

Round 3: Summary and Demographic Data

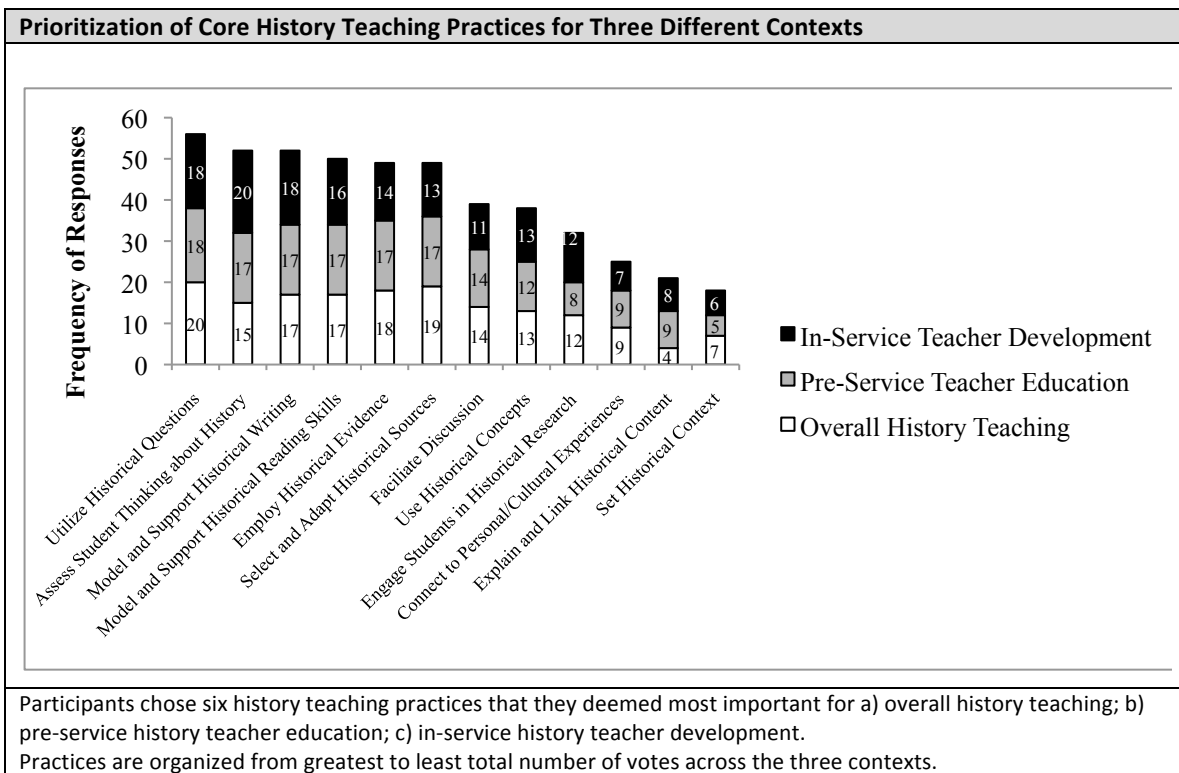
Part 1: Ratings and Comments

In round 3, average ratings for all practices were above 4.00. 9 practices received average ratings ≥ 4.69 . 8 practice ratings increased from the second round. 3 practices dropped, and 1 stayed the same. Similar to the first and second rounds, comments for practices reflected ratings. Suggestions for further revising the highest rated practices were minimal. Of note, 1 participant recommended changing the title “Facilitate Discussion” to make it history specific. Additionally, 2 participants recommended changing the title “Engage Students in Historical Research” to refer to “investigations” instead of research. The most common criticism (n=7) focused on the mention and distinction of “first and second order” concepts in “Use Historical Concepts.” Similarly, 5 participants commented critically on including the reference to connecting historical and contemporary events in “Connect to Personal/Cultural Experiences.” And, 6 and 4 participants, respectively, suggested consolidating elements of “Set Historical Context” and “Explain and Link Content” with other practices.

Round 3 Panelist Ratings (n=26) on a 5-pt Likert scale (1=Strongly Disagree...5=Strongly Agree)							
History Teaching Practice	mean	mode	S.D.	R1 mean	Δ mean	R2 mean	Δ mean
1. Select and Adapt Historical Sources	4.96	5	.20	4.50	+.15	4.65	+.31
2. Model and Support Historical Writing	4.92	5	.27	-	-	4.62	+.30
3. Employ Historical Evidence	4.88	5	.33	4.88	+.04	4.92	-.04
3. Model and Support Historical Reading Skills	4.88	5	.33	4.69	+.08	4.77	+.11
3. Utilize Historical Questions	4.88	5	.33	-	-	4.65	+.23
3. Assess Student Thinking about History	4.88	5	.33	-	-	4.50	+.38
4. Facilitate Discussion	4.88	5	.43	4.65	0	4.65	+.23
5. Engage Students in Historical Research	4.73	5	.45	-	-	4.54	+.19
6. Use Historical Concepts	4.69	5	.62	4.73	-.04	4.69	0
7. Set Historical Context	4.38	5	.70	-	-	4.73	-.45
8. Connect to Personal/Cultural Experiences	4.15	5	1.08	3.96	+.04	4.00	+.15
9. Explain and Link Historical Content	4.12	5	.91	4.35	+.23	4.58	-.36

Part 2: Priority of Practices Across Contexts

In part 2 of the round 3 survey, panelists were asked to select 6 of the 12 practices they considered most important for 3 particular contexts: overall history teaching, pre-service teacher education, and in-service teacher development. In general, practices selected most important across contexts matched the final average ratings of practices. The 7 practices receiving final average ratings of 4.88 or above were the most often selected practices across nearly every category. The three lowest rated practices in the final round – “Set Historical Context,” “Connect to Personal/Cultural Experiences,” and “Explain and Link Historical Content” – were selected by the fewest participants over all.



Part 3: Participant Demographics

We recruited 26 participants for this study's panel: 11 teachers and 15 teacher educators/educational researchers. Criteria for recruiting teachers aimed at creating a diverse, cross-national sample of highly certified, award winning teachers with extensive experience teaching secondary, American and world history courses. Teacher educators and educational researchers were selected from university-based education, history, and teacher education programs and were identified as leaders in the field through their research, teaching, and academic experience.

Key Demographics of Delphi Panel History Teachers													
Gender		Mean Years Teaching	Number of Teachers Having Taught Each Subject					Highest Degree Awarded			National Boards	ToY Awards	States
F	M		US	World	US AP	World AP	Other	B.A.	M.A.	Ph.D			
7	4	21.45 (9.14)	10	7	6	1	5	2	7	2	5	9*	9**
* Organizations awarding National or State Teacher of the Year awards include: the National Council for Social Studies (NCSS), the Gilder Lehrman Institute, the Chief Council of Chief State School Officers, and the California Department of Education.													
** States include: California (2 participants), Colorado, Georgia, Maryland, New Jersey, Texas (2), Vermont, Washington, Wisconsin.													

Key Demographics of Delphi Panel Teacher Educators and Educational Researchers								
Gender		Mean Years University Faculty	Mean Years History-SS Teacher Education	Mean Years H.S. Teaching	Highest University Rank			
F	M				Adjunct	Asst Prof.	Assoc. Prof	Full Prof.
6	9	17.60 (9.35)	16.47 (7.41)	9.93 (5.66)	1	1	4	9