 school year. Courses taught by the department during the 1999-2000 school year include: Economics, Psychology, Service Learning, United States Government, Advanced Placement United States Government, United States Government - Dual Enrollment; United States History; Advanced Placement United States History; World Geography, World History Comprehensive; World History I/World Geography I; World History II/World Geography II.

In response to the SOLs and the SOL Assessments, the Social Studies department at

Rainbow High School has proceeded with several initiatives. The department revised its United States history curriculum guide to correlate with the SOLs. Each student is required to receive a copy of the United States History SOLs upon enrollment, and every United States history teacher's syllabus must contain a pacing guide based upon the SOLs. The department chair also has required each United States history teacher to revise unit tests to mimic the SOL Assessment format. During the 1999-2000 school year, the department was attempting to develop a practice assessment and bank of test questions based upon the United States history SOLs.

The Course

The department has composed the following course description for United States history, found in the Rainbow High School student handbook:

United States history is a basic survey course, which will trace the American experience from the exploration period to current-day trends and social problems. The chronological study of events in our history will be combined with the study of major concepts such as cause and effect, change continuity, and appreciation of cultural heritage. (p. 3)

The Teachers

I first traveled to Rainbow High School on November 1, 1999. Since this day was a teacher workday at Rainbow High School, the building was very quiet. After stopping in the office to receive directions to my meeting place, I toured various parts of Rainbow High School. I eventually found the appointed classroom, and I prepared for the group interview. At the scheduled time, two of the four instructors arrived for the group interview. They were Ms. Susan Red and Mr. Michael Green. The participants informed me that Mr. Jeffrey Blue and Ms. Lyta Violet were unable to attend the group interview due to a previous commitment, and I, subsequently, rescheduled the interview with them for November 18, 1999. On this date they were asked the same questions presented to the group in attendance on November 1, 1999. After some casual conversation, these teachers described the department activities that had been undertaken in response to the SOLs. I then began the group interview questions.

While each teacher is a unique case, common themes across cases began to emerge during this group interview and the rescheduled interview. The participants all enjoyed teaching at Rainbow High School, but they have felt additional stress and pressure since the implementation of the Standards of Learning policy. Ms. Red stated, "I think there is a certain amount of fear. You are afraid you are not going to do a good job, or you are going to lose your job because the SOL scores weren't what they needed to be" (Line 131-133, November 1, 1999). These four teachers shared a belief that the SOLs may not improve student learning of United States history. They have tried to respond to the SOLs both individually and as a group. I was impressed with the "We're in this together" attitude of the department. Mr. Blue noted, "We are all on the same ship" (Interview notes, November 1, 1999). Despite this attitude, the teachers did not plan together on a daily basis. In addition, later comments and observations led me to believe that these teachers were generally unaware of what the others were doing in their classrooms. They stated that they wanted to find ways that would help all of them successfully respond to the SOLs and improve the SOL Assessment scores of their students.

Table 4.1 presents the demographic information for each of the four participating teachers. The sample for this study consists of two males and two females. The average age of the group is 49 years. Each teacher typically has taught for 24 years and taught United States

Table 4.1

Demographic Information of the Four Participants

Category	Susan	Michael	Jeffrey	Lyta
Professional				
Sex	Female	Male	Male	Female
Age	41	44	51	58
Years worked as a teacher	14	23	26	33
Years worked as a US history teacher	3	8	3	33
Years teaching at this school	5	19	13	33
Highest degree earned	Bachelor's	Bachelor's	Master's + 45	Master's
Major area of teacher training	Political Science	Social Studies Education	Social Studies Ed & History	History & History
Class Information				
Course	US history	US history	AP US history	US history
Textbook	America [1]	America [1]	The Enduring Vision [1]	America [1]
Class size	28	23	10	28
Students on an IEP	3	4	0	3
Time of class	1:50 PM – 3:20 PM	12:15 PM – 1:45 PM	8:30 AM – 10:00 AM	10:05 AM – 11:35 AM

[1] See References for complete citation

history for 12 years. They have worked at Rainbow High School for an average of 18 years. Two teachers have Bachelor's Degrees and two teachers have Master's Degrees. Two participants were social studies majors as undergraduates. A third participant was a history major as an undergraduate, and the fourth participant was a political science major as an undergraduate. The average class size was 21 students with three of those students on an IEP.

Data Presentation

Portraits of Teaching Excellence

Research Question One

When compared to Duke's (1987) model of teaching excellence, how have public school teachers of United States history adapted their teaching practices in response to the SOLs? Four individual portraits and supporting data matrices of Ms. Red, Mr. Green, Mr. Blue, and Ms. Violet are used to provide a descriptive summation of how United States history teachers who are mandated to teach the SOLs are performing relative to Duke's (1987) framework for teaching excellence. The teacher portraits were based upon: (a) a review of documents including, but not limited to, textbooks, homework assignments, lecture notes, teacher made tests, class assignments and audio-visual material; (b) questionnaires completed by each teacher participant; (c) six hours of classroom observation with each of the four participants; (d) one group interview; and (e) individual interviews with each of the four participants. The data matrices organize and display the collected data. See Appendix G to review the complete data matrices for each of the four participants. Following an overview of each participant's professional profile and classroom context, teaching portraits and data matrix for each participant are presented based upon Duke's (1987) six categories: planning, classroom management, instruction, progress monitoring, clinical assistance and caring for students. Each teacher portrait stands alone and highlights the individual instructional practices of that teacher with regard to United States history.

Susan Red

"If it's not in the resource guide, I don't teach it."

Professional Profile

Ms. Red has been a teacher for 14 years, the last five of that have been at Rainbow High School. See Table 4.1 for a summary of demographic information. See Appendix F, Figure 4.1 to review the complete data matrices for Ms. Red. A political science major as an undergraduate, she has primarily taught United States government at Rainbow High School. Ms. Red has enjoyed her time at Rainbow High School. "I think it (the Rainbow High School Social Studies department) has a very welcoming environment. The students like social studies. They may not have been that crazy about social studies prior to getting to us, but they seem to be receptive [to learning]" (Line 47-50, November 1, 1999). She feels the department works well together, and each teacher has the autonomy to teach United States history and its SOLs in his or her own way.

> I really don't feel the frustration that some of the teachers feel [as a participant in the Standards of Learning movement]. This [teaching United States history] is my job. This is what I have got to do. This is how I am going to do it. This is what's been dictated to me. As far as accountability, I don't have a problem with that. (Line 46-47, December 14, 1999)

The 1999-2000 fall semester was Ms. Red's first time teaching United States history at Rainbow High School. "I taught Advanced Placement (AP) United States history years ago, and I taught United States history three years into my teaching career" (Line 20-21, December 14, 1999). Even though Ms. Red was inexperienced teaching United States history and the United

States History SOLs, she taught the United States history content and skills required by the SOLs to her satisfaction this semester. "When I say to my satisfaction I mean everything, the content and skills listed by the SOLs, was presented" (Line 100-103, December 14, 1999).

Classroom Context

Ms. Red agreed that the classes that I observed were good representations of her United States history course this semester. "However, I am a much better teacher than what I can exhibit in an SOL course. I was very lecture-based in order to cover the materials identified on the resource guide for the SOL Assessment" (Line 25-28, December 14, 1999). During my initial observation, Ms. Red's lesson addressed SOL 11.3a, changes in British policies that provoked the American colonists. The next two observations captured Ms. Red leading her students in a review for the SOL Assessment using old Advanced Placement examinations and various group activities. The final observation involved a cooperative learning activity on the Electoral College and the Election of 1824.

Ms. Red's lectures included analogies or examples that were intended to enable students to relate new material to the familiar and the abstract to the concrete. The use of numerous "Why?" questions during her presentations forced students to engage the material as it was presented. Ms. Red was responsive to student questions and comments on the material. The few instances of student inattention or misbehavior were addressed quickly, and the student(s) returned to the assigned task. Susan noted, "[Due to the teacher-centered lessons] I am the one who's working the hardest in the classroom" (Line 30, December 14, 1999).

Daily Teaching Practices using Duke's (1987) Teaching Categories

Planning. According to Ms. Red, content for her United States history course was based upon the United States History Teacher Resource Guide (Virginia Department of Education, 1999a), and she used the SOLs as her instructional objectives. Her course content was chronologically organized. Ms. Red, however, presented the content backwards. "I am teaching it [United States history] backwards, and nobody else in this department is doing that" (Line 52-53, November 1, 1999). She did not explain why she organized the course content in this fashion United States domestic and foreign policy since World War II is taught first, and the course ends with the Age of Discovery. When planning a unit of study, Ms. Red first designed lessons, then assessment procedures. Unit tests, which consist of 80% multiple choice questions, 10% short answer questions, 10% matching questions, and student project/presentations were her primary means of assessment. "I think practice with multiple choice questions is a benefit to them [students], but I have done matching on things too" (Line 175-176, December 14, 1999). The World Wars test that was shared with me contained 15 multiple-choice questions, nine matching questions, and no short answer questions.

Classroom management. Ms. Red maintained an orderly classroom environment, even though this class takes place during the last period of the day at Rainbow High School, meeting daily from 1:50 PM -3:20 PM. This order did not come without effort on her part. "I have a very social, talkative young male in this class, and he probably has been my biggest challenge. Nice kid, but there is not time for a talkative young man in a SOL course" (Line 210-213, December 14, 1999). Students arrived to the room and prepared for class with little disruption. Classes began shortly after the bell, and students apparently knew the procedural routine for this class. Ms. Red's behavioral expectations for students were introduced in her course syllabus, and they were posted in the classroom above the blackboard as a reminder to students.

Ms. Red felt she had adequate resources to teach the United States History SOLs. In terms of allotting time, Ms. Red reported in her questionnaire that in a typical week 80% of class time was spent providing instruction to the class as a whole, 10% of class time was spent

providing instruction to individual students and 10% of class time was spent administering test or quizzes. During my four observations of this 90-minute class the majority of class time was spent providing instruction to the class as a whole. The last 10 minutes typically were spent providing instruction to individual students. I did not observe a test or quiz administration.

      Instruction. Ms. Red described her style of teaching history as lecture/discussion. New content was primarily introduced by a reading/writing homework assignment from the course's textbook, America: Pathways to the Present (Cayton, Perry, & Winkler, 1998). Teaching and reviewing of the content then occurred during the following class by means of a lecture and/or a teacher led group discussion. Students responded orally to questions and completed individual written work within the class period to demonstrate understanding of the new content. "If I had a little more content flexibility, there are activities, methods, delivery systems from which I think they [her students] would benefit. Unfortunately, those delivery systems, which I believe produce retaining results, take so long that I can't commit [course] time to them" (Line 60-62, December 14, 1999). Ms. Red devoted anywhere from a minimum of 1-2 class periods up to a maximum of 10-15 class periods (SOL 11.9) for each SOL, and she planned to cover all textbook chapters by the end of the course.

      Students were made aware of each SOL as it was taught. "They [students] were given SOL sheets. I would say, 'See 11.4? See what we just did?' I would make them find what we covered and what we could check off. When they were through the whole thing was checked off so they felt confident the course at least covered what the State had given" (Line 281-285, December 14, 1999). I observed this process with regard to SOL 11.3 on November 18, 1999. Reviewing and reteaching of content was done within each unit of study and before the SOL Assessment. Ms. Red did not specify how she communicated her academic expectations to her students. "Students know my expectations, I will in all honesty say they do not always meet my expectations" (Line 206, December 14, 1999).

      Progress monitoring. "My actual monitor of SOL understanding would [occur] through my test questions. I try to design my tests so that this particular question tested this particular SOL" (Line 356-357, November 1, 1999). Ms. Red used this test data to provide her with a general assessment of the students' progress. In addition to her test questions, Ms. Red assessed mastery of content and identified targets for assistance through the use of homework, class discussions, and warm-ups. "[For each individual student] as far as homework, no, I do not take the time to say 'OK. Yes, that answer is right, that answer is better, and that answer is best'." (Line 359-360, November 1, 1999). She did not formally record or monitor student mastery of individual SOL content.

      Ms. Red assigned an average of 30 minutes of homework each night. She kept a record of who turned in each assignment, but the homework assignments were not returned with grades or comments. The completed assignment, however, was always discussed in class. A typical homework assignment consisted of reading and answering questions from the text. Ms. Red considered effort, completing homework and daily attendance the most important factors when setting grades for her United States history students. She did not include in her questionnaire an approximate distribution of final student grades in this class.

      Clinical assistance. "[To diagnose student needs] what I do on my tests is I will identify certain questions to be certain parts of the SOL, for example, 11.4. Suzy missed 11.4; Joey missed 11.4. OK, we have got to work on that" (Line 254-255, December 14, 1999). Ms. Red did not prescribe individual treatments for students who needed help with certain SOLs. She simply reviewed that material with the class as a whole. One of the three students on an Individualized Education Program (IEP) had a visual disability. She used a special eyepiece to view the

blackboard and textbook, and Ms. Red often provided specially designed materials for this student. I was unable to identify the other two students on IEPs. Ms. Red neither provided observable accommodations for any other students, nor did she mention student accommodations during our interviews. No formal means existed for students to receive remedial help in Ms. Red's United States history class. "There were remedial tasks that took place in the classroom, whole group, not, 'Hey! All my 11.4 kids! We need to do this'. [Differentiated remediation] would be great if I could get to that, but that [differation] did not happen at this time" (Line 264-265, December 14, 1999). With regard to parental concerns, she remarked, "My contact with parents is primarily through parent/teacher conferences, and generally, only your better students' parents will come to the conference. I cannot say that there was one comment about the SOLs. I did hand parents a SOL sheet along with my syllabus" (Line 269-271, December 14, 1999).

   Caring for students. Ms. Red treated her students with respect during my observations. "I think I have good personal relationships with my students just because of my personality and my flexibility in the classroom" (Line 57-58, December 14, 1999). She, however, did not feel she could foster these relationships based upon student/teacher interaction due to time constraints and the SOL Assessment (Line 50-53; Line 63-67, December 14, 1999). Ms. Red recognized student progress in class with homework passes. She, in addition, offered her students, "a free pizza party if everybody passes [the SOL Assessment]" (Line 114, December 14, 1999). "But we still didn't have the fun element, not the fun that I think can be motivational. I literally did not do a single fun activity that was content driven because I was so afraid of time constraints" (Line 114-116, December 14, 1999).

<div align="center">

Michael Green

"There's a lot of history. You have got to whip along. You have got to move on out, and I think that's a big change."

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Professional Profile

   Mr. Green has been a teacher for 23 years, and he has been a teacher at Rainbow High School for 19 years. See Table 4.1 for a summary of demographic information. See Appendix F, Figure 4.2, to review the complete data matrices for Mr. Green. A social studies education major as an undergraduate, Mr. Green primarily has taught United States government at Rainbow High School. He has enjoyed his time at Rainbow High School and does not mind working with other teachers in the Social Studies Department. "I feel like it [Rainbow High School] is a good place to teach in general. We [Social Studies Department] tried to make some changes last year to do some things that would help our students be successful on the SOL Assessment" (Line 43-44, November 1, 1999). "I think as time goes by we will have a better idea of what they [Virginia's Department of Education] are looking for, and we will make sure to cover that [the necessary information]" (Line 82-83, November 1, 1999). Mr. Green, however, believes the SOLs are politically driven and will not necessarily result in increased learning of United States history. "Well, I think it [SOL movement] is another headache. It's something else and, of course, in education we see things from time to time. They [politicians] have the magic bullet from time to time" (Line 115-117, December 14, 1999).

   The 1999-2000 fall semester was the second time Mr. Green taught United States history at Rainbow High School since the inception of the SOLs. "Last year [1998-1999 spring semester] I had a United States history class. It was the first time I taught United States history for about 17 years or so--a long, long time ago" (Line 22-25, December 14, 1999). Mr. Green felt due to the SOLs he "had to relearn lots of history" to prepare to teach his United States history course (Line 40, November 1, 1999). Mr. Green did not teach the United States history content and skills required by the SOLs to his satisfaction this semester. He stated,

The SOL Assessment is a fairly detailed test, and it's a little bit like a shot in the dark. Even with this new thing here [United States History Teacher Resource Guide (Virginia Department of Education, 1999a)] I still think it's tough to cover the information as well as you need to for students to be successful on the test. I think it [SOL Assessment] tests depth and knowledge to a greater extent than I feel like I can cover sometimes. (Line 32-40, December 14, 1999)

Classroom Context

Mr. Green did not agree that the classes that I observed were good representations of his United States history course this semester. If I had observed his class during September or October, Mr. Green believed my findings would be different. He tried to "speed up" his pacing as the SOL Assessment approached due to "too much information" (Line 14; Line 51, December 14, 1999). As a result of the change in pacing, much of the 20th century content received cursory coverage. "I always feel rushed. You try to hurry and make sure topics are covered. Time is always a concern" (Line 29-30, December 14, 1999). During my initial observation, Mr. Green's lesson addressed SOL 11.9c, World War I in terms of its political, social and economic change in Europe and the United States. The second class covered SOL 11.14, domestic policy issues in contemporary American society. The third observation captured Mr. Green leading his students in a review for the SOL Assessment using old Advanced Placement examinations. The final observation involved a group activity based upon Chapter 31 of America: Pathways to the Present (Cayton, Perry, & Winkler, 1998), "The Vietnam War and American Society, 1960-1975."

"There is a tremendous amount of information. Plus trying to get it all accomplished four weeks before the end of the nine weeks. I think it [the SOLs] has created a more hurried climate [in the classroom]" (Line 129-134, December 14, 1999). Mr. Green's lectures often were accompanied by an outline on the overhead projector to guide students concerning what notes to take. During the observed classes, Mr. Green only asked academically factual questions, which any of his students could volunteer to answer. The students in this class rarely asked Mr. Green questions with regard to the day's lesson, and their frequently off task behaviors prevented him from coherently presenting material and decreased the pacing of class.

Daily Teaching Practices using Duke's (1987) Teaching Categories

Planning. According to Mr. Green, content for his United States history course was based upon the United States History SOLs, and he used the SOLs as his instructional objectives. "You have to use that blueprint [United States History Teacher Resource Guide (Virginia Department of Education, 1999a)] and try to make sure that you focus on that information because, as I said, there is lots of history" (Line 193-194, November 1, 1999). Mr. Green, however, did not modify his 1999 fall semester course content from his 1999 spring semester course content in response to the United States History Teacher Resource Guide (Virginia Department of Education, 1999a). "I tried to pretty much stick with last time [Spring 1999], but I tried to emphasize those topics [identified by the United States History Teacher Resource Guide] more and tried to focus in on vocabulary from that [document]" (Line 63-64, December 14, 1999). Mr. Green could not provide specific examples of this revised emphasis (Line 199-202, November 1, 1999). His course content was chronologically organized and presented. When planning a unit of study, Mr. Green first designed its lessons then the assessment procedures. Mr. Green reported that he changed his test to model the SOL Assessment format, but he did not include graphs, timelines, or maps in these tests (Line 191-205, December 14, 1999). Unit tests, which consist of 85% multiple choice questions, 10% essay questions and 5% matching questions, were Mr. Green's only means of assessment. Mr. Green did not submit a unit test for my analysis.

Classroom management. Mr. Green's United States history class took place during the third period of the day at Rainbow High School, and it met daily from 12:15 PM - 1:45 PM. All students had their lunch period immediately prior to this class, and it was difficult for Mr. Green to maintain an orderly learning environment. On more than one occasion, he had to halt the lesson for several minutes to deal with students' off task behavior. Mr. Green reported, "There were times when I would get quite frustrated with the fact that I was not getting as much information covered and as well as I would like to cover it because I was dealing with the students' behavior" (Line 218-220, December 14, 1999). His behavioral expectations also are in the syllabus. Mr. Green felt the size of the class and individual students negatively affected the behavior of the class, not the timing of the class after lunch. "I probably need to revise mine [behavioral expectations]. I just had some personalities in there [United States history class] that made it difficult. It was a fairly large class for a SOL class" (Line 214-216, December 14, 1999).

Mr. Green felt he had adequate resources to teach the United States History SOLs. In allotting time Mr. Green reported in his questionnaire that in a typical week, 90% of class time was spent providing instruction to the class as a whole, 5% of class time was spent providing instruction to individual students, 2% of class time was spent providing instruction to small groups of students, 1% of class time was spent maintaining order/disciplining students, 1% of class time was spent administering test or quizzes, and 1% of class time was spent performing routine administrative tasks. During my observations the majority of class time was spent providing instruction to the class as a whole in three of the four 90-minute classes. The fourth observation witnessed the majority of class time spent providing instruction to small groups. I did not observe Mr. Green either providing instruction to individual students or administering a test or quiz.

Instruction. Mr. Green described his style of teaching history as lecture/discussion. New content was primarily introduced through teacher lectures, and it occasionally was introduced by means of audio-visual material or teacher-led whole group discussion. Three of the four classes I observed fit this description. Everyday, students responded orally to questions within the class period to demonstrate understanding of the new content. "I feel like the way that students learn things is through repetition, and I think it is difficult to give them as much repetition with it [SOL pacing] the way it is" (Line 126-127, December 14, 1999). Mr. Green spent anywhere from a minimum of 1-2 class periods up to a maximum of 6-10 class periods for each Standard of Learning. Significantly less time was spent on SOL 11.8 (Industrial Revolution) through 11.14 (Contemporary Domestic Policy) compared to SOL 11.1 (Age of Discovery) through 11.7 (Immigration). By the end of the course Mr. Green planned to cover the following textbook chapters: 1-14; parts of 15-23; and "pick and choose" from 24 - 35.

Students were made aware of each SOL as it was taught, but Mr. Green did not have a formal method for students to track SOL progress. Reviewing and reteaching of course content only occurred before the SOL Assessment and final exam. Mr. Green had difficulty incorporating the SOL skills into his United States history course. "It's tough. I can't say I have done a great deal up to this point, but I probably will try to do that from now to the end of the semester" (Line 140-141, December 14, 1999). Mr. Green hoped that his academic expectations for this course were communicated though his syllabus, which students received at the start of the course, and class discussions. "Everyday we are trying to learn and possess a greater knowledge in the area of US history" (Line 210-211, December 14, 1999).

Progress monitoring. According to Mr. Green, he has changed his unit tests to model the format of the SOL Assessment. He has not yet incorporated the skills identified by SOLs 11.15, 11.16, and 11.17 into tests, and specific test questions were not aligned with specific SOLs. "I

don't know that I necessarily monitor SOL progress or try to be that specific [with test questions] at this point" (Line 376-377, November 1, 1999). Mr. Green assessed mastery of skills and identified targets for assistance through class discussion. He was unable to specifically explain how this task was accomplished. He assigned an average of 30-40 minutes of homework each night. Mr. Green kept records of who turned in the assignment, returned assignments with grades or corrections and discussed the completed assignment in class. A typical homework assignment consisted of reading the text and either completing questions from worksheets or writing definitions of concepts, people and events. Mr. Green considered achievement relative to the rest of the class, absolute level of achievement, class participation, and consistently attending class very important when setting grades for students. He estimated the approximate distribution of final student grades in this class to be three A's, 11 B's, six C's, four D's, and two F's.

Clinical assistance. Mr. Green did not prescribe individual treatments for students who needed help with certain SOLs. No formal means existed for students to receive remedial help in Mr. Green's United States history class. "Right now, I find it difficult to go back and reteach" (Line 264, December 14, 1999). I was unable to identify the four students on IEPs. Mr. Green neither provided observable accommodations for any students, nor did he mention student accommodations during our interviews.

With regard to parental concerns, he remarked, "I think parents are concerned with the impact of the SOLs on United States history to a certain extent, but they also understand the bottom line that it doesn't really affect this year's class" (Line 269-271, December 14, 1999).

Caring for students. Mr. Green stated he had no formal ways of recognizing positive student performance. Mr. Green generally treated his students with respect. Classroom management issues, however, often strained Mr. Green's interactions with his students. Mr. Green felt these interactions were due to individual students in the class, and he believed that his interactions would improve with his next class. As reported earlier, Mr. Green on more than one occasion had to halt the lesson for several minutes to deal with students' off task behavior. These interruptions often dealt with the same individual students, but recorded inattention and misbehavior occasionally involved other students in this class as well.

<div align="center">Jeffrey Blue</div>

<div align="center">"Anything positive that the SOLs have generated? I can't think of a thing" (December 14, 1999).</div>

Professional Profile

Mr. Blue has been a teacher for 26 years, the last 13 of which have been at Rainbow High School. See Table 4.1 for a summary of demographic information. See Appendix F, Figure 4.3, to review the complete data matrices for Mr. Blue. "I have 13 years teaching experience at the middle school and then 13 years teaching experience at [Rainbow] high school" (Line 4-5, November 18, 1999). A social studies education major as an undergraduate with a Master's Degree in history, Mr. Blue has primarily taught World history and World geography at Rainbow High School. He has enjoyed teaching at Rainbow High School, but he is very concerned with the impact the SOLs have had on his job.

"When I first heard of the SOLs I thought that they [Virginia Board of Education] had simply changed the old Standards of Quality for Standards of Learning. The more I became aware of the differences [between the two] the more concerned I became that you [the teacher] would be focusing on the test and not the subject. What you are doing is basically placing the tests above the students. The test has become more important that the people who have to pass the test". (Line 16-23, November 18, 1999)

The 1999-2000 fall semester was Mr. Blue's fourth year teaching Advanced Placement

(AP) United States history at Rainbow High School. "I have taught a little bit of everything, World History, World Geography, Government, and US history. US history is actually a bit more fun to teach than most of the others" (Line 5-6, November 18, 1999). His prior experience teaching United States history did not help Mr. Blue implement the United States History SOLs. "I did not teach the SOL content and skills to my satisfaction this semester. Even at the pace we were going I needed at least another full week, probably two (Line 85-88). It [the SOLs] has been an exercise in futility. We [teachers] are trapped into teaching something that we feel we don't have any real control over" (Line 55-57, December 14, 1999).

Classroom Context

Mr. Blue agreed that the classes that I observed were good representations of his United States history course this semester. "I spent a lot more time focusing on objective type things, factual as opposed to information processing and higher thinking skills. For example, I have spent much less time doing writing activities. I just tried to blanket large amounts of recall information" (Line 20-23, December 14, 1999). During my initial observation Mr. Blue used a Power Point presentation to address SOL 11.9c, World War I in terms of its political, social and economic change in Europe and the United States. The second class covered SOL 11.13, civil rights and voting rights developments since the 1950s, also by means of a Power Point presentation. "I've used Power Point to cover topics. I told the students after the SOL [assessment] I'll go back and teach it right" (Post-observation interview, December 3, 1999). The third observation captured Mr. Blue playing "football" to lead his students in a review for the SOL Assessment using old Advanced Placement examinations. The final observation had Mr. Blue playing "football" as a review activity for material taught before the SOL Assessment. His students prepared for a "missed test" which "covered World War I, the period between the wars and World War II" (Line 14-16, December 14, 1999). "I took a shortcut. I did not give any unit tests [during the month proceeding the SOL Assessment] in order to cut down time. I am going to back up and cover some of the same material we have already done. Review it; test it" (Line 3-5, December 14, 1999).

Mr. Blue's presentations included examples that enabled students to relate the abstract to the concrete. Mr. Blue was responsive to student questions and comments on the material. He asked a variety of factual questions, which required academic recall, and opinion questions, which required the student to reason through to a conclusion or explain something at length. Any of his students could volunteer to answer these questions, but Mr. Blue rarely questioned a specific student.

Daily Teaching Practices using Duke's (1987) Teaching Categories

Planning. According to Mr. Blue, content for his Advanced Placement United States history course was based upon the "textbook and other materials", and he used the SOLs as his instructional objectives.

> I used to select the content based on my own education, my own interests, the text and material that was available to the students. Some things that are of particular interest [to me], and I think are important, now I almost totally skip. I don't have time to do them because the SOLs don't cover that kind of material. (Line 46-53, November 18, 1999)

Mr. Blue's course content was chronologically organized, but he may change the organization of the course in the future. "I think I am going to try to go with topics to group material rather than study it chronologically which might help the pacing" (Line 104-105, December 14, 1999). When planning a unit of study, Mr. Blue first designed the assessment procedures for a unit before developing its lessons. He has attempted to model his tests after the SOL Assessment and the AP test format. Unit tests, which consist of 50% multiple-choice questions, 25% short

answer questions and 25% essay questions, were his primary means of assessment. Mr. Blue did not submit a unit test for my analysis.

Classroom management. Mr. Blue's Advanced Placement United States history class took place during the first period of the day at Rainbow High School, and it met daily from 8:30 AM - 10:00 AM. Students arrived in the room and prepared for class with little disruption. Classes began shortly after morning announcements without any observable procedural routine. Mr. Blue, in general, maintained an orderly classroom environment. A group of students, however, consistently engaged in minor, but extended misbehavior that included comments targeted at other students. The majority of the time, Mr. Blue simply ignored these behaviors. Mr. Blue stated that he spent "not even 1/4 of one class" communicating behavioral expectations. "I just tell them what behavior is expected, and it is just never an issue in the AP [classes]" (Line 191-193, December 14, 1999).

Mr. Blue did not believe he had adequate resources to teach the United States History SOLs. He felt items such as a textbook, maps, and primary documents that directly correlated to the SOLs were needed. Mr. Blue reported in his questionnaire that in a typical week, 90% of class time was spent providing instruction to the class as a whole, 5% of class time was spent providing instruction to small groups of students and 5% of class time was spent administering tests or quizzes. Mr. Blue added, "I did not give any exams in order to cut down time" (Line 3, December 14, 1999). During my four observations of this 90-minute class the majority of class time was spent providing instruction to the class as a whole. I did not observe any small group instruction or a test or quiz administration.

Instruction. Mr. Blue described his style of teaching history as lecture/discussion. He responded that the block schedule required multiple instructional strategies within one class. A lecture, audio-visual material, or students completing individual written work primarily introduced new content. Students frequently responded orally to questions and gave oral reports to demonstrate understanding of the new content. Mr. Blue devoted up to a maximum of 6-10 class periods for SOLs 11.3, 11.4 and 11.10, but no class time was dedicated to SOL 11.14, Contemporary Domestic Policy. Due to pacing, Mr. Blue was unable to teach SOL 11.14 before the SOL Assessment, and he, subsequently, decided to spend the remaining course time either reteaching previous material or teaching local history. "When we return [after Winter Break] the students are going to do a project of their choice about local history, family history, or something like that". (Line 6-8, December 14, 1999)

Students were made aware of each SOL as it was taught. Reviewing and reteaching of content was done within each unit of study, before the SOL Assessment and at the end of each grading period. Mr. Blue communicated his academic expectations by means of the course syllabus, the course pacing guide and a letter to parents. At the start of the course he stressed the "difficulty of the work" and the "tremendous amount of reading" to both students and parents. A second class conversation with regard to academic expectations occurred after the first test. "I told the students that the first test is a typical test. It was not the hardest test I gave nor was it the easiest. You establish right off the bat what your standards are, and what you expect from them in the way of work" (Line 180-184, December 14, 1999).

Progress monitoring. "Progress monitoring is almost exclusively through tests and participation in class activities. I used to use quite a few more essay tests, but that's not really pertinent to the SOLs so I don't give as many of those out as I used to" (Line 98-100, November 18, 1999). Mr. Blue, in addition, used tests exclusively to check students' understanding, assess mastery of content and identify targets for assistance. Mr. Blue typically assigned 45 minutes of homework each day. Assignments were given orally with little or no written guidance. Only

some of the time did Mr. Blue keep a record of who turned in the assignment or did the class discuss the completed assignment. Many times the students simply were told to place the completed homework in their portfolios. Mr. Blue did not indicate whether or not assignments were returned with grades or corrections. A typical homework assignment consisted of reading from the textbook, The Enduring Vision: A History of the American People (Boyer et al., 1996), or supplementary materials. At least once per week the students were assigned a project, oral report or written report to complete as homework. Mr. Blue considered achievement relative to the rest of the class, absolute level of achievement, completing homework assignments and consistently attending class the most important factors when setting grades for his United States history students. He estimated the approximate distribution of final student grades in this class to be one to two A's, four-five B's, one-two C's, one-two D's, and one F.

Clinical assistance. "Generally it [diagnosing student needs] does not apply to me [due to teaching AP students], but I occasionally have one or two students that I have concerns about. I have students who are verbal learners and like lectures or discussions. They pick up on the stuff really quickly, but I am not real confident that they would pick up [necessary information] on the test so quickly [to be successful]" (Line 236-239, December 14, 1999). Mr. Blue prescribed treatment for these students by offering alternative assignments. "When there is a choice of activities I try to give them something that's a visual or auditory as opposed to writing a paper or a report" (Line 244-245, December 14, 1999). No formal means existed for students to receive remedial help in Mr. Blue's United States history class, but individual students could seek help after school. "There is not a form of remediation [for not meeting the standard]. It is a matter of motivation [by the students]" (Line 249-250, December 14, 1999).

Mr. Blue thinks parents are, "very concerned about the SOL Assessments and as time goes by will be more and more concerned. I think that you will see some protests, and we will see some reaction. I will probably be out of teaching by then. I will be retired, but I think we are just at the starting line of the parent protest or the parent reaction" (Line 262; 282-284, December 14, 1999).

Caring for students. Mr. Blue stated he did not formally recognize students' academic performance during the United States history course. Mr. Blue treated his students with respect during my observations. He often demonstrated his ability to value student differences by discussing school issues or individual interests with various students before or after class.

<p style="text-align:center">Lyta Violet</p>

"Some of the things which I am required to teach according to the SOLs I had dropped by the wayside a long time ago and concentrated on other things."

Professional Profile

Ms. Violet has been a teacher for 33 years, all of which have been at Rainbow High School. See Table 4.1 for a summary of demographic information. See Appendix F, Figure 4.4, to review the complete data matrices for each of the four participants. A history major as an undergraduate with a Master's Degree in history, Ms. Violet has only taught United States history at Rainbow High School. "I am teaching in my community. I am from this area, and I know a lot of the local people. Within my classroom are some of my high school classmates' grandchildren. I tell my students I am put here to aggravate them. That's why God put me on this earth, and I have a ball" (Line 2-19, November 18, 1999). Ms. Violet agrees with the ideas of improving student academic achievement and increasing teacher accountability upon which the SOLs are based. She stated,

Initially the SOLs sound like good logic, and it sounds like it should work, just

like communism. All United States history students in Virginia would receive the

<p style="text-align:center">43</p>

same basic education as teachers professionally cover the subject. But then when you start really studying it [the United States History SOLs] the pace is unbelievable. I think it cuts out the individuality of the teacher. It bothers me that I have had a lot of material that I thought was important, that was my prerogative, a lot of things that I had worked on for years I have just had to throw by the wayside. I would like to see the credentials of one of those people [at the Virginia Department of Education] and see how recently they have taught in the classroom (Line 36-53 November 18, 1999).

The 1999-2000 fall semester was Ms. Violet's 33rd year teaching United States history at Rainbow High School. She stated,

I enjoy teaching, and I really enjoy teaching juniors because they change so much that year. You still have young men coming down that hall shoving each other. Then their hormones kick in, and they want to get a girlfriend. They get cars. They usually get busted drinking for the first time their junior year. Teaching juniors is just a rewarding experience for me. (Line 19-24, November 18, 1999)

Despite this experience teaching United States history and the United States History SOLs, Ms. Violet did not teach the United States history content and skills required by the SOLs to her satisfaction this semester. "I don't know when I will be able to say that I have covered the SOLs to my satisfaction. I try to get better at it, but I am still not satisfied" (Line 133-134, December 14, 1999).

Classroom Context

Ms. Violet agreed that the classes that I observed were good representations of her United States history course this semester. "I tried to cover as much material as possible and provide an overall view, but I am not allowed to go into depth with some of things [due to the pace] (Line 22-24, December 14, 1999). During my initial observation, Ms. Violet's lesson addressed SOL 11.9, the importance of World War I. The second observation captured Ms. Violet introducing SOL 11.11, the origins and effects of World War II. During the third observation Ms. Violet lead her students in a review for the SOL Assessment using old Advanced Placement examinations. Ms. Violet's final lesson again addressed SOL 11.9, the importance of World War I. "I will go back now [after the SOL Assessment] and pick up units and reinforce what I was trying to teach and go into greater depth" (Line 3-4, December 14, 1999).

During all my observations, Ms. Violet distributed a study guide and instructed the students concerning what information to refer to and what notes to take. Ms. Violet asked an average of 32 questions per lesson. These were always academic factual questions, which required students to provide an answer from memory. Questions were typically open to all students, but Ms. Violet occasionally would call on volunteers.

Daily Teaching Practice using Duke's (1987) Teaching Categories

Planning. According to Ms. Violet, she has tried to base the content for her United States history course upon the United States History Teacher Resource Guide (Virginia Department of Education, 1999a). "I just keep comparing what topics they really, really want me to put my emphasis on [with my past content]. I try to compare as hard as I can and as often as I can" (Line 101-103, November 18, 1999). She used the SOLs as her instructional objectives. Her course content is chronologically organized. When planning a unit of study, Ms. Violet first designs lessons, then assessment procedures. Unit tests, which consist of 80% multiple choice questions, 5% short answer questions, 5% essay questions, 5% fill-in-the-blank questions and 5% matching questions, and student projects and presentations are her primary means of assessment. "Basically, it's multiple choice. It has got to be extra credit where they do a summation, a

comparison, or short essays" (Line 175-178, December 14, 1999). Ms. Violet did not submit a unit test for my analysis.

Classroom management. Students arrived promptly to class, and Ms. Violet maintained an orderly learning environment. The lesson began shortly after the bell with little disruption. Behavioral expectations also were communicated by means of the course syllabus. "What I expect of their behavior in the classroom, although you probably didn't observe that, is in the syllabus" (Line 217-219, December 14, 1999). Ms. Violet consistently reinforced her behavioral expectations on a daily basis.

Ms. Violet felt she had adequate resources to teach the United States History SOLs. Ms. Violet reported in her questionnaire that in a typical week 75% of class time was spent providing instruction to the class as a whole, 5% of class time was spent providing instruction to small groups of students, 5% of class time was spent providing instruction to individual students, 5% of class time was spent maintaining order and/or disciplining students, 5% of class time was spent administering test or quizzes, and 5% of class time was spent performing routine administrative tasks. During my four observations of this 90-minute class the majority of class time was spent providing instruction to the class as a whole. Within two of the four classes an individual warm-up occurred during the first 15 minutes. The remaining time observed was devoted to whole group instruction. I did not observe small group instruction or a test or quiz administration.

Instruction. Ms. Violet described her style of teaching history as mixed between lecture, discussion and question. New content was primarily introduced by daily lecture, teacher-led whole-group discussion and students' oral responses to questions. "I think the SOLs have reinforced more of what I was basically doing way, way back, which is primarily lecture" (Line 133-134, November 18, 1999). Ms. Violet devoted anywhere from a minimum of 1-2 class periods (11.1; 11.2; 11.4; 11.5; 11.7; 11.8; 11.10) up to a maximum of 6-10 class periods for the Civil War & Reconstruction (11.6), World War I (11.9) and World War II (11.11). "Up to a certain point I dig in. It's not that I teach the same material that I did at one time, but I try to really make sure that they [students] know it [material]. Then after I reach World War II, I spring ahead and just do summations" (Line 274-278, December 14, 1999).

Students were made aware of each SOL as it was taught. "At the beginning of the year I showed them the SOLs. I said you can see here right now what I am expected to teach, and it's going to be a very tight time total" (Line 175-177, November 18, 1999). Reviewing and reteaching of content was included within each unit of study. Academic expectations were communicated by means of the course syllabus. "They get a class syllabus. All the class expectations are right in their hands. All the SOLs are listed for them in the syllabus. The grading procedure is explained in the syllabus" (Line 215, December 14, 1999).

Progress monitoring. Ms. Violet monitors the progress of her students exclusively through test results. She uses homework, classwork, class discussions and warm-ups to check students' understanding, assess mastery of content and identify targets for assistance. Ms. Violet assigned an average of 40 minutes of homework per night. She consistently kept records of who turned in the homework assignments, returned assignments with grades or corrections and discussed the completed assignment in class. A typical homework assignment consisted of reading the textbook, answering questions from the textbook or writing definitions of concepts, people and events. Ms. Violet considered individual improvement or progress over past performance, effort, class participation and completing homework assignments the most important factors when setting grades for her United States history students. She estimated the approximate distribution of final student grades in this class to be one A, three B's, six C's, six

D's, and five F's. She was unable to provide an estimate for one student who had recently transferred into her class.

        <u>Clinical assistance.</u> Ms. Violet believes she is able to diagnose student needs within her class. "I can sort of pick up when I go around the classroom and see if they have even made an attempt to answer the questions. I'll just see what their problems are, review the questions and explain to them in simpler terms" (Line 329-332, December 14, 1999). Ms. Violet stated there existed a means for students to receive remedial help specifically for her United States history course. "I have tried to talk to them [students] individually and work with them. I told them that I could work with them before school or during lunch, but you will not have juniors take you up on that [offer of assistance]" (Line 324-326, December 14, 1999).

        Ms. Violet has had mixed reactions from parents concerning the SOLs. "The parents that I usually have show up for parent/teacher conferences don't express that [concern over the SOLs] as much as parents I meet out in public. They complain about the homework, the homework" (Line 346-350, December 14, 1999).

        <u>Caring for students.</u> "I can't imagine teaching if you didn't love kids" (Line 17-18, November 18, 1999). Ms. Violet treated her students with respect during my observations, and she provided acceptance and support to these students. One student, for example, had diabetes, and Ms. Violet noticed during her lesson the student seemed rather lethargic. "Are you all right? Do you need your sugar checked?" She immediately sent this student to the school nurse.

<div align="center">Results of the Teaching Portraits</div>

        The data presented by the descriptions of the four teachers and data matrices in response to the first research question permitted the varying teaching practices of the participants to be contrasted and compared. These teacher portraits, subsequently, allowed three teaching patterns with regard to curriculum to be noted. Each of the three identified curricular patterns was described using teachers' talk, teachers' practice and vignettes of individual teachers.

<div align="center"><u>Patterns Influencing the United States History Curriculum</u></div>

<u>Research Question Two and Three</u>

        How are teachers shaping their practices with regard to the supported curriculum of United States history in an era of SOL Assessment? One pattern of practice based upon the presented data was identified. "The supported curriculum is the curriculum as reflected in and shaped by the resources allocated to deliver the curriculum" (Glatthorn, 1987, p.9). This study used Duke's (1987) definition of <u>planning</u> and <u>classroom management</u> as the supported curriculum. The identified pattern with regard to the supported curriculum, a lack of curricular alignment, was described using teachers' talk, teachers' practice and vignettes of individual teachers. This study considered the extent to which the three curricular areas of written curriculum, supported curriculum and tested curriculum matched to be curriculum alignment.

        How are teachers shaping their practices with regard to the taught curriculum of United States history in an era of SOL Assessment? Two patterns of practice have been identified. "The taught curriculum is the delivered curriculum--the curriculum that an observer would see in action as the teacher taught" (Glatthorn, 1987, p.12). This study used Duke's (1987) definition of <u>instruction</u> as the taught curriculum. Each identified pattern with regard to the taught curriculum was established using teachers' talk, teachers' practice and vignettes of individual teachers.

<div align="center"><u>Pattern I: A Lack of Curricular Alignment</u></div>

<u>Teachers' Talk about the Supported Curriculum</u>

        The four participants all stated that they used the United States History SOLs as their instructional objectives and made students aware of each SOL as it was taught during the United States history course. These teachers, further, stated that they were familiar with the <u>United</u>

<div align="center">46</div>

States History Teacher Resource Guide (Virginia Department of Education, 1999a) and had attempted to adjust their teaching in response to that document. Ms. Red, for example, stated, "If it's not in the resource guide, I don't teach it" (Line 186-192, November 18, 1999). In interviews, these teachers talked about the need to adjust the curriculum that they supported in the classroom to ensure alignment between the written curriculum, supported curriculum and tested curriculum. "You have to use that blueprint [United States History Teacher Resource Guide (Virginia Department of Education, 1999a)] and try to make sure that you focus on that information", stated Mr. Green (Line 193-194, November 1, 1999). When describing her curriculum decisions Ms. Red stated, "I just wanted them [the students] to feel confident that the information they received was what they were going to be tested on" (Line 291-293, December 14, 1999). Achieving alignment, however, was not a simple task. Ms. Violet, for example, stated, "I find it really hard to get across to them [the students] just the high spots of what they are expected to know on the SOL [Assessment]" (Line 158-160, December 14, 1999).

All four participants had concerns about the content that had been included in the written and tested curricula. In interviews, they described these curricula with phrases such as "obscure items," "obvious omissions," (November 1, 1999) "fairly detailed," "a shot in the dark," (December 14, 1999) and "dry as the textbooks" (November 18, 1999). Examples of content emphasized by the SOLs, which the participants did not emphasize before, included: (a) King Philip's War; (b) Opechancanough's Wars; (Ms. Violet, Line 39-45, December 14, 1999) (c) the Great Awakening; and the (d) Non-Aggression Pact between Hitler and Stalin. The participants also were concerned about the lack of attention given to Jacksonian Democracy and the Progressive Era by the SOLs. Mr. Blue and Ms. Violet, in particular, felt strongly about the changes expected in the supported curriculum due to the newly implemented written and tested curriculum. Describing these changes Mr. Blue remarked:

> Some things that are of particular interest, which I think are important, I almost totally skip because I don't have time to do them. The SOLs don't cover that kind of material. For example, the period of time between the Early National Era and the Civil War. The only thing worthwhile in there according to the SOLs is the Monroe Doctrine. The Jackson administration and the Cherokee Indian removal are not issues. The same thing occurs later when we fight the Civil War. You have Reconstruction and then nothing happens until Industrialization. That's not what history is. Why draw up some kind of totally objective measure that is as dry as the textbooks that we are using? Just so you can say these facts are in there, and if you learn these facts you are now educated. (Line 55-61, November 18, 1999)

Ms. Violet added:

> It bothers me that I have a lot of material, which I thought was important. Of course, it [the supported curriculum] was my prerogative [in the past]. A lot of things that I had worked on for years I have just had to throw by the wayside (Line 45-48, November, 18, 1999). I think the SOLs cut out the individuality of the teacher and what areas that may be their expertise. (Line 170-171, December 14, 1999)

The language of the written curriculum and tested curriculum was a working language for these teachers. The need to align the curriculum supported in their classrooms with the written and tested curriculum was prevalent throughout formal and informal discussions with all four participants. Talk, however, does not always translate into action.

Teachers' Practices in Implementing the Supported Curriculum

The alignment of the supported curriculum with a new written and tested curriculum requires the actions of teachers. The rationale of the accountability movement is that the written

curriculum will clarify for teachers what is to be taught, and teachers then will teach consistently with the tested curriculum. The observed instructional practices and teaching documents of these four teachers highlighted the difficulty of creating alignment between the written curriculum, the supported curriculum and the tested curriculum. Only Ms. Red's supported curriculum clearly aligned with the written and tested curriculum. Ms. Red's selection of content based upon the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) and time allocated distinguished Ms. Red from her fellow United States history teachers at Rainbow high school.

According to the participants' self-report of instructional time and class periods, time devoted to each SOL topic varied greatly. For example, one week before the SOL Assessment, all four classes were studying different SOL topics. One day's observations captured Ms. Red leading her students in a review for the SOL Assessment using old Advanced Placement examinations. Her class had already completed the written curriculum. Mr. Green's class covered SOL 11.14, domestic policy issues in contemporary American society. Mr. Blue's class covered SOL 11.13, civil rights and voting rights developments since the 1950's. Ms. Violet during her class introduced SOL 11.11, the origins and effects of World War II.

A vignette of Ms. Red's supported curricular practice (December 3, 1999). Upon arriving at the classroom students greeted each other and Ms. Red. The room was decorated with projects and activities from Ms. Red's United States government classes. United States history projects and work, however, were not displayed. After taking attendance, Ms. Red then checked if each student had completed his or her homework assignment, answering an old Advanced Placement test. Students approached Ms. Red at her lectern located at the front of the class individually, and she recorded whether or not the assignment had been completed. This process lasted from 1:50 PM until 1:55 PM. Ms. Red then spoke to the class.

Anybody interested in the right answers? Let's go over the right answers!! I apologize for the difficulty of these review questions. I don't have a score of multiple choice questions to throw at you to review you for the SOL test. These are old AP tests, and these were actually some of the easier ones. Let's see how well you did on this! Now, I'm not going to mess you up too badly grade wise [The students will take this same test for a recorded grade on Monday]. This is really in preparation for Wednesday [SOL Assessment test date]. Now, if there is dissent on why a particular letter is the right answer, then we need to have a discussion about it. Memorizing C is the answer to Number 4 is not going to help you Wednesday. Getting into your head the reason is where we want to go. So this is going to take a lot of my energy in terms of my vocal cords, but I think it will be time well spent. Read along with me...(Audiotape, December 3, 1999).

Ms. Red proceeded to review all 100 questions of the practice test. This class activity lasted until 3:07 PM. Ms. Red used humor ("No satellites please!"), encouragement (Way to go baby!; Good girl!) , diagrams on the board ("Remember the drawings on the board..."), factual questions ("What was the first elected assembly in North America? Homework pass if you can tell me the year!), and thought questions ("Who can tell me what salutary neglect is?) to keep students engaged during the review. After completing the review at 3:07, PM students were assigned a second practice test to complete as homework. Students individually worked on this test, which was due on Monday, until the end of class at 3:20 PM.

Throughout the review Ms. Red continually supported the written curriculum and made students aware of it in preparation for the SOL Assessment. Her comments included: (a) "I told you 1619 was a red letter year!! You will see it on Wednesday!"; (b) "Oh, the answer is B, but

don't worry about it. The Papal Line of Demarcation will not be on the test."; (c) "Will you see mercantilism on the SOL test?"; and (d) "Do you think that [Thomas Paine's Common Sense] will be on the SOL test?". A statement such as these occurred as the class discussed every question. Ms. Red attempted to specifically inform students what material would likely be or not be on the SOL Assessment.

A vignette of Mr. Green's supported curricular practice (December 3, 1999). Students entered class, and they were slow to settle down. After briefly taking attendance and checking make-up work, Mr. Green placed notes on the overhead projector for students. The overhead notes used in class by Mr. Green are illustrated in Figure 4.5 of Appendix H. Students were directed to copy the notes from the overhead. "Go ahead and jot down this information. Yes, just this one page." From 12:15 PM until 12:30 PM Mr. Green lectured on the Presidential administrations from John F. Kennedy to Ronald Reagan. Fact questions, which were directed to the class, were interspersed throughout the lecture:

Ladies and gentlemen! Listen now! Okay, 1960. Listen up! 1960. We talked about this fellow already, JFK. In 1960 when he won the election who did he run against? [Student answers, Nixon.] "Dick Nixon, very good! He won, listen now okay, he won by a razor thin margin. Now, some of the things we remember JFK for are the New Frontier and the Space Race, going into outer space. Fairly soon after he took office he was involved in The Bay of Pigs. Now that was a CIA plan. Some former Cubans, who had left Cuba after Castro took over, wanted to go back and take over the country. The CIA was going to help. The US had promised some planes and some ships. So anyway, he took full responsibility for it and wasn't hurt too bad by that situation. 1962, the Cuban Missile crisis...(Audiotape, December 3, 1999)

Mr. Green continued to lecture on the administrations of Kennedy, Johnson, Nixon and Carter. During his discussion of the Carter administration Mr. Green addressed the Camp David Accords, which is a topic specifically identified by the United States History Teacher Resource Guide (Virginia Department of Education, 1999a). Mr. Green did not spend much time on this topic, but stated, "I guess one of the highlights of Jimmy Carter's Presidency, maybe, was the Camp David Accords where he got Israel and Egypt together." He continued, "In 1980 in the primaries Ronald Reagan was talking about raising defense spending, cutting taxes, and balancing the budget. George Bush, who is also running for the nomination, said that's voodoo economics. Ronald Reagan is also an advocate of supply side economics" (Audiotape, December 3, 1999).

Mr. Green then concluded the lecture, "That's a real brief, quick comment on that period of time. Now, let's go ahead and finish up the '60s and then take a look at the '70s right here" (Audiotape, December 3, 1999). From 12:31 PM until 12:44 PM the students viewed the video, Focus on 1965-1969. Following this video, the class then watched the video Focus on the '70s. The second video then concluded at 1:31 PM. Until 1:43, PM Mr. Green discussed with the class as a whole various events of the Civil Rights Movement including: (a) Plessy v. Fergusson; (b) Brown v. Board of Education; (c) Massive Resistance; (d) Affirmative Action; and (e) Martin Luther King Jr. Mr. Green concluded class by assigning homework. He stated, "For Monday, find out what supply-side economics is" (Observation notes, December 3, 1999). During the last two minutes of class, several students brought work to Mr. Green's desk.

A vignette of Mr. Blue's supported curricular practice (December 3, 1999). Class began with the school announcements. Mr. Blue then discussed the merits of teaching United States history based upon themes rather than chronology. This day's presentation was to be theme-

based, and he was considering teaching the entire course based upon themes in the future.

Mr. Blue began his Power Point presentation, a review of Civil Rights, at 8:43 AM, remarking "If I remember correctly more SOL questions are on Civil Rights than any other topic" (Audiotape, December 3, 1999). Mr. Blue's Power Point slides are presented in Figure 4.6 of Appendix H. Topics addressed in the Power Point slides included: (a) Dred Scott 1857; (b) Civil Rights Act of 1866; (c) Civil Rights Act of 1875; (d) Plessy v. Ferguson; (e) Executive Order 8802; (f) Warren Court; (g) Brown v. Board of Education of Topeka, Kansas; (h) Brown unanimous decision; (i) Montgomery Bus Boycott; (j) Civil Rights Act of 1957; (k) Little Rock, Arkansas; (l) Civil Rights Act of 1960; (m) Freedom Riders 1961; (n) Civil Rights Act of 1964; (o) Voting Rights Act of 1965; and (p) very important people (Thurgood Marshall, Martin Luther King Jr., Malcolm X, Rosa Parks) until 9:31 AM. After completing this presentation Mr. Blue lectured students until 9:51 AM. During the second lecture, Mr. Blue discussed Rosa Parks, the Montgomery Bus Boycott, Martin Luther King Jr., Thurgood Marshall, Freedom Summer, Freedom Rides, and Bull Conner. Notes were not provided to students, and no questions were asked of or by students during either presentation. At 9:54 AM, a homework assignment was given verbally to students. They were to construct a timeline of Civil Rights events for their portfolio. The timeline was to include events that affected women, African-Americans, and other minorities from 1860 through 2000. "Identify significant events. Create a top ten! Make it colorful! Illustrate it. It's for both parts of your brain. Include the Equal Rights Amendment. It's due to be in portfolio by Monday" (Observation notes, December 3, 1999).

Mr. Blue made seven references to the SOLs during this class, the only class session dedicated to the topic of Civil Rights. Only nine of the 26 topics in either presentation are identified in the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) for SOL 11.13. Thirteen of the items he presented on Civil Rights are not identified by the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) for SOL 11.13. Nineteen items identified by the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) were not presented and/or discussed during this class.

A vignette of Ms. Violet supported curricular practice (December 3, 1999). The first five minutes of Ms. Violet's class were spent returning mid-term grades to students. At 10:10 AM, Ms. Violet stated, "Please review and get out your World War I outline. Ready to go to work? Turn to your notes on the Treaty of Versailles" (Audiotape, December 3, 1999). Students were asked to pick any five violations of the Treaty of Versailles by Hitler. "Name it, explain it, and discuss what recourse could other nations have taken". From 10:22 AM - 10:34 AM students worked individually on the assignment, and Ms. Violet then collected and graded the assignments. At 10:35 AM Ms. Violet led a class review of Hitler's Treaty violations, which lasted 15 minutes. Ms. Violet distributed a World War II outline to each student and began her introduction to the World War II unit. She explained how the causes of World War II were based upon Hitler's Treaty of Versailles violations. At 10:53 AM students were instructed to turn to page two of their outline. Ms. Violet opted to use half of the class time to lecture students on Section II, Vocabulary, of the World War II outline. The vocabulary list is provided in Figure 4.7 of Appendix H. She read the identified vocabulary word and talked about the idea that word or phrase represented. During the lecture, Ms. Violet, for example, explained item four of the vocabulary list. "V for Victory. Winston Churchill did this [makes V sign with fingers]. In the 1960s it became the symbol for Peace. Now Blacks, wanting to get the schools fully integrated, used it also. The symbol means V, and it started with Churchill. Plane Spotting [item five]. What do you do? Lay out with binoculars on rooftops..." (Audiotape, December 3, 1999). This lecture

continued until 11:33 AM. Only one of these 27 items, The Axis, is identified in the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) for SOL 11.11.

<div align="center">Pattern II: Using Time-Saving Teacher-Centered Instructional Methods</div>

After teachers make decisions concerning the supported curriculum they must then decide how that curriculum will be taught in their classrooms. The first example of how the SOLs have influenced the taught curriculum of United States history involved the introduction of new content. Rainbow High School implemented the 4x4-block schedule to facilitate the use of learner-centered instructional strategies by its teachers. The four participants, however, did not incorporate learner-centered instructional strategies into the longer class time until after the SOL Assessment. To best prepare students for the SOL Assessment, these teachers felt the need to maximize the introduction of new content in their taught curriculums. This belief increased the importance and desirability of using teacher-centered instructional methods that utilized time efficiently.

Teachers' Talk about the Taught Curriculum

Ms. Red, Mr. Green and Mr. Blue all described their teaching style for United States history as lecture/discussion. Ms. Violet described her teaching style for United States history as mixed. All four participants identified lecturing, which occurred at least three times per week in each classroom, and having students respond orally to questions, which occurred daily in each classroom, as the primary methods to introduce new content. Teacher-led whole group discussion was another method that commonly occurred in these classrooms, according to the four participants.

In interviews these teachers discussed the use of these identified methods and additionally identified instructional methods that they did not incorporate due to the SOLs. Ms. Red noted, "There are activities, methods, delivery systems that take so long I can't commit to it" (Line, 60-62, December 18, 1999). Mr. Green stated, "You can't really use a lot of those strategies, such as cooperative learning, because of the time constraint before the SOL Assessment" (Line 228-229, December 14, 1999). Ms. Violet said, "I think the SOLs have reinforced more of what I was basically doing way, way back, which is primarily lecture" (Line 133-134, November 18, 1999). Mr. Blue asserted, "My instruction on a daily basis has changed. Part of it has changed because of the SOLs; the other has changed because of the timing of the SOLs. It's rush as fast as you can where you do not have time to be creative, you don't have time to do independent research. We have to get it in and get it down quickly" (Line 64-71, November 18, 1999). When asked to expand on his earlier statement Mr. Blue added,

> The SOL test mandates that you cover such a huge amount of material so quickly. You don't have time for little cooperative activities where they [the students] go off, and they do something that catches their interest or motivates them individually if it's on a topic that is totally, not SOL related. For example, I don't anticipate that the history of Jazz, or the Harlem Renaissance, is going to get one or two questions, maybe. It's not to say these topics are super significant things in history, but you don't have time to do things just because it makes it interesting for the kids" (Line 209-215, December 14, 1999).

Introducing the content. The need to introduce new content and maintain a fast pace due to the timing of the SOL Assessment was consistently identified by the participants as the reasons to select efficient instructional methods. Ms. Red explained, "I literally did not do a single fun activity that was content driven because I was so afraid of time constraints. For example, with the SOL constriction I couldn't do a Paideia seminar prior to the SOL Assessment

because those discussions can go off in many tangents" (Line 71-71; 119-120, December 14, 1999). Mr. Green reasoned, "You have got to whip along, you have got to move on out, and I think that's a big change" (Line 267-268, November 1, 1999). He added, "Even though they tried to limit material somewhat with the new [Teacher] Resource Guide (Virginia Department of Education, 1999a), I still think it's tough to cover the information as well as you need to for students to be successful on the test" (Line 38-40, December 14, 1999). Mr. Blue simply stated, "You [teacher and students] don't have time to think deeply" (Line 127, December 14, 1999). Ms. Violet noted, "So frankly what it amounts to is you just simply give them the material that they are expected to know in certain areas to get you quickly through and save a day or two so you can concentrate on another unit that you want" (Line 162-165, December 14, 1999). "When you really study it [the SOLs] the pace is unbelievable." (Line 40-41, November 18, 1999).

Teachers introduced dates, events and people, but they took little time doing it and did not make meaning of events by going into more depth from a variety of perspectives. Mr. Green stated,

> Of course, I personally always thought that one of the interesting things about history was if you could talk about individuals. Spending some time talking about personalities and that type thing, but I think what it [SOLs] forces you to do because of time is you have to leave those types of things out. I think the things that make history interesting are the things that you have to leave out, and then I think it [historical information] is harder to remember. (Line 163-167, December 14, 1999)

Mr. Blue, for example, lamented the way he had to introduce complex issues.

> You don't have time for some things that supposedly we are doing like teaching values or whatever. Kids don't have time to explore an issue like McCarthyism. I mean we are more like who is Joe McCarthy and what did he do? Not how one should react to McCarthyism. (120-124, December 14, 1999)

Reliance on teacher-centered instructional strategies. The teachers openly discussed problems with the methods they chose. Ms. Red remarked, "I was very lecture-based in order to cover materials on the blueprint [United States History Teacher Resource Guide (Virginia Department of Education, 1999a)] for this particular test [SOL Assessment]. I am the one who's working the hardest in the classroom. The classes were very teacher directed" (Line 28-35, December 14, 1999). Mr. Blue stated, "For us to even get through the material it's like a road race. You just go through it [the SOLs] as quickly as you can. You try to get as much information as you can, as quickly as you can, and hope that you hit it" (Line 43-45, December 14, 1999). The priority was efficient introduction of content. Mr. Green noted, "My pacing increased those last couple of weeks as we got closer to the test, and I only did a kind of pre-cursory coverage of material from World War I on. It was just a real gloss over like, you know, boom, boom, boom" (Line 12-16, December 14, 1999). Ms. Violet said, "Like I said up to a certain point I dig in. It's not that I teach the same material that I did at one time, but I try to really make sure that they know it. Then after I reach probably World War II spring ahead and just do summations" (Line 274-277, December 14, 1999).

The participants did not believe that the chosen methods would necessarily increase student learning and voiced frustration with the situation. They often expressed the desire to choose other methods, which they thought were more appropriate for a 4x4 schedule and would be more effective in enhancing learning. Ms. Red began, "I am often frustrated in a classroom where I have to deliver so much material so rapidly knowing that if I do the active learning their retention will be better, but it takes four times the time" (Line 269-271, November 1, 1999). She

also added, "Unfortunately with a SOL course, I can't use [instructional methods] what I train other teachers to do until after the SOL Assessment. The block affords me so many more opportunities. It's just the SOLs takes those opportunities away" (Line 226-227; 246-247, December 14, 1999). Mr. Green stated, "Of course, I feel the way that students learn things is through repetition. I think it [the SOLs] makes it difficult to give them [the students] as much repetition with the pacing the way it is and trying to get it [the content] all accomplished" (Line 123-127, December 14, 1999). He also added, "I think for the purpose of the SOLs it [4x4 block scheduling] just doesn't work (Line 126, December 14, 1999). Ms. Violet hypothesized, "I still think I could do more [with the SOLs] using a seven or six period day. I really could. I would have more time, and I would have a whole year constantly reinforcing it [the SOLs]" (Line 312-318, December 14, 1999). Mr. Blue explained,

> "The block, as a personal opinion, helps in teaching. The block hurts in the SOLs.
> I think the block is a better way to teach than a short 50-minute, 55-minute or 60-
> minute class. You have time to do stuff. You have time to do multiple activities in
> one class period. You have got 90 minutes, and you can do two or three different
> things with the same topic. But when you are doing the SOLs, when the SOLs
> drive your teaching, now you use every bit of that block so that you can to go as
> fast as you can to get through this [content]. And so you wind up doing things that
> are driven by speed, driven by trying to cover the material objectively as quickly
> as you can". (Line 218-225, December 14, 1999)

Teachers' Taught Curriculum

The four participants accurately described their teacher-centered instructional practice. The classes I observed before the SOL Assessment were teacher-centered and primarily lecture-based. Teachers were trying to cover as much content as possible during these lessons. Students rarely were engaged at their seats except to answer academic factual questions from memory. After the SOL Assessment, however, two of the four classes I observed used cooperative learning activities to teach Standards of Learning content. Both Ms. Red and Mr. Green had lessons that were student-centered and actively engaged students in the learning process during my final observations. Mr. Blue and Ms. Violet did not have any student-centered lessons during my observations before or after the SOL Assessment. For this reason, the only illustrative vignettes are those of Ms. Red and Mr. Green.

A vignette of Ms. Red's taught curriculum (December 14, 1999). In the pre-class interview Ms. Red stated, "Today's lesson is to teach students about the Electoral College using the Election of 1824. This is their first time in a cooperative learning activity this year" (December 14, 1999). She expressed concern about the students' ability and willingness to take an active role in class after being passive for most of the semester.

Ms. Red began the class with a review of the previous day's material. Next, she shared an overview of cooperative learning with the class, which included procedures, roles, and goals. At 1:58 PM students were divided into six groups, and they rearranged themselves accordingly throughout the room. During the next five minutes, Ms. Red gave specific directions, assigned students roles and explained the goal for this activity. Students, who were assigned the role of materials managers, approached Ms. Red at the front of room and received necessary materials. The activity started at 2:04 PM and continued until 3:15 PM. During this time, students remained seated in their groups, and Ms. Red circulated continuously among the groups.

While circulating around the room, Ms. Red interacted with her students. The majority of questions she asked students were analytical. Ms. Red, for example, asked one group, "If it is winner take all, how many electoral votes did Crawford get? Now, keep going with that line of

thought..." For the most part, students were self-directed during this lesson. Ms. Red provided encouragement ("Greg don't give up"; "You're not trying"; "Exactly!!"; "Looking good baby!!"; "Better pick it up!") and hints ("Let take a look at number one"; "Listen to your teammates"; "Look for something on Mississippi"). She, in addition, questioned students concerning this activity ("Are you learning?"; "Will you ever forget the Electoral College?").

While participating in this activity, students constantly interacted with members of their group. They often asked each other academic opinion questions to help the group complete the assigned task. Other student comments during the group discussions included: "Crawford - He's like Ross Perot!"; "This one's more fun. It's got math in it"; "Oh, go ahead John. I didn't mean to interrupt"; "I want a homework pass!"; "Can we get two passes if we're the first to submit and get it right?"; "We didn't come this far just to guess".

A vignette of Mr. Green's taught curriculum (December 14, 1999). Mr. Green based the day's lesson on Chapter 31, The Vietnam War and American Society: 1960 - 1975, of America: Pathways to the Present. He stated, "Ladies and gentlemen, the first thing I want you to do is divide into five groups. We're going to do a cooperative learning activity today". He then assigned each student to one of five groups. "First thing I want you to do is get with your groups. Get up and move!" After the groups assembled Mr. Green continued, "We've looked at the Vietnam War, but only in the context of the '60s. We want to take a closer look at the Vietnam War". After a brief review of the earlier Vietnam War content, Mr. Green assigned each of Chapter 31's five sections (The War in the 1960s; The Brutality of the War; Student Protest; The Counterculture; The End of the War) to its corresponding group. Students then used the first 45 minutes of class to read, discuss, and prepare a presentation of the assigned section. Mr. Green provided large sheets of paper, pens, pencils and markers to aid in the preparation of the presentation. During this time Mr. Green circulated among the students and provided assistance to each group as needed. Students interacted among their groups while preparing the presentations. For the second half of this class each group used their posters to present the content of each chapter section to other members of the class. Mr. Green encouraged students to listen and take notes during the presentations.

Pattern III: Focusing on Content Knowledge to the Exclusion of Skill Development

One idea upon which the history and social science SOLs are based is that fundamental skills, which compel students to understand the relationship between past and present events, must be demonstrated (Weber & Carmichael, 1996). Skills that emphasize this relationship include: (a) chronological thinking; (b) historical analysis of cause and effect; (c) formal evaluation of governmental policy; and (d) discussion, debate, and persuasive writing. The specific skills identified by the United States History SOLs 11.15 -- 11.18 include: (a) the student will explain relationships between geography and the historical development of the United States by using maps, pictures and computer databases; (b) the student will interpret the significance of excerpts from famous speeches and documents in United States history; (c) the student will develop skills for historical analysis; (d) the student will develop skills in discussion, debate and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled.

Teachers' Talk about Demonstrating Skills

All four participants stated that it was extremely difficult to demonstrate the historical, analytical and geographic skills identified in SOLs 11.15 -- 11.18 within the context of the United States history course. These teachers, further, stated that they almost exclusively focused on content despite a belief in the importance of demonstrating these skills. Ms. Red, for example, stated, "It [SOL movement] is not teaching the students the skills that I think will benefit them

later in life. We live in an information age. This information is easily accessible at any time should they need a fact. I cannot develop relationships and skills because of time constraints and this test [SOL Assessment]" (Line 48-51, December 14, 1999). In interviews these teachers talked about the difficulty of teaching the necessary content while including the identified skills of historical and geographical inquiry. "It is tough to incorporate the SOL skills into your US history class, and I can't say that I have done a great deal up to this point. I probably will try to do that from now (after the SOL Assessment) to the end of the semester", stated Mr. Green (Line 140-141, December 14, 1999). When reflecting on the focus of his lessons, introducing new content versus demonstrating new skills, Mr. Blue stated,

> I'm spending a lot more time focusing on objective type things, factual as opposed to information processing and higher thinking skills. I have spent much less time doing writing activities, and I have given far fewer essay questions and discussion questions on the test. I just try to blanket large amounts of recall information. (Line 20-24, December 14, 1999)

Ms. Violet added, "Do we have time to work on little exercises? No. Do I have a little exercise page? No. I will pick particular questions out of the textbook that will reinforce what I am trying to do with a document" (Line 91-93, December 14, 1999). In addition, none of the participants have assigned a comprehensive paper as required by SOL 11.18.

Participants identified document analysis as a particular skill that suffered due to the participants' focus on introducing content. Ms. Red stated, "As far as historical documents, there are a set of documents listed on the blueprint [United States History Teacher Resource Guide (Virginia Department of Education, 1999a)] they need exposure to and so it's given to them, but there is no inquiry on their part, everything is fed to them" (Line 85-87, December 14, 1999). Ms. Violet added,

> When I can actually work with a document, for example, we worked with the Articles of Confederation, we skim read. We worked with the Declaration of Independence. I try to have them look at some of the treaties that are mentioned, but just simply by letting them be exposed to it, discuss it. (Line 88-91, December 14, 1999)

All four participants identified time, pacing and preparing for the SOL Assessment as the reasons for the focus on introducing new content instead of demonstrating new skills. Mr. Green stated, "There's lots of history there [in the SOLs]. There is a tremendous amount of history. There is a tremendous amount of information" (Line 75-76, December 14, 1999). Ms. Red explained, "As far as geography skills, it is the map you pull down in the front of the room and talk about it. I have some maps that I can marry with content because it is United States Geography, but I didn't take the time to do that [map skills activities] prior to the SOL Assessment" (Line 81-82, December 14, 1999). Mr. Blue remarked, "It's darn near impossible [to teach the SOL skills] because of the speed that you have to go through," stated Mr. Blue (Line 60, December 14, 1999). He added, "It's hard to justify to a parent that a student may have failed a test because you didn't cover some decade in history that was on the test" (Line 74-75, November 18, 1999).

Teachers' Practices in Demonstrating Skills

During my hours of observation, I only witnessed 30 minutes of skill-based activity as identified by SOLs 11.15 -- 11.18. On two occasions (see previous vignette for Ms. Violet), Ms. Violet began her United States history class with a short skill-based activity. Students completed an exercise, which lasted approximately 15 minutes, using data provided by Ms. Violet. The instruction of Ms. Red, Mr. Green and Mr. Blue did not engage their students in any SOL skill-based activities during my observations. For this reason, the only illustrative vignette is that of

Ms. Violet. The remainder of instructional time, which I observed, was spent introducing United States history content to the students.

A vignette of Ms. Violet's practice in skill development (November 18, 1999). "We'll be working with your World War I outlines today" said Ms. Violet. "Take out a sheet of paper and look at your outline. Turn to page six. Look at the first column. What conclusions can you draw about World War I from the information on this chart?" Students were to use the table, The Cost of the War , to rank both the Allies and the Central Powers for the following categories: (a) total mobilized; (b) battle deaths; (c) wounded; (d) civilian deaths; and (e) economic financial costs. This table is presented in Figure 4.8 of Appendix H. Ms. Violet stated, "There is no failure to this assignment. Every one starts with a C. Can you get an A or a B?" During the assignment Ms. Violet circulated among the front rows and helped six individual students. "I'm going to call time on you." Ms. Violet graded the assignments during the last 13 minutes of class. She returned the assignment to students with verbal comments ("That's good Aaron"; You're doing some thinking") that elicited various reactions from her students. Overall she commended the class on their improvements from the last assignment.

Summary

Chapter Four presented the collective case study of four United States history teachers. This case study was used to describe and analyze the link between the Standards of Learning policy and daily teaching practices within the context of United States history at the 11th grade. Chapter Four provided a description of the school setting and introduced the four United States history teachers. Data collection utilized the methodology of illuminative evaluation, and data were managed and analyzed through the use of Duke's (1987) vision of teaching excellence. In response to Research Question One--When compared to Duke's (1987) model of teaching excellence, how have public school teachers of United States history adapted their teaching practices in response to the Standards of Learning?--data were presented through individual teacher portraits and supporting data matrices. Each teacher portrait stands alone and highlights the individual instructional practices of that teacher with regard to United States history. The descriptions of the four teachers allowed teaching patterns and themes to be noted. The four participants had similar practices with regard to planning, classroom management, and instruction. These teachers, in addition, were not overly concerned with progress monitoring, clinical assistance, and caring for students. In response to Research Question Two--How are teachers shaping their practices with regard to the supported curriculum of United States history in an era of SOL Assessment?--three of the four teachers did not align their supported curriculum with Virginia's written and tested curriculum. In response to Research Question Three--How are teachers shaping their practices with regard to the taught curriculum of United States history in an era of SOL Assessment?-- teachers were found to rely on teacher-centered instructional methods focusing on content and spend little or no class time developing skills. These patterns were described using teachers' talk, teachers' practice and vignettes of individual teachers.

CHAPTER FIVE
DISCUSSION

The purpose of this study was to investigate the teaching practices when a single criterion, the United States History SOL Assessment scores, was used to assess academic outcomes for students. A collective case study, derived from the examination of four selected United States history teachers within the same school setting, was used to describe and analyze the link between the SOLs and daily teaching practices at the 11th grade. Three research questions were addressed:

1) When compared to Duke's (1987) model of teaching excellence, how have public school teachers of United States history adapted their teaching practices in response to the Standards of Learning?

2) How are teachers shaping their practices with regard to the supported curriculum of United States history in an era of SOL Assessment?

3) How are teachers shaping their practices with regard to the taught curriculum of United States history in an era of SOL Assessment?

Chapter Five is organized in the following manner. First, Duke's (1987) vision of teaching excellence is reviewed. Second, a discussion based upon the data and results from this collective case study of four selected participants follows. This discussion is organized by Duke's (1987) vision of teaching excellence and its six categories of daily teaching practices. Third, implications for practice and research are proposed. Fourth, researcher's reflections are offered, followed by a final conclusion.

Discussion of Teaching Excellence and Teaching Practices

Teaching Excellence

In School Leadership and Instructional Improvement, Duke (1987) presented an integrated vision of teaching excellence, based upon numerous models of effective teaching (Adler, 1984; Bloom, 1976; Good & Brophy, 1984; Horowitz, 1979; Hunter, 1983; Purkey & Novak, 1984), as a worthy basis for assessing the quality of school programs. (This vision was graphically displayed in Figure 3.1). Duke's (1987) vision of teaching excellence suggests that daily teaching practices are categorized into six central teaching situations: (a) planning; (b) classroom management; (c) instruction; (d) progress monitoring; (e) clinical assistance; and (f) caring for students (Duke, 1987). "This vision recognizes the continuing need for professionals to grow. Its categories call for more than a specific skill or a set of behaviors. They represent professional spheres of responsibility requiring sound judgment and frequent introspection and encompass professional norms and organizational expectations" (Duke, 1987, p. 67). These categories should be considered, "common situations in which teacher skill and judgment appear to be crucial to student achievement and development" (p. 66). In theory the United States history teacher who desires students to achieve on the United States History SOL Assessment should address each category.

Teaching Practices

Using Duke's (1987) vision of teaching excellence and its six categories of daily teaching practices, a comprehensive analysis of the four selected United States history teachers' daily teaching practices was presented in Chapter Four. Duke believes these six categories should receive equal attention from the teaching professional who aspires to teaching excellence. Based upon the presented data and patterns of teaching practice from this collective case study, all categories, however, were not addressed equally by the four. The participants often shared similar teaching practices within categories, but these practices did not always end with the same results.

The discussion below highlights the similarities and differences found in these teachers' practices.

Planning

"Without careful planning, teachers are unlikely to accomplish all that is expected of them" (Duke, 1987, p. 67). When planning the supported curriculum, all four participants used the SOLs as their instructional objectives, organized their course content chronologically. Ms. Red, however, organized her content in reverse chronological order. All four teachers also relied upon multiple-choice questions for the majority of their test questions. Due to her selection of content, only Ms. Red, however, covered all of the content identified by the written curriculum and the tested curriculum.

The publishing of the United States History SOLs, United States History Teacher Resource Guide (Virginia Department of Education, 1999a), and the United States history SOL Assessment did not change the selection of content for three of the four participants. Despite teacher's talk to the contrary, Mr. Green, Mr. Blue, and Ms. Violet for the most part selected content for their supported curriculum that did not match closely with the written and tested curriculum. As captured in the vignettes of Mr. Green, Mr. Blue, and Ms. Violet the majority of observed time in their classrooms was spent on content that was not intentionally aligned to the written and tested curriculum. Documents provided by these teachers also contained content that did match the written and tested curriculums. Their supported curriculum has not been narrowed as Smith (1996) reported. These teachers, perhaps, have been unable or unwilling to relinquish content that they feel is important and/or are an area of personal expertise.

Ms. Red was the only one of the four teachers who selected content closely aligned with the written and tested curriculum as captured in her vignette. When she discussed planning, Ms. Red referred to the SOLs and United States History Teacher Resource Guide (Virginia Department of Education, 1999a). Classroom observations and documents confirmed a close match between her supported curriculum and the written and tested curriculum. The fact that it was easier for Ms. Red, the teacher with the least amount of experience teaching United States history, to align her supported curriculum with the written and tested curriculum may serve to underscore the difficulty experienced teachers have in changing well-established patterns of practice with regard to the supported curriculum.

"Teachers have a brief period of time and limited resources to reach students" (Duke, 1987, p. 67). Planning to achieve curriculum alignment requires the teacher to be intentional when selecting content for the supported curriculum. Without such planning as the foundation for teaching under the SOLs, time may be spent on irrelevant content, and students, subsequently, may not be properly prepared for the SOL Assessment. Only content that directly relates to and supports each SOL as identified by the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) should be included in units of study. Teachers should be willing and able to withdraw content, lessons, and projects from the supported curriculum that they may have included in the past.

Implications:
a) Use planning to closely align the written, supported, and tested curriculums.
b) Use and follow the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) to create a strong match between the written, supported, and tested curriculums.

Classroom Management

"To make certain that a minimum of instructional time is lost, good classroom management is vital" (Duke, 1987, p. 68). Ms. Red, Mr. Blue, and Ms. Violet consistently

maintained an orderly environment and lost a minimum of teaching time to student inattention or misbehavior. Mr. Green had difficulty maintaining an orderly environment during observations and lost teaching time to student inattention or misbehavior. He, however, was aware of this fact and hoped that it would improve with his next class of students. All four teachers communicated their behavioral expectations in their course syllabus, but only Ms. Red had classroom rules posted in her classroom.

"Teachers must make certain that students have the resources to benefit fully from instruction" (Duke, 1987, p. 68). Ms. Red, Mr. Green, and Ms. Violet reported that they had adequate resources to teach the SOLs. Mr. Blue, however, disagreed. He felt items such as textbooks, maps, and primary documents that directly correlated to the SOLs were needed. Teaching materials need to closely align with the written curriculum.

"Teachers also must manage time effectively so that students have maximum exposure to instruction" (Duke, 1987, p. 68). According to the participants' self-report of instructional time and class periods, time devoted to each SOL topic varied greatly. As captured in her vignettes, Ms. Red was the only participant who effectively managed time and covered the entire written curriculum before the SOL Assessment. Yet Ms. Red reported allotting less time to instruction (90%) than Mr. Green (97%) or Mr. Blue (95%) and only 5% more than Ms. Violet (85%) did. Her effective management of time, most likely, was aided by her intentional selection of content. As demonstrated by the teaching practices of Mr. Green, Mr. Blue, and Ms. Violet, it is difficult for a United States history teacher to manage time effectively when the selection of content does not align with the written and tested curriculum. With classroom time at a premium, effective time management ensures students have maximum exposure to the SOL content before required to take the SOL Assessment.

Implications:
    a) Determine and maintain specific guidelines for student behavior in the classroom.
    b) Closely align teaching materials with the written curriculum.
    c) During a United States history course closely align the content students are exposed to with the content identified by the SOLs.

Instruction

"It is essential that teachers posses a repertoire of instructional strategies to help them address the unique demands of particular subjects, instructional objectives, and groups of students" (Duke, 1987, p. 68). Ms. Red, Mr. Green, Mr. Blue, and Ms. Violet mainly focused on SOLs 11.1 -- 11.14, which address content. They felt the need to introduce this content through efficient instructional methods that would save time and responded to the SOLs by eliminating a variety of approaches to the taught curriculum. As a result, Ms. Red, Mr. Green, Mr. Blue, and Ms. Violet devoted the majority of time to whole class instruction and chose teacher-centered instructional strategies that emphasized breadth of SOL content rather than depth. These strategies were selected with the goal to maximize content coverage and better prepare students for the SOL Assessment. All four United States history teachers relied on a few instructional methods and student activities that met these criteria, such as lecture and group discussion, to introduce, review and reteach content.

These instructional strategies very often failed to demonstrate the skills identified by SOLs 11.15 -- 11.18. Yet students must be able to read maps, interpret graphs, and analyze primary documents to be successful on the United States History SOL Assessment. As captured in her vignettes, only Ms. Violet demonstrated historical skills to her class and provided time to practice these skills. Historical skills were neither demonstrated nor time provided to practice such skills during the observed classes of Ms. Red, Mr. Green, and Mr. Blue. Ms. Red and Mr.

Green used cooperative learning, a learner-centered instructional strategy, after the SOL Assessment. In spite of the stated instructional beliefs and professional judgments of these four teachers, student-centered instructional strategies were not used prior to the SOL Assessment due to "taking too much time". Teacher-centered lessons with a content focus occurred in these four classrooms despite the desire of the SOLs authors to have teachers stress fundamental historical skills, which compel students to understand the relationship between past and present events.
Implication:

Introduce SOL content in conjunction with instruction and demonstration of SOL skills.

Progress Monitoring

"To determine whether instructional objective are being achieved, student progress must be closely monitored" (Duke, 1987, p. 68). As content is introduced, reviewed and retaught and/or skills demonstrated, a teacher must know if the content and skills were mastered at a level that will empower students to succeed on the United States History SOL Assessment. Ms. Red, Mr. Green, Mr. Blue, and Ms. Violet shared a reliance on academic factual questions in class, a similar type (reading and questions from the textbook) and amount (30-45 minutes) of homework assignment each evening, and unit tests for feedback and assessment to determine whether students understood lesson content and were mastering the SOLs. Despite these measures, none of the participants were able to identify specific content or skills as targets with which their students needed assistance.

The need to introduce new content and maintain a fast pace due to the timing of the SOL Assessment was consistently identified by the participants as the reasons to select efficient instructional methods. In addition, Mr. Green, Mr. Blue, and Ms. Violet all reported reducing the amount of time spent on each SOL as the SOL Assessment approached. Mr. Blue and Ms. Violet even rescheduled unit tests until after the SOL Assessment. Perhaps the participants also reacted to this issue of time by reducing, or eliminating the amount of progress monitoring they provided their students. This hypothesis may explain why the four teachers were unable to articulate the level of their students' understanding. If the four teachers felt time was not available for review and reteaching activities, the need to know whether such activities were necessary for their classes would have been a moot point.
Implication:

Monitor and/or test student progress in a systematic manner that aligns consistently with the written and supported curriculums throughout the course.

Clinical Assistance to Students

"Helping students may require teachers to provide assistance of a clinical nature. This necessitates dealing with the needs of an individual, rather than a group" (Duke, 1987, p. 68). Clinical assistance was another area that did not receive much attention from the four participants. Among the four participants of this study, none diagnosed individual student needs or concerns with regard to the SOL. Only Mr. Blue prescribed any type of individual treatment, and only Ms. Violet was available to students for remedial help. None of the four United States history teachers had a formal way to provide remedial help and/or prescribe individual treatment. In addition, the four participants neither visibly provided remedial help to 10 of the 11 students with an IEP nor did they identify accommodations during interviews. Ms. Red was the only participant observed providing accommodations to a student on an IEP. None of the four teachers communicated with parents to obtain more information about students with regard to assistance that might have been needed, or to provide ways that the parents could assist their child at home to prepare for the SOL Assessment. These four teachers focused on their students as a group and not individuals. Again, the participants' reaction to the issue of time may explain the failure to

provide clinical assistance to their students, which requires teachers to address the needs of an individual, rather than a group. Implication:

Provide clinical assistance to individual students, especially students with IEPs, if maximum student success on the SOL Assessment is to be achieved.

Caring for students

"Without the sense that they are cared for, many students may be unable to take full advantage of learning opportunities, however rich and plentiful" (Duke, 1987, p. 69). Ms. Red, Mr. Green, Mr. Blue, and Ms. Violet did not publicly embarrass or arbitrarily punish students during observations. Ms. Violet communicated acceptance and support when she was concerned about her student with diabetes. Rainbow High School formally recognized student achievement on SOL Assessments with its "SOL Raffle". Ms. Red offered homework passes as recognition of progress and/or good performance in her classroom. Mr. Green, Mr. Blue, and Ms. Violet did not have formal means of recognizing student progress, and no informal means of recognizing student progress were observed in their classrooms.

Implication:

Recognize student progress by both formal and informal means.

Summary

The four teachers regularly addressed the areas of planning, classroom management, and instruction. Their specific practices, however, differed from those practices set forth by Duke's (1987) vision of teaching excellence. Mr. Green, Mr. Blue, and Ms. Violet selected content for their supported curriculum that did not match closely with the written and tested curriculum. Ms. Red, conversely, was able to teach all the United States history content and skills listed in the SOLs by December 8th. Ms. Red's selection of content was based upon the United States History Teacher Resource Guide (Virginia Department of Education, 1999a). The other three teachers tried to cover too much content and did not narrow their supported curriculum. Mr. Green, Mr. Blue, and Ms. Violet were unable or unwilling to relinquish content that they felt was important and/or was an area of personal expertise. As a result of this selection of content Mr. Green, Mr. Blue, and Ms. Violet had a United States history curriculum that lacked alignment among the written, supported, and tested curriculum.

Trying to cover too much content, subsequently, made managing time effectively very difficult. As noted in Appendix H the teaching materials of Mr. Green, Mr. Blue, and Ms. Violet did not always closely align with the written curriculum. Ms. Red was the only participant who successfully managed her time. In addition, Mr. Green, Mr. Blue, and Ms. Violet did not post specific guidelines for student behavior in the classroom and, at times, student behavior was difficult to maintain.

The four teachers relied on teacher-centered instructional methods that saved time to maximize content coverage content and claimed time prevented frequent reviewing and reteaching of content. These methods then contributed to a focus on content knowledge to the exclusion of skill development. As a consequence of these patterns, student thoughtfulness (Newmann, 1990, 1992) was not fostered. Classroom interactions were focused on the superficial coverage of many topics and at times were discontinuous. Students were not expected to generate original ideas during these interactions. Problem solving processes were rarely modeled. The taught curriculum failed to provide a thoughtful, in-depth treatment of United States history content that fosters students' historical skills.

A discrepancy between Duke's (1987) vision of teaching excellence and the practices of these four teachers also was evident in the areas of progress monitoring, clinical assistance, and caring for students. The participants did not systematically acquire information with regard to

individual students. Very little performance feedback was provided and targets for assistance were not identified. Even when collected, individual student information was not managed or applied to diagnose student needs, prescribe individual treatments, or provide remedial help. The four teachers did treat their students with respect. According to Duke (1987), however, caring for students involves more than simple respect. Only Ms. Red was observed recognizing student progress. Due to general progress monitoring and a lack of clinical assistance, systematic support for individual students that valued their differences could not be provided. The implications of these findings based upon Duke's (1987) six categories of daily teaching practices are summarized in Figure 5.1.

Figure 5.1
List of Implications for Practice related to Duke's Categories

Planning
1. Use planning to closely align the written, supported, and tested curriculums.
2. Use and follow the United States History Teacher Resource Guide (Virginia Department of Education, 1999a) to create a strong match between the written, supported, and tested curriculums.

Classroom Management
3. Determine and maintain specific guidelines for student behavior in the classroom.
4. Closely align teaching materials with the written curriculum.
5. During a United States history course closely align the content students are exposed to with the content identified by the SOLs.

Instruction
6. Introduce SOL content in conjunction with instruction and demonstration of SOL skills.

Progress Monitoring
7. Monitor and/or test student progress in a systematic manner that aligns consistently with the written and supported curriculums throughout the course.

Clinical Assistance
8. Provide clinical assistance to individual students, especially students with IEPs, if maximum student success on the SOL Assessment is to be achieved.

Caring for Students
9. Recognize student progress by both formal and informal means.

Implications for Practice

If this study's identified patterns of practice are typical, how can school officials aid teachers to better implement the SOLs? Before exclusively blaming the SOLs and the SOL Assessment, this study would suggest that the nine identified implications be addressed. "Implementing new policies often requires individuals to change well-established patterns of thought and behavior" (Duke & Canady, 1991, p. 136). When working with experienced United States history teachers, school leaders and social studies supervisors may want to focus on the selection of content and management of time. The findings from this study suggest that school leaders and social studies supervisors focus on the selection of content and management of time when encouraging experienced United States history teachers to change their content to bring their supported curriculum into alignment with the SOLs and the SOL Assessment. School leaders can exercise instructional leadership by helping both experienced and inexperienced teachers find and practice better methods of progress monitoring, clinical assistance, and caring for students.

Implications for Future Research

This study has addressed the questions of how teachers have responded to the SOLs. Future research might address the questions of why teachers have responded in certain ways. Three factors that may address why United States history teachers have responded to the SOLs with certain patterns of practice are presented in the following sections.

Conceptions of the Meaning of History

Do certain individual teacher characteristics affect the selection of content and inhibit curriculum alignment? Evans (1988; 1989) defines the meaning of history by four kinds of informant conceptions: (a) purposes of historical study and valuations of its usefulness; (b) patterns of progress and decline in history; (c) degree of generalization with which the informant is comfortable; and (d) relevance of history and its relation to the present. He found that "teacher's conceptions about history seem to have a significant impact on the curriculum they select and the content taught in their classroom" (1988, p. 213). "The dominant factor seems to be a conception of purpose. Each category emphasizes a distinctly different conception of the purposes for studying history" (Evans, 1989, p. 215).

Is it this conception of the meaning of history that influences content selection? Based upon his or her conception of the meaning of history, the teacher may or may not consider the content and skills emphasized by the SOLs to be the essential knowledge and essential understandings students should gain from the study of United States history, and the teacher may accordingly adjust the supported curriculum. Did Ms. Red align her supported curriculum with the Commonwealth's written and tested curriculum because of a difference in the conception of the meaning of history when compared to the other three participants rather than because of her inexperience in teaching United States history or desire to comply with the SOLs? Does a teacher's conception of the meaning of history influence the taught curriculum? How do teacher conceptions of the meaning of history relate to student learning outcomes as measured by a standardized test, such as the SOL Assessment? For example, a comparison of teacher conceptions and student scores on the United States History SOL Assessment could give clues to the effectiveness of certain practices with regard to the supported and taught curriculums when measured by a standardized test.

Pedagogical Content Knowledge

Does certain knowledge predispose history teachers to choose certain instructional methods? Pedagogical content knowledge is the body of knowledge that is a special amalgam of pedagogy and content, and makes teachers different from scholars in the field. Teachers must

have the ability to reconceptualize subject matter into a teachable format to transmit the content knowledge to their students. As presented in Chapter Two, pedagogical content knowledge includes an understanding of what makes the learning of a specific concept easy or difficult such as the students' preconceptions, which will be brought to the learning situation. Shulman (1986) proposed that the pedagogical content knowledge of a teacher was the most important part of the knowledge base for teaching. According to Hicks (1999), history teachers need to be able to understand key concepts, tools of inquiry and substantive structures of the discipline in order to create learning experiences that make the subject matter meaningful to all students. Does pedagogical content knowledge affect the selection of content for the supported curriculum? What method does a teacher chose to transfer the supported curriculum to students? Why were these methods chosen for a certain topic or skill? How does the teacher assess mastery of this topic or skill? Can a pedagogical content knowledge explain a teacher's predilection to focus on United States history content rather than historical skills or vice versa? A case study of United States history teachers modeled on the work of Grossman (1990) as the participants teach the same unit of study, such as SOL 11.6--the causes and effects of major events of the Civil War and Reconstruction, could lend insight into the role pedagogical content knowledge plays in the teaching decisions the participants make as they preparing students for the United States History SOL Assessment.

Schedule

Do factors beyond the classroom, such as school schedule, affect how teachers respond to the SOLs? A major goal of the 4x4-block schedule is to have teachers engage students in more active learning. Both teachers' talk and teachers' practice from this study reveal that the goals of the 4x4 block schedule at Rainbow High School are not currently being met by these four United States history teachers. These patterns of practice with regard to the taught curriculum would seem to place the SOLs at a cross-purpose with the 4x4-block schedule. Like Rainbow High School many high schools in Virginia have switched to some form of a block schedule during the past five years. Did the 4x4 schedule impact the daily teaching practices and patterns of practice identified by this study? Are teachers responding with the same practices and patterns as schools on a traditional schedule? This study could be replicated in a school on a traditional schedule and initial comparisons made between daily teaching practices and patterns of practice at this school and the results of this study.

Researcher's Reflections

Using hindsight, I would be more careful in choosing participants if I were to complete a study similar in nature to the current one. The study participants were well versed in the language and issues of the SOLs, but the researcher assumed that the participants were attempting to change in response to the United States History SOLs. There is a possibility that the participants have simply ignored the policy and are teaching United States history as they did before the enactment of the SOLs. In this study, the chances of this situation occurring increased because I needed at least four teachers within a school to participate in the study for the creation of a collective case study. It is quite possible that some participants felt pressured to participate by the department chair or colleagues. If the participant did not have a strong desire to participate or had not attempted to respond to the SOLs, I may not have presented an accurate portrayal of instructional patterns in response to the SOLs. These patterns of practice may have existed previously. They could be the patterns policymakers attempted to change when the SOLs were created rather than the patterns as a result of the SOLs.

The SOLs address school performance directly and student development indirectly. As such the issue of caring for students, the affective dimension of teaching, was difficult to assess

objectively. If I were to conduct this study again, I would want to find better ways to systematically collect data for this category. Without the same amount of data available as the other five categories, I often felt uneasy when I created the "Caring for Students" teaching portraits. I wanted to avoid passing judgment on the four participants; an increased amount of data would have made this task easier when writing. Before deciding if the SOLs make it difficult to create learning environments where students are cared for, additional data are needed.

 Conducting classroom observations after the United States History SOL Assessment enabled me to observe the two cooperative learning lessons. As discussed in Chapter Four, these two classes stood out from the other 14 classes I observed, and they initially alerted me to the relationship between content presentation and the SOL Assessment test date.

<div align="center">Conclusion</div>

 The identified teaching practices underscore McLaughlin's (1987) observation that practice often dominates policy. "The consequences of even the best planned, best supported, and most promising policy initiatives depend finally on what happens as individuals throughout the policy system interpret and act on them" (McLaughlin, 1987, p. 172). Teachers often fail to acknowledge the existence of formal policies (Meyer, Scott & Deal, 1983) and may or may not change their instructional practices in response to such policies. When new policies are acknowledged, it is the practitioner who must surmise the meaning of the assessment initiative as it becomes incorporated into practice (Parish, 1996). Teachers ultimately control the efforts to implement the accountability policies within the classroom. Few would argue that Virginia schools should ensure that their students have mastered both the skills required to learn and a certain body of knowledge, which is widely accepted as necessary to a basic education upon their graduation. The argument is how best to accomplish this goal. This study presented individual portraits organized by Duke's (1987) vision of teaching excellence to illustrate the instructional practices of these four teachers. Using these portraits the study established three patterns of response by the participants in their curricular practice: (a) failure to ensure curriculum alignment; (b) teacher-centered and lecture-based instruction; and (c) a focus on content to the exclusion of skills. Based upon these instructional practices and curricular patterns nine implications for teaching practice related to Duke's (1987) teaching categories were identified. As noted in Chapter Two on page 31, if student achievement, as measured by the United States History SOL Assessment scores, remains low and the United States History SOL Assessment is considered a reasonable and fair test, then it may be how United States history teachers have or have not responded to the SOLs and the resulting patterns of practice that are the cause of low student achievement on the United States History SOL Assessment.

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Grade Eleven: United States History Standards of Learning

The standards for eleventh-grade students cover the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history.

11.1 The student will analyze and explain the contacts between American Indians and European settlers during the Age of Discovery, in terms of
  a) economic and cultural characteristics of the groups;
  b) motives and strategies of the explorers and settlers;
  c) impact of European settlement on the American Indians; and
  d) legacies of contact, cooperation, and conflict from that period.

11.2 The student will compare the colonization of Virginia with that of other American colonies, in terms of
  a) motivations of ethnic, religious, and other immigrants and their influences on the settlement of colonies;
  b) economic activity;
  c) political developments; and
  d) social customs, the arts, and religious beliefs.

11.3 The student will analyze and explain events and ideas of the Revolutionary Period, with emphasis on
  a) changes in British policies that provoked the American colonists;
  b) the debate within America concerning separation from Britain;
  c) the Declaration of Independence and "Common Sense;"
  d) individuals, including Virginians, who provided leadership in the Revolution; and
  e) key battles, military turning points, and key strategic decisions.

11.4 The student will analyze the events and ideas of the Constitutional Era, with emphasis on
   a) a) new constitutions in Virginia and other states, the Virginia Statute of Religious Freedom,   the Virginia Declaration of Rights, and the Articles of Confederation;
   b) issues and policies affecting relations among existing and future states, including the Northwest Ordinance;
   c) the Constitutional Convention, including the leadership of James Madison and George Washington;
   d) the struggle for ratification of the Constitution, including the Federalist Papers and the arguments of the Anti-Federalists; and
   e) the addition of the Bill of Rights to the Constitution.

11.5 The student will analyze and explain events of the Early National Period, with emphasis on
   a) organization of the national government under the new Constitution;
   b) major domestic and foreign affairs issues facing the first presidents and Congress;
   c) the development of political parties;
   d) the impact of Supreme Court decisions affecting interpretation of the Constitution, including <u>Marbury v. Madison</u> and <u>McCulloch v. Maryland</u>;
   e) foreign relations and conflicts, including the War of 1812 and the Monroe Doctrine;
   f) the Louisiana Purchase and the acquisition of Florida; and
   g) economic development, trade, tariffs, taxation, and trends in the national debt.

11.6 The student will analyze the causes and effects of major events of the Civil War and Reconstruction, including
   a) slavery;
   b) States' Rights Doctrine;
   c) tariffs and trade;
   d) settlement of the West;
   e) secession;
   f) military advantages of the Union and the Confederacy;
   g) threat of foreign intervention;
   h) economic and political impact of the war;
   i) roles played by individual leaders; and
   j) impact of Reconstruction policies on the South.

11.7 The student will analyze the impact of immigration on American life, in terms of
   a) contributions of immigrant groups and individuals; and
   b) ethnic conflict and discrimination.

11.8 The student will summarize causes and effects of the Industrial Revolution, with emphasis on
   a) new inventions and industrial production methods;
   b) new technologies in transportation and communication;
   c) incentives for capitalism and free enterprise;
   d) the impact of immigration on the labor supply and the movement to organize workers;
   e) government policies affecting trade, monopolies, taxation, and money supply;
   f) expansion of international markets; and
   g) the impact of industrialization, urbanization, and immigration on American society.

11.9 The student will analyze and explain the importance of World War I, in terms of
   a) the end of the Ottoman Empire and the creation of new states in the Middle East;
   b) the declining role of Great Britain and the expanding role of the United States in world affairs;
   c) political, social, and economic change in Europe and the United States; and
   d) causes of World War II.

11.10 The student will analyze and explain the Great Depression, with emphasis on
   a) causes and effects of changes in business cycles;
   b) weaknesses in key sectors of the economy in the late 1920's;
   c) United States government economic policies in the late 1920's;
   d) causes and effects of the Stock Market Crash;
   e) the impact of the Depression on the American people;
   f) the impact of New Deal economic policies; and
   g) the impact of the expanded role of government in the economy since the 1930's.

11.11 The student will demonstrate an understanding of the origins and effects of World War II, with emphasis on
   a) the rise and aggression of totalitarian regimes in Germany, Italy, and Japan;
   b) the role of the Soviet Union;
   c) appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war;
   d) the impact of mobilization for war, at home and abroad;
   e) major battles, military turning points, and key strategic decisions;
   f) the Holocaust and its impact; and
   g) the reshaping of the United States' role in world affairs after the war.

11.12 The student will analyze and explain United States foreign policy since World War II, with emphasis on
   a) the origins and both foreign and domestic consequences of the Cold War;
   b) communist containment policies in Europe, Latin America, and Asia;
   c) the strategic and economic factors in Middle East policy;
   d) relations with South Africa and other African nations;
   e) the collapse of communism and the end of the Cold War; and
   f) new challenges to America's leadership role in the world.

11.13 The student will evaluate federal civil rights and voting rights developments since the 1950's, in terms of
   a) the <u>Brown v. Board of Education</u> decision and its impact on education;
   b) civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment;
   c) reapportionment cases and voting rights legislation and their impact on political participation and representation; and
   d) affirmative action.

11.14 The student will demonstrate an understanding of domestic policy issues in contemporary American society by
   a) comparing conservative and liberal economic strategies;
   b) explaining current patterns of Supreme Court decisions and evaluating their impact; and
   c) comparing the positions of the political parties and interest groups on major issues.

11.15 The student will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases to
   a) locate and explain the location and expansion of the original colonies;
   b) trace the advance of the frontier and the territorial expansion of the United States and explain how it was influenced by the physical environment;
   c) locate new states as they were added to the Union;
   d) understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups;
   e) compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade; and
   f) analyze the political, social, and economic implications of demographic changes in the nation over time.

11.16 The student will interpret the significance of excerpts from famous speeches and documents in United States history, including "The Letter from Birmingham Jail," "Speak softly and carry a big stick...," "The Gettysburg Address," and "The Virginia Statute of Religious Freedom."

11.17 The student will develop skills for historical analysis, including the ability to
   a) analyze documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.);
   b) evaluate the authenticity, authority, and credibility of sources;
   c) formulate historical questions and defend findings based on inquiry and interpretation;
   d) develop perspectives of time and place, including the construction of various time lines of events, periods, and personalities in American history; and
   e) communicate findings orally, in brief analytical essays, and in a comprehensive paper.

11.18 The student will develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled. Such issues include
   a) civil disobedience vs. the rule of law;
   b) slavery and its impact;
   c) the relationship of government to the individual in economic planning and social programs;
   d) freedom of the press vs. the right to a fair trial;
   e) the tension between majority rule and minority rights;
   f) problems of intolerance toward racial, ethnic, and religious groups in American society; and the evolution of rights, freedoms, and protections through political and social movements.

Name _____

Questionnaire: Please circle the answer which best describes your United States history teaching practices.

Planning

1. Do you use the United States history Standards of Learning as your instructional objectives?
a. Yes
b. No

2. How do you organize your United States history course?
a. Chronologically based units: American Revolution, Constitution, Jacksonian Democracy, Civil War and Reconstruction...
b. Topics covering the entire time span: American Foreign Policy, Labor in American Life, Women in America...
c. Concept based units: Revolution, War, Culture...
d. Issue-centered units: Economics Issues, Racial and Cultural Issues, Foreign Policy Issues...
e. other (Please explain) _____

3. When creating a unit of study which do you design first for that unit - its lessons or assessment?
a. lessons
b. assessment

4. Which of the following do you use for assessment during your United States history course? (Circle any that apply.)
a. multiple choice test
b. short answer or essay test
c. student projects or presentations
d. research paper
e. other (Please explain) _____

5. On the tests, quizzes, and exams you administer to this class, about what percent of the items are of the following types? (Total should equal 100%.)
a. multiple-choice   _____
b. short-answer   _____
c. essay   _____
d. fill in the blank   _____
e. matching   _____
f. other (Please explain)   _____

Instruction
6. How often do you use the following teaching methods or media in order to introduce new content or demonstrate new skills?

1=Never/Rarely   2=1-2 times/month   3=1-2 times/week   4=almost everyday   5=everyday

a. lecture	1	2	3	4	5
b. use computers	1	2	3	4	5
c. use audio-visual material	1	2	3	4	5
d. have teacher-led whole-group discussion	1	2	3	4	5
e. have students respond orally to questions	1	2	3	4	5
f. have student-led whole-group discussions	1	2	3	4	5
g. have students work together in cooperative groups	1	2	3	4	5
h. have students complete individual written work	1	2	3	4	5
i. have students give oral reports	1	2	3	4	5

j. other (Please explain) _____

7. How would you describe your style of teaching history?
a. lecture
b. lecture / discussion
c. inquiry
d. mixed
e. other (Please explain) _____

8. Indicate the approximate number of periods devoted to each topic below.

1=none 2=1-2 periods   3=3-5 periods   4=6-10 periods   5=10-15 periods   6=more than 15 periods

a. Age of Discovery (11.1)	1	2	3	4	5	6
b. Colonization of Virginia & New World (11.2)	1	2	3	4	5	6
c. Revolutionary Period (11.3)	1	2	3	4	5	6
d. Constitutional Era (11.4)	1	2	3	4	5	6
e. Early National Period (11.5)	1	2	3	4	5	6
f. Civil War & Reconstruction (11.6)	1	2	3	4	5	6
g. Immigration (11.7)	1	2	3	4	5	6
h. Industrial Revolution (11.8)	1	2	3	4	5	6
i. World War I (11.9)	1	2	3	4	5	6
j. Great Depression (11.10)	1	2	3	4	5	6
k. World War II (11.11)	1	2	3	4	5	6
l. US Foreign Policy since WW II (11.12)	1	2	3	4	5	6
m. Civil Rights Movement (11.13)	1	2	3	4	5	6
n. Contemporary Domestic Policy (11.14)	1	2	3	4	5	6

9. When do you include review and reteaching activities? (Circle any that apply.)
a. within each unit of study
b. at the end of a grading period
c. only before the SOL test or final exam
d. not at all
e. other (Please explain) _____

10. Do you make students aware of each SOL as it is being taught?
a. Yes
b. No

Classroom Management

11. Do you have adequate resources in order to teach the SOLs for United States history?
a. Yes
b. No

12. What is the primary text used in this United States history class?

_____

13. What chapters do you plan to cover by the end of the course?

_____

14. Indicate about what percent of class time is spent in a typical week doing each of the following with this class. (Total should equal 100%.)

a. providing instruction to the class as a whole   _____
b. providing instruction to small groups of students   _____
c. providing instruction to individual students   _____
d. maintaining order / disciplining students   _____
e. administering test of quizzes   _____
f. performing routine administrative tasks   _____
(e.g., taking attendance, making announcements, etc.)

Progress Monitoring

15. Approximately how much homework do you typically assign each day to this class?

Minutes: _____

16. How often do you do each of the following with homework assignments?
        1=never   2=some of the time   3=most of the time   4=all of the time

a. keep records of who turned in the assignment	1	2	3	4
b. return assignments with grades or corrections	1	2	3	4
c. discuss the completed assignment in class	1	2	3	4

17. How frequently do you assign each of the following types of homework?

1=Never/Rarely 2=1-2 times/month 3=1-2 times/week 4=almost everyday 5=everyday

a. reading the text or supplementary materials	1	2	3	4	5
b. doing exercises or problems from the text	1	2	3	4	5
c. doing exercises or problems from worksheets	1	2	3	4	5
d. writing definitions of concepts, people and events	1	2	3	4	5
e. using geography skills	1	2	3	4	5
f. working on projects	1	2	3	4	5
g. preparing oral reports	1	2	3	4	5
h. preparing written reports	1	2	3	4	5
i. keeping a journal	1	2	3	4	5

j. other (Please explain) _____

18. How do you assess mastery of skills or identify targets for assistance? (Circle any that apply.)
a. homework
b. classwork
c. class discussion
d. warm-ups
e. other (Please explain) _____

19. Indicate the importance you give to each of the following in setting grades for students in your classes.
       1=not important   2=somewhat important   3=very important

a. achievement relative to the rest of the class   1   2   3
b. absolute level of achievement   1   2   3
c. individual improvement or progress over past performance   1   2   3
d. effort   1   2   3
e. class participation   1   2   3
f. completing homework assignments   1   2   3
g. consistently attending class   1   2   3

20. What will be the approximate distribution of final student grades in this class? (Total should equal number of students in the class.)
A's   _____
B's   _____
C's   _____
D's   _____
F's   _____

Clinical Assistance

21. Is there a means for students to receive remedial help specifically for United States history?
a. Yes
b. No

Caring for Students

22. Do you have formal ways of recognizing student progress in this course?
a. Yes
b. No

Background information:

23. History courses you are currently teaching:
a. United States history
b. World history Part I
c. World history Part II
d. other (Please explain) _____

24. Approximately how many years of teaching experience do you have?

_____ years

25. Approximately how many years of United States history teaching experience do you have?

_____ years

26. Approximately how many years have you taught at this school?

_____ years

27. What was your undergraduate college major?
a. Social Studies Education
b. History
c. Political Science
d. Health and Physical Education
e. Elementary Education
f. other (Please explain) _____

28. What is your highest level of educational attainment?
a. Bachelors
b. Bachelors plus _____ semester hours
c. Masters
d. Masters plus _____ semester hours
e. Doctorate

29. Approximately how many semester units of college history have you taken?

_____ semester units

30. What is the year of your birth?

_____

31. What is your gender?
a. female
b. male

32. How many students are enrolled in this class (the class I will observe)?

_____

33. How many of these students are on an Individualized Education Program (IEP)?

_____

Group Interview Questions

1. Tell me about your teaching...
   What is it like to teach US history High School?

2. Tell me about your initial thoughts about teaching the SOLs? How did you feel? What general concerns did you have?

3. What steps did you take as a department in order to prepare for at Rainbow the implementation of the SOLs?

4. What steps have you taken as a department since the implementation of the SOLs?

5. How do you select and organize content? Tell me about the practice SOL test you are designing.

6. How has teaching US history changed due to the SOLs?

7. Have the SOLs affected your classroom management? How?

8. How do you monitor progress of your students?

9. As a department do you identify students or provide remediation for students who may be "at-risk" for the history SOL exam? How? What happens?

10. Do you have a formal way to recognize student progress? How? What informal ways exist?

Individual Interview Questions

1) What will you be teaching during the last weeks of the semester now that the SOL test is completed?

2) What are you doing differently due to the SOLs?

3) What has caused you to change (or not to change)?

4) What has it been like as a classroom teacher to participate in the SOL movement?

5) How do you incorporate the SOL skills (geography and history, document interpretation, historical analysis, and discussion, debate, and persuasive writing) into your US history course? Do you assign a "comprehensive paper"?

6) Were you able to teach the US history SOL content and skills to your satisfaction this semester? Why or why not?

7) What, if anything, would you do differently the next time you teach US history?

8) What instructional problems have the SOLs caused? How have these problems affected your classroom?

9) What instructional achievement have the SOLs caused? How have these achievements affected your classroom?

10) Have you changed your tests (content, format, grading, etc.) due to the SOLs? Do your tests model the SOL exam?

11) What is your opinion about the Rainbow High School SOL grading policy?

12) How do you communicate your academic expectations to students?

13) How do you communicate your behavioral expectations to students?

14) With regard to the block schedule have you received training in the use of instructional strategies and/or time management?

15) Are you able to identify students who might need assistance or remediation to pass the US history SOL exam? If so, what types of assistance can you offer?

16) Do parents seem concerned about the impact of the SOLs on US history?

Figure 3.3

Organizational Chart for Data Collection

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Planning • Selecting Content • Developing Instructional Objectives • Organizing Content • Designing Assessment Procedures	•SOL's •U.S. History Teacher Resource Guide •SOL Assessment Released Items •Course Curriculum Guide •Classroom Documents	8, 13 1 2 3, 4, 5	Notes	Question 5	Question 1 & 8 Question 10

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Classroom Management •Maintaining an Orderly Environment •Communicating Behavioral Expectations •Securing Adequate Resources •Managing Time Effectively	Course Syllabus Classroom Rules	11; 12 14	Form 5.1 Notes	Question 7	Question 13 Question 14

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Instruction	•Course Syllabus •Lecture Notes	7	Form 9.1 Notes	Question 6	
• Introducing New Content	•Class Assignments	6			Question 6, 8, & 9
• Reviewing and Reteaching content		9			Question 14
• Demonstrating New Skills		6			Question 5
• Communication Academic Expectations		10			Question 12

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Progress Monitoring • Providing Performance Feedback • Checking for Understanding • Assessing Mastery of Basic Skills • Identifying Targets for Assistance	•Homework Assignments •Tests	15, 20 16 17 18 19	Form 9.2 Notes	Question 8	Question 11

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Clinical Assistance • Diagnosing Student Needs / Concerns • Prescribing Individual Treatments • Providing Remedial Help / Coaching • Working with Parents	•Reteaching Assignments •IEPs	21	Notes	Question 9	Question 15 Question 16

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Caring for Students • Respecting Students • Prividing Acceptance and Support • Recognizing Student Progress • Valuing Student Differences		22	Notes	Question 10	

Figure 4.1

Data Collection for Susan Red

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview

Planning
a) Selecting Content
b) Developing Instructional Objectives
c) Organizing Content
d) Designing Assessment Procedures
	a. American Revolution Notes (11/18)
	
	Constitutional Era Notes (12/3)
	
	b. Civil War & Reconstruction Unit Outline
	
	d. World Wars Test
		a. 8 (a2; b3; c3; d3; e2; f4; g3; h2; i5; j2; k4; l4; m3; n4)
		
		13 (All)
		
		b. 1a
		
		c. 2a—in reverse
		
		d. 3a
		  4a,c
		  5a (80%);
		   b (10%);
		   e (10%)
			a. Alignment w/ SOLs
			b. References to SOLs
			c. American Revolution (11/18)
			SOL Review (12/3;12/7)
			Election of 1824 (12/14)
			d. Student Presentations (12/7)
				a.Line186-192
				
				Line 33
				
				d. Line 175-176
					d. "Tests model SOL Assessment – Four stem multiple-choice, diagram, reading passage Line 171-190

Figure 4.1 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Classroom Management a)Maintaining an Orderly Environment b)Communicating Behavioral Expectations c)Securing Adequate Resources d)Managing Time Effectively	b. Course Syllabus Classroom Rules	c. 11a 12: Pathways d. 14 a (80%); c (10%); e (10%)	a.2 (11/18) 5 (12/3) 0 (12/7) 4 (12/14)	I hear the students' comments. Line 349-350	b. Examples, rules posted Line 210-220 d. Can't use what I train others to do until after the SOL. Line 224-250

Figure 4.1 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Instruction a) Introducing New Content b) Reviewing and Reteaching content c) Demonstrating New Skills d) Communication Academic Expectations	a. HW Assignment (11/18) b. Old AP Test (12/3; 12/7) c. 1824 Election Sheet & Clue Cards (12/14) d. Student Checklists (11/18)	7b a. 6. a5, b1, c4, d5, e5, f2, g1,h5, i3 b. 9a,c c. See a d. 10a	a. Lecture/ discussion (11/18) Cooperative Learning (12/14) b. Class review (12/3; 12/7) c. Cooperative Learning (12/14) d. References to SOLs (11/18; 12/3; 12/7)	Frustrated /delivery. Time v. retention. Line 269-273	Line 27-35 a. Line 60-62 Time causes a Catch 22. Line 98-107 Boring class. Line 138-156 Forces coverage of material. Line 160-163 b. An ideal Block… Line 224-250 c. Content driver. Line 80-87 d. Line 199-208

Figure 4.1 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Clinical Assistance • Diagnosing Student Needs / Concerns • Prescribing Individual Treatments • Providing Remedial Help / Coaching • Working with Parents		c. 21b	b. Special Document (11/18; 12/3; 12/7; 12/14)	a. Awareness. Line 387-391 b. Line 254-258 p. c. Line 264-265 p. "I don't have time to reteach". Line 387-391 d. Line 269-271	c. Remedial tasks were whole group. Line 264-265 d. Parents not talking about SOLs. Line 269-274

Figure 4.1 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Progress Monitoring a) Providing Performance Feedback b) Checking for Understanding c) Assessing Mastery of Basic Skills d) Identifying Targets for Assistance	a. Gradebook Returned Homework Assignments b. Homework Assignments c. World Wars Tests	15 - 30 minutes 20 - Did not answer a. 16 a4, b1, c4 b. 17 a4, b4, c2, d2, e2, f2, g2, h2, i1 c. 18a, c, d d. 19 a2, b2, c2, d3, e2, f3, g3	a. Checking HW & Discussion (11/18) b. 14 Academic Factual 6 Academic Opinion (11/18) 6 AF 1 AO 1 Non-academic (12/3) 7 AF 4 NA (12/14)	Line 356-368	c. Line 190-197

98

Figure 4.1 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Caring for Students • Respecting Students • Providing Acceptance and Support • Recognizing Student Progress • Valuing Student Differences		c. 22a	Notes	SOL Raffle Line 410-425	b. Line 50-53 Line 57-58 Line 63-67 c. Line 114-116

Figure 4.2

Data Collection for Michael Green

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Planning a) Selecting Content b) Developing Instructional Objectives c) Organizing Content d) Designing Assessment Procedures	a. HW Assignment (11/18) Overhead Notes (12/3)	a. 8 (a4; b4; c2; d4; e4; f2; g4; h2; i2; j2; k2; l4; m4; n4) 13: 1-14, Parts of 15-20, Parts of 21-23, Pick & Chose 24-35 b. 1a c. 2a d. 3a 4a 5a (85%); c (10%); e (5%)	a. Unaligned content Content of videos (11/18, 12/3) b. Indirect References to SOLs c.11.9c (11/18) 11.14 (12/3) Review (12/7) 11.12 (12/14) d. Student Presentations (12/14)	a.Line193-202 p. 72	a. Line 63-64 p.72 d. Line 191-205 p. 72

Figure 4.2 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Classroom Management a)Maintaining an Orderly Environment b)Communicating Behavioral Expectations c)Securing Adequate Resources d)Managing Time Effectively	b. Course Syllabus	c. 11a 12: Pathways d.14 a (90%); b (2%); c (5%); d (1%) e (1%); f (1%)	a. 12 (11/18) 9 (12/3) 26 (12/7) NA(12/14)	Students complain I go too fast. It's tough; quality of students Line 340-347	b. Line 214-216 d. Line 218-220 p. SOLs don't work w/Block Line 224-231

Figure 4.2 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Instruction a) Introducing New Content b) Reviewing and Reteaching content c) Demonstrating New Skills d) Communication Academic Expectations	a. HW Assignment (11/18) b. Old AP Test (12/7)	7b a. 6. a3, b1, c2, d2, e5, f2, g2,h2, i1 b. 9c c. See a d. 10a	a. Lecture/ video (11/18) Lecture/ video (12/3) Cooperative Learning (12/14) b. Class review (12/7) c. Cooperative Learning (12/14) d.	15 yrs. Ago we could spend time in areas you like; Now you've got to move on out. Line 263-268	a. Tremendous amount of information. Line 74-89 Line 129-134 p. b. Line 126-127 Can't use repetition. Line 176-188 c. Line 140-141 No 11.18. Line 147-151 d. Line 208-211

Figure 4.2 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Progress Monitoring a) Providing Performance Feedback b) Checking for Understanding c) Assessing Mastery of Basic Skills d) Identifying Targets for Assistance	a. Gradebook b. Homework Assignments	15: 30-40 minutes 20: 3,11,6,4,2 (Mid-term grades) a. 16 a3, b3, c3 b. 17 a4, b2, c3, d3, e2, f1, g1, h1, i1 c. 18c d. 19 a3, b3, c2, d2, e3, f2, g3	a. b. 9 AF (11/18) 11 AF (12/3) 24 AF (12/7) NA (12/14) c. SOL Review using AP Tests (12/7)	Monitor, but not specific at this point. Check HW in class. Line 374-377	a.Yes, I think so. Should be addressed as a Dept. Line 253-265 c. Doesn't make a difference. Line 103-111

Figure 4.2 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Clinical Assistance • Diagnosing Student Needs / Concerns • Prescribing Individual Treatments • Providing Remedial Help / Coaching • Working with Parents		c. 21b		c. Try to mention there is a SOL question about a certain area. Line 392-394.	c.Not at the present time. Line 256-265 d. Line 269-277 p.

Figure 4.2 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Caring for Students • Respecting Students • Providing Acceptance and Support • Recognizing Student Progress • Valuing Student Differences		c. 22b	a.Removed students from class (11/18; 12/3; 12/7) Stopped teaching for period of time (12/3; 12/7)	SOL Raffle Line 410-425	d. Parents from higher socioecon. group tend to push students a little more. Line 275-277

Figure 4.3

Data Collection for Jeffrey Blue

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview

Planning
 	
a) Selecting Content
b) Developing Instructional Objectives
c) Organizing Content
d) Designing Assessment Procedures
	a. HW Assignment (11/18)
	11.9c Power Point
	11.11 Power Point
	11.13 Power Point
		a. 8 (a2; b3; c4; d4; e3; f3; g3; h2; i3; j4; k3; l3; m3;n-)
		13: 1-34
		
		b. 1a & AP
		
		c. 2a
		
		d. 3b
		   4a & b
		   5a (50%);
		    b (25%);
		    c (25%)
			a. Unaligned content Content of Presentation (11/18,12/3)
			b. Direct References to SOLs
			c.11.9 (11/18) 11.13 (12/3) Review (12/7) WWI & WWII Review (12/14)
			d. WWI & WWII Review (12/14)
				a. Line 46-53	a. Local history project Line 3-8
					
					c. Line104-105
					
					d. Modeled after SOLs Line 134-155

Figure 4.3 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Classroom Management a)Maintaining an Orderly Environment b)Communicating Behavioral Expectations c)Securing Adequate Resources d)Managing Time Effectively	b. Course Syllabus	c. 11b 12: Enduring Vision d.14 a (90%); b (5%); d (0%) e (5%)	a. 13 (11/18) 21 (12/3) 10 (12/7) 2 (12/14)	I can't address that. Line 92-96	b. Line 191-193 d. Block helps teaching, but hurts SOLs Line 201-226

Figure 4.3 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Instruction a) Introducing New Content b) Reviewing and Reteaching content c) Demonstrating New Skills d) Communication Academic Expectations	a. HW Assignment (11/18) Power Point Slides (11/18, 12/3) d. Course Syllabus	7b a. 6. a4, b2, c3, d2, e3, f0, g3,h3, i2, j--Block requires multiple strategies b. 9b c. See a d. 10a	a. Power Point (11/18) Power Point (12/3) b. Class review (12/7) Class review (12/14) c. d. References to SOLs (11/18, 12/3, 12/7)	Time. Rushing. Real stuff after the SOL. Line 64-80	Line 20-24 a. SOL v. AP. Line 34-45 Pacing. Line 113-116. b. Line 3-16 p. c. Darn near impossible. Line 60-66. No 11.18. Line 69-74. d. Syllabus; First test. Line 178-188

Figure 4.3 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Progress Monitoring a) Providing Performance Feedback b) Checking for Understanding c) Assessing Mastery of Basic Skills d) Identifying Targets for Assistance	a. Gradebook b. Homework Assignment (11/18)	15: 45-minutes 20: 15-20, 40-50, 15-20, 10-20, 10 or less. a. 16 a2, b0, c2 b. 17 a4, b1, c1, d1, e2, f3, g2, h2, i2 c. 18e (performance on tests) d. 19 a2, b2, c1, d1, e-, f2, g3	a. Student Presentations (11/18) b. 5 AF; 3 AO; 1 Non-academic (11/18) 0 AF (12/3) 33 AF (12/7) 40 (12/14) c. SOL Review (12/7)	Line 98-100 p.	c. Shouldn't be final exam and SOL exam. Problems of teachers reading the tests. Line 158-176

Figure 4.3 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Clinical Assistance • Diagnosing Student Needs / Concerns • Prescribing Individual Treatments • Providing Remedial Help / Coaching • Working with Parents		c. 21a		c. Every student is expected to pass without help. Concerned about 1 or2 students. Line 105-111	c. Verbal learners, extra activities. Motivation. Line 236-250 d. Parents concerned & dissatisfied. Something wrong w/the SOL Exam; expect protests. Line 262-284

Figure 4.3 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Caring for Students • Respecting Students • Providing Acceptance and Support • Recognizing Student Progress • Valuing Student Differences		c. 22b	d. Discussed school issues w/ students (11/18; 12/3; 12/7)	Gave more essay tests. Line 113	

Figure 4.4

Data Collection for Lyta Violet

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Planning a) Selecting Content b) Developing Instructional Objectives c) Organizing Content d) Designing Assessment Procedures	a. IDs Civil War-Pre WWI WW I Packet WW II Packet SOL ID Review b. WW I Test Study Questions c. WW I Outline WW II Outline d. WW I Test Study Questions	a. 8 (a2; b2; c3; d2; e2; f4; g2; h2; i4; j2; k4; l3; m3;n3) 13: NA b. 1a c. 2a d. 3a 4a, b & c 5a (80%); b (5%); c (5%); d (5%); e (25%)	a. Unaligned content Content of Packets (11/18,12/3, 12/14) b. No References to SOLs c.11.9 (11/18) 11.11 (12/3) Review (12/7) WWI & WWII Review (12/14) d. Skill Activities (11/18; 12/3)	a.The SOLs Line 99-105	a. Presidential Unit Line 3-7 Line 154-165 c. Streamline Colonial Unit 139-142 d. Converting tests to only multiple-choice Line 175-196

Figure 4.4 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Classroom Management a)Maintaining an Orderly Environment b)Communicating Behavioral Expectations c)Securing Adequate Resources d)Managing Time Effectively	b. Course Syllabus	c. 11a 12: Pathways d.14 a (75%); b (5%); c (5%); d (5%); e (5%); f (5%)	a. 7 (11/18) 7 (12/3) 5 (12/7) 1 (12/14)	Students don't care. Want to do something else. Line 165-178	b. Syllabus and follow-up Line 217-230 d. Prefer 7 pd. Day. Have a whole year before SOLs Line 310-318

Figure 4.4 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Instruction a) Introducing New Content b) Reviewing and Reteaching content c) Demonstrating New Skills d) Communication Academic Expectations	a. WWI & WWII Packets b. WWI Study Questions IDs Civil War - PreWWI SOL ID Review c. Cost of the War (Figure 4.4) d. Course Syllabus	7d a. 6. a5, b1, c2, d5, e5, f5, g2,h3, i2, b. 9a c. See a d. 10a	a. Lecture/ Discussion (11/18; 12/3) Lecture/ video (12/14) b. Class review (12/7) Class review (12/14) c. Treaty of Versailles (11/18) Cost of War (12/3) d. No References to SOLs	a. Lecture; difficult to engage students. Line 133-148 d. Line 175-177 p.	a. High Stress Line 75-82 Not satisfied; wants to improve. Line 124-134. Line 274-278 c. Skills practice limited. Line 88-98. No 11.18. 110-116. d. Syllabus; First test. Line 215-223

Figure 4.4 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Progress Monitoring a) Providing Performance Feedback b) Checking for Understanding c) Assessing Mastery of Basic Skills d) Identifying Targets for Assistance	a. Gradebook Returned Skill Activities b. Skill Activities (11/18; 12/3) c. WW I Test Study Questions	15: 1-2hrs Unit Test; 1hr Review Sheet; 90 minutes for quizes/week 20: 1, 3, 6, 6, 5. a. 16 a4, b4, c3 b. 17 a2, b2, c1, d2, e2, f2, g2, h2, i0 c. 18a, b, c, d d. 19 a2, b2, c3, d3, e3, f3, g2	a. Discussing Skill Activity (11/18; 12/3) b. 27 AF; 4 AO (11/18) 19 AF; 4 AO (12/3) 0 (12/7) 40 AF (12/14) c. SOL Review (12/7)	Tests are monitor. Line 183-185 p.	c. Policy seems fair. Line 199-205

113

Figure 4.4 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Clinical Assistance • Diagnosing Student Needs / Concerns • Prescribing Individual Treatments • Providing Remedial Help / Coaching • Working with Parents		c. 21a		c. Notes who might not pass the SOL. Line 206-210	c.Available after school. Line 236-250 d. Parents concerned w/too much homework. Line 346-356.

Figure 4.4 con't

Duke's Teaching Category	Documents	Questionnaire	Observations	Group Interview	Individual Interview
Caring for Students • Respecting Students • Providing Acceptance and Support • Recognizing Student Progress • Valuing Student Differences		c. 22a	a. Helping student w/diabetes (11/18).	No formal recognition. Line 217 Line 17-18	

<u>Appendix G</u>

Informed Consent of Participants of Investigative Projects

<u>Purpose</u>
The purpose of this study is to investigate the quality of classroom instruction when a single criterion, the Virginia Standards of Learning (SOLs) United States history test scores, is used to assess academic outcomes for students. The goal of this study is to explore current instructional practices among Virginia's United States History teachers and search for patterns of practice and response as these teachers enact and adapt the Virginia Standards of Learning within the United States history curriculum. This research seeks to describe and analyze the link between the SOL policy, daily teaching practices and subsequent pupil learning within the context of United States history at the 11th grade. The questions that this research addresses includes the following:
1) When compared to Duke's (1987) model of teaching excellence, how have public school teachers of United States history adapted their teaching practices in response to the Standards of Learning?
2) How have the Standards of Learning influenced the supported curriculum of United States history?
3) How have the Standards of Learning influenced the taught curriculum of United States history?

<u>Procedures</u>
I will initially conduct an open ended focus group interview with you and your colleagues. this session should be approximately 45 minutes in length, and it will focus on your teaching practices and how you and your colleagues have responded to the Virginia SOLs. Though I will follow an interview frame, follow up questions will also be asked. You will also have the opportunity to address issues not covered in the questions. You should feel free to stop the interview at any point, or refuse to answer any questions. You also are free to withdraw from the interview at any time. I will then ask you to complete a questionnaire which will provide me information about your professional background, teaching history, and ideas about history. Following this interview I would also like to be able to observe you in class, audio tape your lessons, study your lesson plans and organize a follow up 30 minute taped interview/ discussion. All interview/discussions will be audiotaped and transcribed by the interviewer. The tapes will be erased as soon as they have been transcribed, and I will remove all identifying markers from the transcripts. Any data collected during this study will be kept strictly confidential and will be available only to members of the research team, which consists of my dissertation committee and myself. Excerpts of the interviews and observations may be made part of the final research report, but under no circumstance will your name or identifying characteristics be included in this report.

Benefits and Risks
Since you control the extent of your participation, answering only those questions
you wish to answer, discussing only those issues you wish to discuss, the "risk" from
participating in this project should be minimal. Generally the benefits of this project will
not be to you directly though the discussion may allow you to reflect on your own ideas
and practice within your classroom. I, however, hope that by studying the impact of the SOLs and
their implications for teachers, we can help both teachers and policymakers make informed
decisions about the SOLs and the study of history.

Extent of Anonymity
Any data collected during this study will be kept strictly confidential and will be available only to
members of the research team, which consists of my dissertation committee and myself. I will
destroy or erase the interview tapes as soon as it has been transcribed. Excerpts of the interviews
and observations may be made part of the final research report, but under no circumstance will
your name or identifying characteristics be included in this report. A pseudonym or code number
will be assigned to you and any identifying information will be deleted or changed in order to
assure confidentiality.

Compensation
No compensation will be given for your participation in this project.

Freedom to Withdraw
You may refuse to answer any question, and you may withdraw from this research
at any time by informing Jeff Carroll at (540) 381-4373 (jecarro2@vt.edu) or by contacting
Dr. Jean Crockett at (540) 231-4546 (crocketj@vt.edu). If you are unsure about
the nature of this research, or would like to see the full proposal for the project, please
contact either of the above individuals.

Your signature below means that you have read this form and agree to its
conditions. You will be offered a copy of this form.

Approval of Research
This research project has been approved, as required, by the Institutional review
Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State
University, by the College Of Human Resources and Education.

Participant's Responsibility
I voluntarily agree to participate in this study.

Participant's Permission
I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project. If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

_____
I wish to participate.
Date

_____
I do not wish to participate.
Date

Should I have any questions about this research of its conduct, I may contact

_____
Jeff Carroll (540) 381-4373 (Investigator)

_____
Dr. Jean Crockett (540) 231-4373 (Faculty Advisor)

H.T. Hurd 231-5281
Chair, IRB Research Division.

I would be happy to furnish you with a copy of the final dissertation document. Would you like one?

YES NO

Address if you desire a copy of the final dissertation.
_____
_____

Appendix H

Figure Caption

Figure 4.5. Mr. Green's class overhead on December 3, 1999.

Figure 4.6. Mr. Blue's Power Point slides on December 3, 1999.

Figure 4.7. Section II, Vocabulary, of Ms. Violet's World War II outline.

Figure 4.8. Table, the Cost of War, from Ms. Violet's World War I outline.

Figure 4.5

<u>1960 - Kennedy (D)</u>   <u>New Frontier</u>

- Bay of Pigs   - Cuban Missile Crisis

- Space Race   - Civil Rights Movement con't

- Lee Harvey Oswald

<u>1964 - Johnson (D)</u>   <u>Great Society</u>

- Vietnam War   - War on Poverty

- Student unrest   - Medicare

- Hawks v. Doves   - Civil Rights con't

<u>1968 Nixon (R)</u>

- China

- Watergate

<u>1972 Re-elected Nixon</u>

<u>1976 Jimmy Carter (D)</u>

- Oil Crisis   - Camp David Accords

- economy

<u>1980 Ronald Reagan (R)</u>

- voodoo economics

- supply side economics

Figure 4.6

1. **Dred Scott 1857**
- Slaves were not citizens

2. **Civil Rights Act of 1866**
- Made Blacks U.S. Citizens
- Became moot with Fourteenth Amendment

3. **Civil Rights Act of 1875**
- Outlawed racial segregation in transportation and public facilities and prevented exclusion of blacks from jury service
- Declared unconstitutional in 1883 because the 14th Amendment applied only to government not private citizens

4. *Plessy v. Ferguson*
- Segregated railroad cars
- Racial segregation was constitutional
- "separate but equal" doctrine

5. **Executive Order 8802**
- Congress of Racial Equality
- New Civil-Rights organization
- Introduce nonviolent resistance
- Brotherhood of Sleeping Car Porters
- Threaten strike to end discrimination
- FDR issues Ex. Order 8802, first presidential directive on race since Reconstruction
- Prohibits discriminatory employment

6. **Warren Court**
- Earl Warren 1953
- Appointed by Eisenhower
- Expected to be a conservative (not)
- Right-wing opponents demanded impeachment of Warren

7. *Brown v. Board of Education of Topeka, Kansas***Know this!!!*
- Plessy is dead—1954
- Jim Crow is mortally wounded
- Thurgood Marshall ☺
- "I don't believe you can change the hearts of men with laws or decisions."
- Eisenhower

8. *Brown* **Unanimous Decision**
- In the field of public education the doctrine of 'separate but equal' has no place
- Separate educational facilities are inherently unequal
- Desegregate "with deliberate speed".   (figure continues)

9. Montgomery Bus Boycott
- 1955 to 1956
- Rosa Parks
- Martin Luther King Jr.

10. Civil Rights Act of 1957
- First civil-rights act since Reconstruction
- Established a permanent commission on Civil Rights
- Did little to guarantee the vote for blacks

11. Little Rock, Arkansas
- Orval Faubus uses National Guard to bar nine African-American students from entering Little Rock's Central High School
- Eisenhower nationalized the National Guard
- Eisenhower sends federal troops to protect the African-American students (101st Airborne)

12. Civil Rights Act of 1960
- Slightly strengthened the 1957 law
- Did not empower federal officials to register African-American voters

13. Freedom Riders 1961
- John and Bobby Kennedy
- Birmingham
- Bull Conner
- Freedom Summer 1964

14. Civil Rights Act of 1964
- Bans discrimination in public accommodations
- Prohibits discrimination in any federally assisted program
- Outlaws discrimination in most employment
- Federal power to protect voting rights
- Speeds school desegregation

15. Voting Rights Act of 1965
- Suspends literacy tests
- Empowers "federal examiners" to register voters in the south

16. VIP's
- Thurgood Marshall
- Martin Luther King Jr.
- Malcolm X
- Rosa Parks

Figure 4.7

<u>II. Vocabulary</u>

1. "Kilroy was here"   20. victory speed

2. Scrapdrives   21. "Boonie Stompers"

3. The Axis   22. "Good Soldier Schwiek"

4. V for Victory   23. GI's

5. plane spotting   24. Eight-hour orphans

6. leg make-up   25. Junior Commandos

7. "Victory Gardens"   26. chaff

8. V-mail   27. "Hell Ships"

9. Vidkun Abraham Quisling

10. Mae Wests

11. Eisenhower Jacket

12. Rationing

13. Ruptured duck

14. Wacs

15. K-Rations

16. Jeep

17. Blackouts

18. Bundles for Britain

19. victory suits

Figure 4.8

	Total Force Mobilized	Military Battle Deaths	Military Wounded	Civilian Dead	Economic & Financial Cost ($ million)
The Cost of the War					
Allies					
France	8,410,000	1,357,800	4,266,000	40,000	49,877
British Empire	8,904,467	908,371	2,090,212	30,633	51,975
Russia	12,000,000	1,700,000	4,950,000	2,000,000	25,600
Italy	5,615,000	462,391	953,886	NA	18,143
United States	4,355,000	50,585	205,690	NA	32,320
Belgium	267,000	13,715	44,686	30,000	10,195
Serbia	707,343	45,000	133,148	650,000	2,400
Montenegro	50,000	3,000	10,000	NA	NA
Rumania	750,000	335,706	120,000	275,000	2,601
Greece	230,000	5,000	21,000	132,000	556
Portugal	100,000	7,222	13,751	NA	NA
Japan	800,000	300	907	NA	NA
TOTAL	42,188,810	4,888,891	12,809,280	3,157,633	193,899
Central Powers					
Germany	11,000,000	1,808,546	4,247,143	760,000	58,072
Austria-Hungary	7,800,000	922,500	3,620,000	300,000	23,706
Turkey	2,850,000	325,000	400,000	2,150,000	3,445
Bulgaria	1,200,000	75,844	152,390	275,000	1,015
TOTAL	22,850,000	3,131,889	8,419,533	3,485,000	86,238
Costs to Neutral Nations					1,750
GRAND TOTAL	65,038,810	8,020,780	21,228,813	6,642,633	281,887

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Education

Ph.D.   Educational Leadership and Policy Studies
Virginia Polytechnic Institute and State University. Anticipated May, 2000.
Major: Educational Administration and Supervision
Areas of Concentration: School leadership and instructional improvement; self-leadership and teacher empowerment; historical research; school facilities.
Will earn Superintendency Endorsement.
Dissertation: "Patterns of practice: A case study of United States history teachers in Virginia in an era of the Standards of Learning Assessment."

M. Ed. Educational Leadership, Foundations and Policy
University of Virginia. May, 1996.
Major: Educational Administration and Supervision
Areas of Concentration: School leadership and instructional improvement; social foundations of education; school management.
Earned Administration (Pre K-12) Endorsement

B.A. Soviet and East European Studies
Yale University. May, 1991.
Areas of Concentration: Russian; teacher preparation; instruction of Russian; history of Russia.
Earned Connecticut Teaching License in Russian (K-12) and Social Studies (6-12)

Certification

Virginia Postgraduate Professional License in Russian (K-12), Social Studies (7-12), Gifted and K-12 Administration

Professional Experience

Roanoke County School District, Roanoke, VA

Teacher: United States history (11) and United States government (12), 1998 - present
- Technology in-service instructor
- Conflict mediator
- Technology committee member

Clinical Affiliate: Department of Teaching and Learning, College of Human Resources and Education, Virginia Polytechnic Institute and State University, Blacksburg, VA; 1998-present
- Cooperating teacher
- "Social Studies Best Practices" Seminar participant
- Clinical Faculty Consortium team member

International teacher trainer: Educators for Democracy Program, American Federation of Teachers, Washington DC, 1996 – present
- Provide teacher training for civic education in emerging democracies
- Conduct in-services to promote international democracy education

National Clearinghouse for Educational Facilities, Blacksburg, VA

Research Assistant: Projects and requests, 1998
- Prepared research, survey, and paper on alternative financing methods for capital improvement projects
- Answered research requests received by the Clearinghouse

Virginia Polytechnic Institute & State University, Blacksburg, VA

Graduate Assistant: Educational Leadership and Policy Studies, 1997 – 1998
- Reported directly to Department Head
- Completion of feasibility study for the use of Regional Service Educational Agencies in Virginia
- Discussion leader at 1998 Oxford Conference on Leadership and Ethics in Education

Roanoke County School District, Roanoke, VA

Teacher: Civics (8), 1996 – 1997
- Technology in-service instructor
- Technology committee member
- Football - Offensive Coordinator

Fairfax County School District, Fairfax, VA

Teacher: Geography (10), World Studies (9), Civics (8), Technology (3-6), 1992 – 1996
- Middle School Team Leader
- Literary magazine Sponsor
- Area IV Faculty Representative
- Chairman Business Partnership Committee
- Varsity Football - Offensive Line Coach / Defensive Coordinator
- Technology committee member
- Technology in-service instructor
- Accelerated Learning Program Teacher

Sarasota County School District, Sarasota, FL

Teacher: Russian I, II, III (9-12) and United States history (11), 1991 – 1992
- Faculty Sponsor - Russian Club
- Freshmen Football - Offensive Line Coach
- Freshmen Basketball - Head Coach

Research and Scholarship

Carroll, J. D. (1998). Annotated Bibliography: Educational facilities and planning. Blacksburg, VA: National Clearinghouse for Educational Facilities. ERIC document.

Reports

Carroll, J. D. (August, 1998). "Charter Schools: Current practice and law." A report to the Office of Planning, Testing and Evaluation of the Fairfax County Public Schools.

Violet, M.D., Martin, D., Carroll, J., & Sughrue, J. (editors) (1998). Educational Leadership and Ethics: A monograph of the Oxford Conferences. Virginia Polytechnic Institute and State University. Blacksburg, VA.

Violet, M. D., Fortune, J., Driscoll, L., & Carroll, J. (November, 1997). The Feasibility of establishing a regional public education services agency. A report to the Hampton Roads special study panel. Virginia Polytechnic Institute and State University. Blacksburg, VA.

Carroll, J. D. (April, 1997). "Successfully teaching local government in Russia." A report to the Center for Civic Education.

Carroll, J. D. (February, 1997). "The Kanabeyeva Conference: Recommendations for promoting the teaching of democracy in Russia." A report to the International Affairs Department of the American Federation of Teachers.

Carroll, J. D. (January, 1997). "The current state of democracy education in Moscow schools." A report to CIVITAS.

Scholarship in Progress

Carroll, J.D., Neck, C., and Manz, C. (in preparation) "Power to the teacher: Using a self-leadership framework to go beyond traditional teacher empowerment."

Hicks, D., and Carroll, J. D. (in preparation). "The Mystery of Sam Smiley: Teaching historical skills in the social studies classroom."

Carroll, J.D., Hicks, D. and Wilkins, J. (in preparation). "Characteristics of demographic opportunity structures and their relationship to high school history achievement: The case of Virginia's Standards of Learning."

Hicks, D., and Carroll, J.D. (in preparation). "Journey of transformation: An ethnography of teaching United States history under Virginia's Standards of Learning."

Teacher Research

Member (1995). "Interactive Technology and Internet Civics Curriculum Project." Fairfax County Public Schools. Fairfax, VA.

Carroll, J. D. (1994). "Using Community Service to promote civic education." Thomas Jefferson Institute on the Foundations of Ethics in Western Society. Fairfax, VA.

Member (1993). "Interactive Technology World History Curriculum Project". Fairfax County Public Schools. Fairfax, VA.

Professional Presentations

International Conferences

Carroll, J.D. (April, 1997). "Developing civic education programs in South America." Presented at the South American Education for Democracy Conference. Sponsored by the American Federation of Teachers. Washington DC.

Carroll, J.D. (March, 1997). "What do we want to Create? Using consensus building to aid civic education in Russia." Presented at the Conference on Local Government in the United States. Sponsored by the Center for Civic Education. Washington DC.

Carroll, J.D. (January, 1997). "Lesson plan development and teacher evaluation." Presented at the Russian Educators for Democracy Conference. Sponsored by the United States Information Agency. Kanabeyeva, Russia.

State and Regional Conferences

Carroll, J.D. and Neck, C. P. (November, 1998). "Principals as Super Leaders: Leading teachers to lead themselves." Presented at the annual meeting of the Southern Regional Council on Educational Administration. Savannah, GA.

Local Presentations and Workshops

Carroll, J. D. (September, 1999). "Teaching social studies to diverse student populations." Discussion participant in Graduate Seminar, "Adapting Curriculum & Instruction for Students with Disabilities", at Virginia Tech.

Carroll, J. D. (September, 1999). "Starting the year off right." Discussion participant in Graduate Seminar, "Social Studies Methods for Student Teachers", at Virginia Tech.

Carroll, J. D. (May, 1997). "The Sim City project: Incorporating alternative assessment and technology to teach geographic skills." Inservice workshop presented at Northside Middle School. Roanoke, VA.

Carroll, J. D. (March, 1997). "Comparing the Educational Systems in the US and Russia." Inservice workshop presented at Northside Middle School. Roanoke, VA.

Carroll, J. D. (October, 1996). "Decisions, decisions: Using cooperative technology to teach foreign policy." Inservice workshop presented at Northside Middle School. Roanoke, VA.

Carroll, J. D. (February, 1996). "Caught-up in the Net: Using the Internet for lesson plan development." Inservice workshop presented at Ormond Stone Middle School. Fairfax, VA.

Carroll, J. D. and Harnett, M. (November, 1995). "Using the flexible schedule to maximize instructional time." Inservice workshop presented at Ormond Stone Middle School. Fairfax, VA.

Professional Affiliations

- American Federation of Teachers
- National Education Association
- American Education Research Association
- National Council for the Social Studies

Honors and Citations

- Phi Kappa Phi Honor Fraternity, Virginia Tech
- Balfour Fellowship Recipient of Sigma Chi Fraternity 1997-98 and 1998-99
- Alumnus of the Year (1992) - Theta Upsilon Chapter of Sigma Chi Fraternity

Grants and Funding

High Schools That Work Integration Grant (1999). "Historical changes in automobile manufacturing: What skills are needed now?" Department of Vocational Education, College of Human Resources and Education, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Teaching with Technology Project Grant (1996). "On-line for Success: Implementing multimedia instructional strategies across the middle school curriculum." Fairfax County Technology Foundation, Fairfax, VA.

Mosby Woods Elementary School PTA Grant (1995). "Parents as Learners: Involving ESL parents in the school community." Fairfax, VA.

Community Activities

- Leadership Facilitator - Sigma Chi Horizons Project
- Faculty member - Sigma Chi Leadership Training Workshop
- Board of Directors - Theta Upsilon Chapter of Sigma Chi at Yale University
- Committee on Youth, Parks, and Recreation - City of Manassas, Virginia
  - Chairman 1993 – 1996
- Head Coach - Manassas Youth Flag Football League 1994 – 1996