

## Round 1: Summary

### Section 1: Rating Summary

The following ten practices were rated by all survey participants (n=26). Based on the 5-pt. Likert scale for importance where 1=strongly disagree and 5=strongly agree, shaded practices had a mean rating  $\geq 3.5$ . These seven practices will be included in Round 2 rating and feedback.

History Teaching Practice	mean	mode	S.D	$\Delta$ /top	$\Delta$ /prev
Employing Historical Evidence	4.88	5	.43	---	---
Use of History Concepts, Big Ideas, and Essential Questions	4.73	5	.67	-.15	-.15
Modeling Historical Thinking Skills	4.69	5	.74	-.19	-.04
Selecting and Adapting Historical Texts	4.50	5	.81	-.38	-.19
Explaining Historical Content	4.35	5	.89	-.53	-.15
Facilitating Discussion and Debate	4.27	5	.83	-.61	-.08
Making Connections to Personal/Cultural Experiences	3.96	5	1.11	-.92	-.31
Use of History Textbook	3.31	4	.93	-1.57	-.65
Conducting Re-enactments and Simulations	3.31	4	1.08	-1.57	-.00
Test Preparation	2.35	2	.94	-2.53	-.96

### Section 2: Additions from Participants

Participants suggested 54 additional history teaching core practices. Practices were coded by themes. Inter-rater agreement on these codes was 94%. 37 suggested practices resulted in 19 new themes, listed below. An additional 17 suggested practices were grouped with extant practices from Round 1 and were used to revise the wording of practices. Practices suggested by more than one individual (shaded in blue) will be included in Round 2. Practices submitted by only one person will have the opportunity to enter the voting in Round 3 if participants provide support for these practices in the Round 2 comments section.

New Practice Title	Frequency
Engage in Historical Research	5
Develop Historical Writing	5
Formulate and Use Historical Questions	4
Establish Historical Significance	3
Set Historical Context	3
Present Multiple Perspectives	2
Use of Historiography	2
Use of Assessment	2
Illustrate Cause and Effect	1
Analyze Change and Continuity	1
Develop Discipline Specific Vocabulary	1
Establish Periodization	1
Anticipate and Plan Around Student Misconceptions	1
Set Up Classroom to Represent Historical Study	1
Use of Film	1
Use of Technology	1
Expose Students to Critical Historical Eras, People, Events	1
Scaffolding	1
Interdisciplinary Teaching	1

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**Practice Title:** Employing Historical Evidence

**Initial Description:** The teacher illustrates the use of evidence in the justification of historical claims and provides opportunities for students to use evidence to justify their own claims.

**Summary of Feedback: Ranked #1.** 23 participants strongly agreed with this practice. Many referred to the analysis of historical evidence as the central skill in the history classroom. Several people equated this practice with argumentation and inquiry, which was the intent in developing this practice. A few people suggested elaborating on the importance of different types of evidence.

*Note: This practice has been re-titled "Develop Evidence Based Claims" and the definition slightly expanded to include other elements of historical argumentation to draw attention to claims.*

**Illustrative Comments**

- a. "One of the objectives of history classrooms should be the development of students' critical thinking abilities. There is no better way to do this than to have students work with historical evidence as a historian would. As part of this process the teacher must model the use of evidence in the justification of historical claims. Further, students should be given the space, the resources, and taught the skills to develop their own evidence-based claims."
- b. "A core practice should involve both the teacher and the students engaging in the use of evidence as often as possible. Evaluating and analyzing evidence is crucial in understanding historical causes and effects. The use of evidence in substantiating an argument is extremely important in the history classroom as students use evidence in class discussions as well as in their writing assignment."

**Suggested Revisions**

- c. "This appears to be an example of modeling how to use evidence to justify historical claims. This is an essential skill, and any practice the teacher can provide is important. Students need to be able to do this both orally and in written form. Teachers should provide models and scaffolding devices to get students to perform well in this task."
- d. "This is a crucial practice for fostering historical thinking and understanding. I might add 'multiple forms of evidence.' This not only implies multiple perspectives, but different types of evidence (visual, written, maps, charts/graphs, primary, secondary, oral, etc.)."

**Practice Title:** Use of History Concepts, Big Ideas, and Essential Questions

**Initial Description:** The teacher plans lessons and units that focus instruction on history concepts, big ideas, and/or essential questions. The teacher makes explicit how historical content explored in class connects to, or is representative of, larger concepts, themes and questions.

**Summary of Feedback: Ranked #2.** Virtually all comments noted the importance of concepts, big ideas, and questions to “frame” and “focus” materials and lessons and to make connections between historical events, phenomena, and time periods. Primary suggestions included taking this a step forward to identify the most important concepts, ideas, and questions, as some - one noted - are “more essential than others.” Several commented on the importance of “connections” and one suggested the creation of a new practice focused on connecting material. 1 person suggested a new practice focused on change and continuity and 1 suggested a practice focused on cause and effect.

*Note: The wording of this practice has been slightly revised in line with suggestions and “making historical connections” has been added into the new practice “Establish Historical Significance.” A question to consider for Round 3 is whether or not to focus this practice on essential questions and create separate practices for “cause and effect” and “change and continuity.”*

**Illustrative Comments**

- a. “This development of a framework for understanding how historical topics fit together is key to greater student understanding, particularly in subjects such as World History, where students lack this framework when they step into the classroom.”
- b. “My rationale here for concepts, big ideas, and significant questions being a core practice is that they are a core practice for those with expertise in the subject matter, are a core practice because they facilitate deeper historical understandings.”

**Suggested Revisions**

- c. “It might be useful to further specify these practices for teaching history (as currently worded, these statements could apply to any subject -- substitute ‘science’ for ‘history’). They may also be some need for clarification of terms.”
- d. “I would move the second sentence about connections into a separate practice (see below). Connections are mentioned in several practices. Perhaps being able to connect (events to each other; events to larger themes, concepts or phenomenon; history to the present; history to students' lives) should be it's own practice.”
- e. “One key part of this practice that's not clearly articulated here is that individual days of instruction are linked so that each day builds toward an overarching conceptual understanding.”
- f. “I might rewrite this practice to say: ‘The teacher plans lessons and units that focus instruction on central historical questions, themes, and key concepts.’”

**Practice Title:** Modeling Historical Thinking Skills

**Initial Description:** The teacher models the use of discipline specific reading and thinking skills such as evaluating and comparing different source material, and considering the historical context in which different artifacts and documents were created.

**Summary of Feedback: Rank #3.** Reactions to this practice were positive, with 21/25 participants rating it with a 5. Most comments focused on the importance of explicit instruction and referred to historical thinking skills as essential. 6 participants connected this practice to #5 (use of evidence). Others called for expanding the practice to go beyond modeling to incorporate other elements of “explicit strategy instruction” and to specify exactly what are historical thinking skills. 2 noted the central importance of context.

*Note: This practice has been re-titled “Explicit Instruction of Historical Thinking Skills” and the description expanded in line with suggestions.*

**Illustrative Comments**

- a. “This practice is essential as a lead in to practice #5. Reasoned argument is only possible if the student is provided with the tools to appropriately evaluate and compare sources. This is another critical area for the history classroom to provide preparation for important life skills.”
- b. “Modeling and explicit instruction in what historical thinking looks like is a key to helping students learn to think historically.”

**Suggested Revisions**

- c. “More than modeling, I think that this description should include all of the elements of explicit strategy instruction...Explicit instruction includes direct talk about a strategy, such as corroboration (including how to use the strategy, when to use it, why it works, etc); modeling of the strategy, with the teacher thinking aloud; guided practice, which give students an opportunity to practice the strategy with support from the teacher in the form of graphic organizers, posters with reminders, peer support, etc; and independent practice, during which the student can practice the strategies on his/her own. I think that this description, as it is now written, captures one important aspect of explicit strategy instruction but is missing the other three.”
- d. “I would rework the statement to reflect that: the teacher models. . .in the context of a historical question. . . There really is no historical source if there isn't a historical questions, and, of course, "sourcing" isn't the only historical thinking skill, so need more practices here.”
- e. “Yes, as I noted above Practice 5. I think it would be useful to define these as well-- sourcing, context, corroboration, close reading, as well as thinking skills, perhaps modeled on the National Historical Thinking Standards. I'm not sure how to go about a process for enumerating these skills. But I find that this is frequently an area where we see a variety of terms that fall under the broad category of historical thinking and not all researchers, administrators or university supervisors really know what historical thinking looks like. We need more specificity and clarity on these. This survey process may be a way to facilitate that discussion.”

**Practice Title:** Selecting and Adapting Historical Documents

**Initial Description:** The teacher bases instruction and lessons around appropriate and engaging historical documents that illustrate different perspectives. The teacher adapts and organizes documents to help make them accessible to students.

**Summary of Feedback: Ranked #4.** Participants largely endorsed this practice as essential, yet difficult. 4 participants voiced concern over adapting materials, as it might distort the meaning of historical texts. Others suggested elaborating on different types of documents – texts, photographs, political cartoons, video, etc. 3 participants linked the practice to #5 (evidence) and #6 (modeling HTS). 1 participant suggested breaking this into 2 practices – selecting and adapting practices.

*Note: This practice has been re-titled “Select and Adapt Historical Sources” and the definition revised to include a variety of source materials.*

**Illustrative Comments**

- a. “Source analysis is absolutely essential to the teaching of history. If students are going to be able to identify the bias of sources they encounter in life, they need to learn this skill from source analysis in the history classroom. Multiple perspectives are key to helping students identify and sift through source bias.”
- b. “Documents are wonderful, but making sure that they are accessible to kids is essential to their utility in the classroom.”
- c. “This is one of the most important skills history has to offer to the debate on literacy and to developing analytical and thoughtful citizenship. But none of this is possible if teachers cannot select and adapt documents wisely.”
- d. “...I'm leery of ‘adapting’ documents; students need scaffolding to understand some documents, but I feel that it's important for the students to experience a document in its own words. I absolutely understand excerpting documents, but a teacher has to be sure that s/he isn't excerpting in such a way that the documents historical context and/or perspective/bias is compromised.”

**Suggested Revisions**

- e. “rephrased, ‘around appropriate and engaging historical [sources]...(not documents)’ This allows for images, videos, etc. to be part of the mix. ‘selecting and adapting historical sources’ or change language so it is not only about text. If the point here is to only be about text, then include something about literacy and reading text. I think that is likely also a core practice. So maybe you need two separate practices that emerge from this one. Rephrase title to ‘Selecting and preparing historical sources.’ (this includes adapting).”
- f. “This practice is focused on written evidence. I would expand it to include other types of evidence (artifacts, images, video, graphs/charts, maps). This may be able to be combined with #5, although I do like the addition of making the documents accessible to students in this practice.

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**Practice Title:** Explaining Historical Content

**Initial Description:** The teacher uses accurate and effective explanations to convey historical content, concepts, and accounts. Explanations include the proper use of analogies, metaphors, and examples to illustrate and make connections between historical events and phenomena.

**Summary of Feedback: Rank # 5.** Comments on this practice were overall positive, but came with caveats. These included making sure that this practice was not overly used or teacher centered. One participant voiced concern about too much lecturing. Others noted, similar to practice #2 (connections to students' lives), that too often analogies and metaphors are inappropriate and misrepresent the past; yet, some pointed out that analogies and metaphors provide opportunities for students to connect to material. Several comments focused, again, on the centrality of "connections" here.

*Note: The wording of this practice's definition has been revised based upon suggestions.*

**Illustrative Comments:**

- a. "The use of historical examples help to thread the story of history together for the students. Many students come to history classes sometimes with very little historical frame of reference. Teachers can help to frame and develop this historical reference by using examples to illustrate historical concepts..."
- b. "This practice certainly seems important when I think of the successful history teachers I've worked with. I have observed novice teachers move from activity to activity without giving explanations or highlighting the connections between the events or issues investigated and this surely makes it difficult for students to understand how all of the pieces fit together."

**Suggested Revisions**

- a. "I struggle to some extent with the word 'convey' in this description. Instead, I would suggest that teachers use explanations to help students construct an understanding of historical content, concepts, and account."
- b. "...History teachers must offer students explanations for past events and, more importantly, position students to formulate their own explanations of historical events and phenomena..."
- c. "...I do think teachers need to find accurate (historically appropriate) and effective (framed in ways that students can understand) explanations...But the key here is that teachers focus on the disciplinary boundaries while tapping into where students are and how they learn when develop their (teachers') analogies, metaphors, and examples."
- d. "Teachers must explain content using grade-appropriate vocabulary and not assume the students' level of background knowledge. Content should be explained in a variety of methods, including written and oral."
- e. "Yes, very important. Second sentence has two ideas and I suggest in Part 2 a practice that could replace the 'make connections phrase' with a practice that does something like 'set historical context.'"

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**Practice Title:** Facilitating Discussion and Debate

**Initial Description:** The teacher creates opportunities for students to engage in extended talk with the teacher or among peers about historical topics or questions. The teacher takes up, or has other students take up, clarify, and specify ideas.

**Summary of Feedback: Rank #6.** Responses for this practice stress both the civic component of discussion – the ability to express, exchange, and evaluate ideas and analysis verbally – and the importance of developing and solidifying historical understanding through verbal communication. 5 comments noted the need for further clarification – that the description was “too broad” or “too vague.” 1 suggested focusing more on debate and 1 found the second sentence too general.

*Note: This wording for this practice’s definition has been revised for greater specificity and it has been re-titled “Facilitate Discussion.”*

**Illustrative Comments**

- a. “Class discussion allows students to formulate ideas and opinions based on source or historiographic elements. This sort of activity forces students to formulate and evaluate reasoned opinions. Activities such as Socratic seminars, debates, agree/disagree activities all serve to strengthen students' ability in this regard.”
- b. “It's important to foster civic competence in our students, and discussion is certainly a part of that. Modeling and facilitating discussion is hugely beneficial to students; when using this method, I can recognize when students are genuinely confused about something, or when students are simply better at expressing themselves verbally (as opposed to in writing).”
- c. “Discussion is so important in history teaching and can be used to analyze sources, synthesize and deliberate among sources, debate issues, etc. I think it's key here that you've included attention to students' ideas-- it's not just about the teacher pushing an agenda. It's also about listening and helping students both develop their thinking and build off of each other's thinking.”

**Suggested Revisions**

- a. “I find this statement to be rather vague. I assume it is about discussion, but it is unclear from the wording. I think that this practice could be revised to be more history-specific. Perhaps, something could be added about understanding and discussing historical debate and controversy (Hess, 2009) and/or engaging in deliberative discussion (Drake & Nelson, 2009, p. 161).”
- b. “Agree if this involves having students put their evidence-based interpretations to a meaty historical question out on the classroom table for peer critique.”
- c. “This again seems a bit broad for a ‘core technique.’ Is this a specific discussion of documents or evidence?”

**Practice Title:** Connections to Personal/Cultural Experiences

**Initial Description:** The teacher connects historical content and concepts to the personal and cultural experiences of students, and when appropriate, to contemporary events and phenomena.

**Summary of Feedback: Ranked #7.** Comments here, reflective of the rank, split along positive and negative with several participants identifying similar benefits and drawbacks to this practice. The positive include the importance of students enjoying, and feeling invested in topics and, more common, of how “relevance” and “significance” for students matters. Negative comments focused primarily on how making such connections can distort history, are too often strained, and encourage presentism. Several of these comments combined the drawbacks with potential benefits.

*Note: The wording of this practice’s definition has been revised based upon suggestions and “connections to contemporary events or phenomena” moved to the new practice “Establish Historical Significance.”*

**Illustrative Comments**

- a. “By connecting historical content, concepts or developments (e.g., civil rights movements) to students' personal and cultural experiences teachers help students recognize how the past offers perspective on issues and concerns significant to them.”
- b. “Learning research indicates that personal experiences are a useful means to make concepts and experiences that seem remote more understandable for students. The key phrase here is “when appropriate”...teachers can mistakenly frame or use historical material inappropriately to draw connections to present experience or concern.”
- c. “Relevancy is KEY. without this practice history becomes a memorization of facts and events. I see my students most interested in topics to which they can relate. culture and race seemed to be the most compelling to him. the link to contemporary events is equally important since so often in a history class b/c of time constraints we don't reach the modern era it allows students to see the relevance.”
- d. “in some cases students' personal connections to historical events creates a distorted view of history. Historians attempt to understand the past on its own terms. On the other hand, students tend to pass judgment on historical characters based on their experiences and modern values...On the other hand, there are historical concepts and patterns that help us understand modern events, so I agree with this core practice to some extent.

**Suggested Revisions**

- e. “...overall, I agree with this practice. However, there are some major caveats about how it should be done. For example, I'm comfortable agreeing with a statement that defines the practice as not only connecting historical content and concepts to the personal and cultural experiences of students, etc., BUT ALSO practice that helps students see the DISTINCTIONS between their personal and cultural experiences, etc. and the historical content/concepts to be studied...”



**Practice Title:** Re-enactments and Simulations

**Initial Description:** The teacher engages students in historical reenactments and simulations. The teacher creates opportunities for students to assume the identities of historical actors and experience historical events and phenomena.

**Summary of Feedback: Rank # 8 - tied.** Reactions to this practice were mixed, with the widest range of responses and the second highest standard deviation and variance. Most endorsements stressed the potential value of re-enactments to develop historical empathy and increase interest and participation, thus leading to greater student learning. Others pointed out that re-enactments are often done poorly and create moments for students to force their present day sensibilities on past actors, often grossly misrepresenting the past. Some noted that this was an important practice, but not central enough to be core.

*Note: This practice has been eliminated from Round 2.*

**Illustrative Comments**

- a. "I like this idea, but don't believe it constitutes a core practice a) because not every concept needs such personal experience, and b) reenactments and the like take considerable classroom time and teachers are always pressed."
- b. "I think this is an effective, but dangerous strategy. Students must be immersed in the research on the person/event so they understand how that person saw things during that time period. Unfortunately, this is where we end up with slave auctions, or other simulations that detract from an understanding of the past."
- c. "My experience has shown that well-designed simulations can create for students a memorable experience through which they can consider and remember historical eras and events....I think that teachers should avoid doing simulations of highly charged historical eras or events, like slavery, the Holocaust, and such. But simulations of the stock market crash or the Industrial Revolution or the Silk Road trade create experiences for students that can help them understand and remember historical events."
- d. "...reenactments and simulations can be extremely powerful for generating an interest in the past, for gaining empathy with 'the other,' and for developing deeper self-knowledge... My reservations about reenactments, though, stem from observing student reenactors lapsing into presentist thinking when bringing their characters to life."

**Suggested Revisions**

- e. "Add something about how students consider how the conditions and events of the time inform their perspective or how the simulation process includes building background knowledge both of the time and events generally and more specifically about the role a student plays in the simulation."

**Practice Title:** History Textbook Use

**Initial Description:** The teacher creates opportunities for students to read from their history textbook. This opportunity may include assignments contained within the text such as answering end of section or end of chapter questions.

**Summary of Feedback: Rank 8 – tied.** Most comments for this practice acknowledged the necessity of using a textbook well, but that it does not warrant consideration as a core practice. Several noted the importance of textbooks in developing content knowledge. Others stressed the drawbacks of the textbook format – in particular, its size, scope, and reliance on a fixed historical narrative.

*Note: This practice has been eliminated from Round 2.*

**Illustrative Comments**

- a. “There is a danger in the use of textbooks to ‘develop and reinforce content knowledge.’ If used in the wrong manner, textbooks give students a distorted view of the nature of history as a discipline. Students need to know that the textbook is an account of history rather than an informational text.”
- b. “This is a helpful supplementary activity, but should not be a core practice. Historical maps and graphs are centrally important, but can be found and utilized in many places other than the history textbook. A textbook should be one source of many. It can develop and reinforce content knowledge, but as traditionally used, textbooks are the only font of that knowledge, which is not good practice.”
- c. “Looking at the core practice definition, I do not think that the having students read the textbook is a core practice. Teachers can use other materials to teach history successfully. Textbooks are fine if used correctly, but not essential. However, somewhere in these practices there should be an emphasis on historical maps and graphs (see my previous comments about expanding some of the practices on evidence and documents).”

**Practice Title: Test Preparation**

**Initial Description: The teacher provides students opportunities to practice taking local, state, or national standardized tests. The teacher provides strategies for taking standardized tests and reviews content that will be on standardized tests.**

**Summary of Feedback: Rank #10.** This practice was, by far, the lowest rated with an average of 2.35 and a mode of 2. Most participants commented on the low quality of state history tests that focus on the recall of discrete facts. Many mentioned that if tests were developed to measure historical thinking constructs, they would be worth preparing for. In this regard, a few participants mentioned the virtues of preparing students for the AP or IB tests. Some recognized the “reality” of testing and the importance for preparing students for tests, but distinguished this from core practice.

*Note: This practice has been eliminated from Round 2.*

**Illustrative Comments**

- a. “This may be necessary in the current educational context, but it isn't fundamental to helping students understand/make sense of history or meeting any goal for teaching history other than test-taking. At present this is necessary but not core.”
- b. “While I think there are better ways to test student knowledge, the state tests provide some sort of barometer. More importantly, students will see multiple-choice tests in college. Thus, we have to help them prepare for such. Is it the most effective use of instructional time? No, but it is necessary.”
- c. “Because most tests emphasize factual recall and include primarily (or only) multiple-choice questions focused on random tidbits of information, I disagree that this is a core practice. I'm using your definition of core practice and believe that test preparation does not "impact students' ability to engage in historical analysis and understand major explanatory accounts and concepts in history." Typical standardized tests in history do not provide opportunities for analysis and sharing big-picture understandings so I doubt the preparation for these tests does either.”