

Teaching American History: A K-16 Collaboration

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Abstract

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Hays Consolidated Independent School District, Kyle, Texas, is a 212-square-mile, rapid growth/low wealth school district serving approximately 8,600 students, over half of whom are Hispanic, primarily of Mexican origin. The proposed program is the result of more than a year of collaborative planning between Hays CISD and their primary partner, Southwest Texas State University Department of History, to provide in-depth training in American history content and pedagogy for forty elementary and secondary teachers. The design is based on research in effective professional development for teachers as well as research on student learning.

All professional development provided will promote the “historical thinking benchmarks” developed by representatives of the American Historical Association, the Organization of American Historians, and the National Council for Social Studies.

Goals of the project are to provide professional development and teacher education, improve the quality of instruction in American History, and improve student learning of and attitudes toward history. The comprehensive plan includes adoption of the *History Alive!* curriculum, week-long summer institutes at SWT with culminating immersion experiences, monthly professional development days, and ongoing coaching by a master history teacher. These activities will be supported by an interactive website dedicated to the project. It will facilitate ongoing communication between HCISD teachers and SWT faculty, and showcase teachers’ best lesson plans for teaching American history.

An external evaluator will provide ongoing feedback to enhance the quality of the project. Project process and outcomes will be documented for dissemination at state and national conferences and via the Internet, and DVD and CD media.

Teaching American History: A K-16 Collaboration

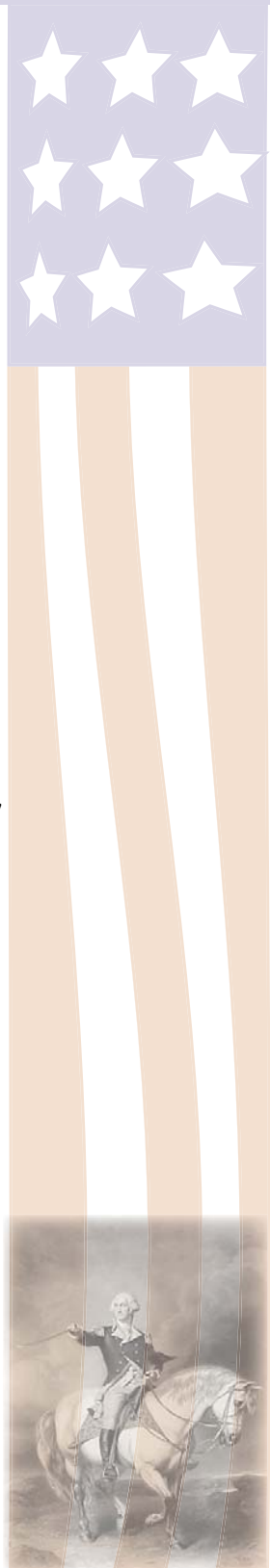
Purpose

“Students who know and appreciate the great ideas, issues, and events of American history are more likely to understand and exercise their civic rights and responsibilities.”¹ With this in mind, it is clear that those districts serving high numbers of first and second generation Americans have a duty to ensure effective teaching of American history. Hays Consolidated Independent School District (HCISD) is such a district. Hispanic students – primarily of Mexican origin, comprise 54% of the HCISD population. Many of these families are new to the United States.

Educators from HCISD began meeting with faculty from Southwest Texas State University’s (SWT) department of history in the summer of 2002 to discuss ways in which university faculty could assist them in professional development for their history teachers. In initial meetings, HCISD’s goal was simply for all of their students to meet state minimal educational standards. However, in the course of these discussions, the desire to ensure that all students become truly engaged in the study and understanding of American history became paramount. Over the following months, HCISD and SWT staff established the U.S. History Advisory Group to develop a plan to reach this worthy aim. It was decided that HCISD would adopt the *History Alive!* curriculum published by Teachers’ Curriculum Institute (TCI), and agreed that all professional development provided would promote the “historical thinking benchmarks”² published by the American Historical Association, including:

- a focus on analysis of primary and secondary sources
- an understanding of historical debate and controversy
- examination of how historians develop differing interpretations
- analyses of how historians use evidence
- an examination of bias and points of view
- the formulation of questions through inquiry and how to determine their importance
- an examination of how causation relates to continuity and change
- an understanding of the interrelationships among themes, regions, and periodization, and
- an understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of the values of that time.

Adherence to these professional development benchmarks while practicing effective pedagogy will give HCISD teachers the ability to inspire a love of history and an appreciation for American values among their students.



Project Design

A comprehensive plan comprised of five components was designed by the U.S. History Advisory Group. The design is based on research in effective professional development for teachers as well as research on student learning. It integrates activities designed to improve teachers' content knowledge in American history with the acquisition of effective *content pedagogy*, that is, pedagogy that is specific to the learning of history. The five primary components are

- Summer institutes at SWT, with
- Immersion experiences,
- Year-round web support for teaching and research,
- Monthly professional development meetings during the school year, and
- Ongoing classroom observations and coaching by a master history teacher.

Most people have had similar experiences in history courses: they learned the facts and dates that the teacher and text deemed relevant. This view of history is radically different from the way that historians view their work. They operate much as “detectives” gathering evidence and drawing conclusions to learned what happened and how it came about. Students who think that history is about facts and dates miss exciting opportunities to understand how history is a discipline guided by particular rules of evidence and how particular analytical skills can be relevant for understanding events in their lives³.

Unfortunately, teachers tend to teach in the manner they were taught, and many have been taught in the “facts and dates” system. In order to change this, they require a solid foundation in knowing how historians work. Numerous studies show that any curriculum is mediated by a teacher's understanding of the subject domain⁴ – and in the case of history, “content knowledge” means not only knowing facts and dates, but also knowing the work of the historian... work which involves continuous inquiry and reflection. Students who learn the process of historians will be well prepared for active civic involvement with a solid grounding in the evolution of American democracy.

Improvement of teachers' content knowledge will be achieved through 1) week-long summer institutes at SWT (with relevant immersion experiences) and 2) policies and activities that demonstrate



organizational support for teacher-learning at HCISD. This “learning community” will include teacher opportunities to collaborate with university faculty in scholarly research, on-site training in traditional American history covered in the *History Alive!* curriculum, web-based support, monthly American History learning community days, and year-round class observations and coaching by a master teacher.

Goal I. Provide professional development and teacher education activities in American History.

Objectives	Services/Programs
I.A. Improve HCISD teachers' knowledge of American history from 1500 to 1763 1763 to 1877 1877 - present	Week-long Summer Institutes and Immersion Experiences provided by SWT for 40 HCISD teachers. <ul style="list-style-type: none"> • Year One 1500 to 1763 • Year Two 1763 to 1877 • Year Three 1877 to present
I.B. Improve HCISD teachers' "historical habits of mind"	<ul style="list-style-type: none"> • SWT faculty will model and emphasize the "historical thinking benchmarks" during Institutes, and will guide a discussion of teachers' use of them during monthly meetings. • SWT will provide opportunities for HCISD teachers to collaborate in scholarly research and will update them on newsworthy topics in American history via a listserv.

Goal II. Improve the quality of instruction in American History at HCISD.

Objective	Services/Programs
II. A. Improve HCISD teachers' use of effective content pedagogy in American History.	<p>SWT and TCI will provide training at American History monthly professional development days at HCISD.</p> <p>HCISD will hire a master teacher to provide classroom coaching to assist teachers in implementation of the instructional strategies taught.</p> <p>SWT will develop and maintain a website and listserv to encourage the sharing of lesson plans among teachers and facilitate ongoing exchanges between faculty and HCISD teachers.</p> <p>SWT will devote afternoon sessions of the Institutes to content pedagogy.</p>

Goal III. Improve student learning of American History at HCISD.

Objective/Services	
III.A. Students will 1) improve their ability to use critical thinking to analyze information 2) develop an understanding of historical debate and controversy 3) learn to evaluate and use primary sources 4) improve their knowledge of issues and events in U.S. history, including the geographic and political influences on history.	Services provided to reach this objective include all those mentioned above.

Providing Professional Development Through Summer Institutes

Summer Institutes will be provided by faculty of the Department of History at Southwest Texas State University. (Curriculum vitae are provided for all faculty as appendices to this proposal.) Each year, the topics will focus on a different period of American history, and each day of instruction will focus on a particular aspect of history during that time period. History scholars from SWT will instruct on and model the use and evaluation of primary source documents as they cover history content. Each afternoon, participants will break into groups according to the grade level they teach, and SWT historians who teach the morning classes will joined by additional history faculty who specialize in K-12 teaching, as pre-service student teacher supervisors. The focus of afternoon workshops will be on content pedagogy. Participants will learn to:

Teaching American History Summer Institutes

Periods Covered

Year One 1500-1763

Year Two 1763-1877

Year Three 1877-Present

Daily Themes

Monday: Political/Governmental

Tuesday: Socio-economic

Wednesday: Cultural

Thursday: Legal/Constitutional

Friday: Immersion – visit to historical site

- Access historical documents via the Internet,
- Modify the selection, presentation and/or use of primary sources and artifacts to fit the needs of various learning levels,
- Develop context explanations in support of existing subject curriculum.
- Integrate new content, *History Alive!* curriculum and existing subject curriculum into effective classroom lesson activities, and
- Create lesson activities reflecting new content using a variety of means and media including but not limited to film, role playing, discussion groups, and computer software such as PowerPoint, Adobe Photoshop, Adobe Acrobat, FrontPage and Inspiration.

Content to be Covered

(Year One) Teaching American History Institute: 1500-1763

The period of 1500-1763 will be covered by Dr. Frank de la Teja (vita, Attachment I), Dr. James McWilliams (vita, Attachment II), and Dr. Dwight Watson (vita, Attachment III).

Monday: Political/Governmental Dr. Frank de la Teja will cover Spanish concepts of what constitutes just war and conquest; and the impact of these concepts on Indian policies. He will introduce a primary source document, *Requerimiento*. It is a Spanish legal document developed in 1511 which served as justification for conquest and enslavement of Indians.

Dr. James Mc Williams will cover the roots of republican ideology. What were the defining concepts and fears that led colonial Americans to embrace a political ideology that was, in England, considered nothing more than a fringe movement? *Cato's Letters*⁵ will be introduced as primary sources.

Dr. Dwight Watson will lead participants in an examination of the church as state. What role did religion play in the establishment of colonial America? What sect flourished and why? How did the

state and church gradually part? *Sinners in the Hands of an Angry God* and the Massachusetts Bay Colony charter will be used as a primary source.

Tuesday: Socio-economic Dr. de la Teja will address the development of the Spanish borderlands as a ranching-based economic region. He will introduce a South Texas Spanish land grant indicating livestock raising as the purpose for the grant.

Dr. Mc Williams will engage participants in understanding the nature of daily economic life in the 17th-century British colonies. How did colonists make ends meet on the frontier? What were the basic patterns of commercial exchange? Probate inventories and wills will be shared as primary sources.

Dr. Watson will examine the evolution of colonial labor systems. Participants will learn about indentured servitude, how it differed from slavery, and why slavery became the final labor solution. A Contract of Indentured Servitude and *Punch vs. Virginia* documents will be used as primary sources.

Wednesday: Cultural Dr. de la Teja will talk about the Mission system as the Spanish effort to impart Spanish religion, language, music, arts and crafts to Indians through missionaries in the Southwest. Primary sources to be introduced include music and slides of the missions.

Dr. Mc Williams will discuss the basis of cultural authority in British America. What attributes did a “gentleman” have to have in order to enjoy cultural power? What about a “goodwife”? Excerpts of *The Secret Diary of William Byrd of Westover* and *The Letterbook of Eliza Lucas Pickney* will be provided to participants as sources of information for shedding light on these questions.

Dr. Watson will discuss relationships and family life in colonial America. How did people marry? Was romantic love a part of Puritan life and relationships? Was sex a good or bad thing? Excerpts from William Bradford’s *A History of Plymouth Plantation* will be introduced and assorted diary entries from Puritan families will be used as primary sources.

Thursday: Legal/Constitutional Dr. de la Teja will compare legal frameworks for English-Indian, Spanish-Indian, and French-Indian relations. Primary sources introduced will be colonial period treaties between European powers and Indian groups.

Dr. Mc Williams will cover the role of government in the daily lives of average colonial British Americans. How regulated was life in the colonies? What was the role of the “state” in shaping an individual’s or a group’s behavior? Primary sources to be used are excerpts of court records from Essex County, Massachusetts (17th c) and the colony of Virginia (18th c).

Dr. Watson will cover the evolution of community law. How were laws constructed? How did laws direct the behavior of men? Excerpts from court records and local town charters will be used as primary source materials.

Friday Immersion: San Antonio Missions National Park, interpreted by Dr. Frank de la Teja

*“The past causes
the present, and so
the future,”*
Historian Peter Stearns

The San Antonio Missions National Park offers an unsurpassed opportunity to view life during the Spanish colonial period. Each mission offers something a little different, but highlights include Spanish colonial concepts of community and the organization of space, agricultural and construction techniques; architecture and art. Outcomes of the field trip experience include: understanding how the physical location of the missions reflect both strategic and physical considerations; understanding methods employed by the missionaries to create Spanish communities out of Indian hunter-gatherer bands; providing teachers with the means to properly interpret the evolution of the mission system as an integral part of the Spanish colonial experience. Primary sources to be seen include an essentially unreconstructed 1750s Concepción mission church; reconstructed circa 1760s granary and Indian quarters at San José mission; working colonial-era farm at Mission Capistrano; 1740s era aqueduct and irrigation canal system of Espada mission.

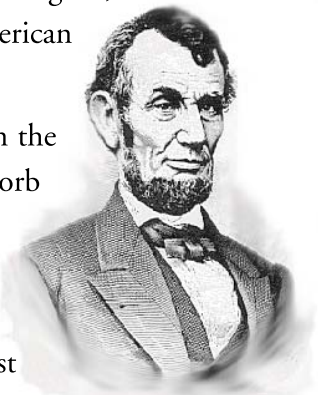
(Year Two) Teaching American History Institute: 1763-1877

The period of 1763-1877 will be covered by Dr. Vikki Bynum (vita attachment IV), Dr. Jeffrey Mauck (vita Attachment V), and Dr. Dwight Watson. Because of the manner in which the information was obtained, the description for this Institute is summarized without daily breakdowns.

Dr. Mauck and Dr. Watson will begin this Institute with an examination of the pre-Revolutionary War era. They will investigate the impact of the Royal Proclamation of 1763 on America, the increasing tensions between Colonial America and Britain, the British view of Colonial America, the growing discontent of Americans with British rule, and specific events that led to the American Revolution. They will also study the Revolution War years, discuss the impact of America's victory on the rest of the world, and examine the influence of key people, such as George Washington, John Adams, Patrick Henry, and Thomas Jefferson, on the shaping of the American Constitution and the forging of democracy in the new Nation.

These lectures will allow Dr. Mauck and Dr. Watson to engage participants in the examination of primary documents related to the history of democracy, absorb them in a dialogue about the rights and responsibilities of American citizens and engage them in a discussion of the process that led to the eventual blueprint for American Government. These two historians will also cover the shaping of democracy and the growth of American society from 1783-1797, the conquest of Native America from 1816-1860, and the impact of Jacksonian Democracy from 1800–1850. In addition, they will examine the prominent explorers of the early 1800s, The Monroe Doctrine, the acquisition of Florida, Texas and California, The Mexican War, and the period from the beginning of the Civil War to the end of the Reformation (1861-1877).

Dr. Bynum will focus on the political, economic, and social transformation of the United States between 1820-1860 in the antebellum South and the industrial North. Her lectures and discussions will look at the dominant forces of the era—including slavery, geographic expansion,



and industrialization—as well as the growth of political parties and reform movements. Content will center around constitutional debates over expansion, slavery, and suffrage that increasingly divided northern, western, and southern states, and that ultimately erupted in the Civil War. Focusing on key individuals such as Presidents Andrew Jackson and Abraham Lincoln, party leaders Henry Clay and John C. Calhoun, and reformers William Lloyd Garrison, Frederick Douglass, and Elizabeth Cady Stanton, will enable the participants to fully engage the constitutional issues that divided the nation. Studying the words and actions of such leaders, in conjunction with the formation of mass movements will enable in-depth discussions of individual rights, the nature of citizenship, and the appropriate division of power between the federal government, state governments, and the courts.



The surrender of Geronimo in 1866 marked the end of the Indian Wars and the beginning of the modern Southwest.

Dr. Bynum will introduce a number of key texts from individual speeches and institutional platforms as primary sources. For example, Abraham Lincoln's views on slavery will be contrasted with those of John C. Calhoun and William Lloyd Garrison. Within the abolitionist movement, participants will contrast Garrison's constitutional arguments with those of Frederick Douglass. In regard to U.S. expansion, participants will read documents that present varying views held by Americans in regard to the expansion of slavery West, and on U.S. relations with Mexico during this era. To better understand the evolving political culture of the nineteenth century, participants will study the constitution put forth by the Seneca Falls Women's Rights Convention of 1848, the Supreme Court decision of Dred Scott vs Sanford (1856), and the Republican Party platform of 1860.

The Immersion Experience for year two will be an interpreted visit to the Institute of Texan Cultures in San Antonio. The Institute of Texan Cultures is an educational center dedicated to enhancing

the understanding of the history and diverse cultures of Texas through exhibits, programs, and publications that encourage acceptance and appreciation of our differences as well as our common humanity. Operating on the premise that people are stronger citizens when they know more about themselves and each other, the Institute provides a forum for understanding culture and history and symbolizes the state's strength in diversity. The Oral History Program is a continuing effort to document Texas history by recording subjective memories from individuals. Tapes and transcripts of interviews are accessible in the Institute library, and will be a valuable resource to teachers.

(Year Three) Teaching American History Institute: 1887-Present

Faculty covering the period of 1887 – present will be Dr. Mary Brennan (vita Attachment VI), Dr. Gregg Andrews (vita Attachment VII), and Dr. Dwight Watson.

Monday: Political/Governmental Dr. Gregg Andrews will explore the impact of the Great Depression upon political institutions and governmental structures in the United States between 1929 and 1941, paying special attention to the creation of the New Deal state during President Franklin D. Roosevelt's tenure. To illustrate the philosophical differences between Presidents Roosevelt and Herbert Hoover over the proper role of the federal government in American economic life, he will introduce materials from the speeches, memoirs, or other writings by the two presidents, advisors, and members of their administrations. Then, to prompt discussions about popular attitudes toward the federal government's role in confronting the domestic economic crisis, he will also introduce a few institutional platforms and/or selected letters written by ordinary Americans to state and federal officials at the time.

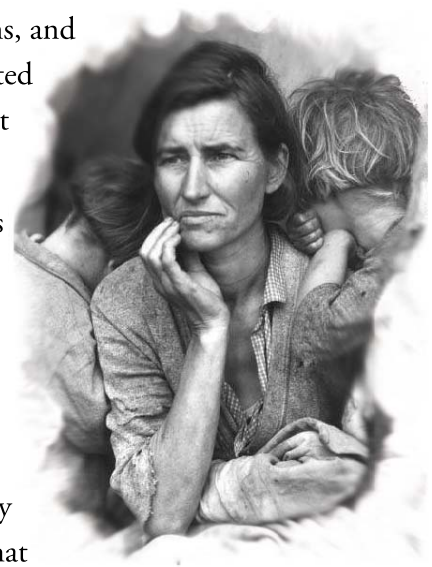
Dr. Mary Brennan will discuss the political ramifications of the Cold War for public officials and private individuals. What did various people believe about communism abroad and within the United States? What impact did those beliefs have on their actions? How did some people use the Red Scare for their own political benefit? To show the range of anti-communist feeling within the US, she will introduce excerpts from the speeches and writings of Senator Joseph McCarthy, Senator Margaret Chase Smith and various non-governmental anti-communist activists.

Dr. Dwight Watson will explore the impact of the populist and Farmers Alliance Movement on American political culture from 1870-1900. He will examine how these agrarian movements help change the American politics, and will introduce political platforms, speeches and excerpts from biographies of major members of the Agrarian Revolt.

Tuesday: Socio-economic Dr. Andrews will examine the impact of the Great Depression upon American industry and agriculture, both in terms of government programs that were developed, and in terms of the social conditions that confronted millions of Americans in their daily lives. He will introduce a document, "The Report on Economic Conditions of the South," to illustrate the social dimensions of the economic crisis, highlight regional variations, and engage teachers in a discussion of how the Great Depression exacerbated the South's post-Civil War legacy of racism, sharecropping, tenant farming, and debt servitude.

Dr. Watson will explore the rise of the railroad, oil and steel industries from 1870 – 1929 and how they fundamentally altered American life and culture. What effect did the rise of big business have on government? Finally, how did it affect American culture and urban growth patterns? He will introduce an excerpt from Ida Tarbell's *The History of Standard Oil Company* to participants.

Dr. Brennan will discuss with the teachers the effect the prosperity of the postwar years [1945-1965] had on the American public. What



factors created and then maintained the economic boom? Did the effect ripple through all segments of the population? What evidence of that prosperity existed? To facilitate this examination, Dr. Brennan will provide the teachers with a range of materials including census data, magazine advertisements and the speeches of President Dwight Eisenhower.

Wednesday: Cultural Dr. Andrews will discuss cultural and intellectual life during the 1930s. Primary documents will include music, photographs, art, clips from motion pictures, and excerpts from distinguished novels.

Dr. Brennan will focus on the cultural manifestations of the anxiety of these years. To show the range of impact, she will divide her time between a discussion of religion and popular culture. These two topics will allow the teachers to see a variety of responses to the concern over atomic power, communist spies and gender and racial challenges to the status quo that arose during these years. Primary sources available for discussion will include clips from movies such as *Rebel without a Cause*, *Dr. Strangelove* and *Bye, Bye, Birdie* and excerpts from the writings and speeches of Billy Graham and Fulton Sheen.

Dr. Watson will engage participants in an examination of the rise of jazz as an intellectual and cultural movement. Primary documents introduced will include recordings, film clips and photographs.

Thursday: Legal/Constitutional Dr. Andrews will examine the legal and constitutional framework in which the New Deal was developed. Primary sources will include documents from cases handled by state and federal courts and governmental entities such as the National Labor Relations Board.

Dr. Brennan will examine some of the landmark cases of the Warren Court, including *Miranda vs. Arizona*, *Griswold vs. Connecticut*, *Engel vs. Vitale*. Guided discussion will focus more on the ramifications of the decisions for the public than the constitutional arguments involved. What did these decisions mean for ordinary Americans? How did things change? What was the public's reaction?

Dr. Watson will explore the legal and constitutional foundation of the civil rights movement. Primary sources will include selected legal cases and Martin Luther King's "Letter from the Birmingham Jail."

Friday: Project evaluation and planning for ongoing collaboration.

Saturday: Immersion experience at traditional American historical site, for twenty participants. At the beginning of the project, participants, faculty and the project director will agree on "weights" for various types of evidence showing teachers' engagement in their professional development. For example, weights will be assigned to attendance at Summer Institutes, scores on lesson plans developed there, attendance at monthly professional development days, lesson plans posted to the website, research undertaken with university faculty, and outcomes on a rubric developed for classroom observations. Those participants with the highest weighted score will be eligible to go to a historic site such as Philadelphia or Washington, D.C. SWT will design the trip and faculty will accompany participants. This will not only serve as a learning experience, but as an incentive for teachers to participate fully in the project.

Professional Development Through a Learning Community

When professional development is disconnected from authentic problem-solving, it is unlikely to have much influence on teacher or student learning⁶. With this in mind, the proposed professional development plan includes monthly professional development (or “learning community”) days, web support through SWT and TCI, and ongoing coaching by a master teacher. The combination of these site-based elements with Summer Institutes and immersion experiences is designed to create a school and district environment that is responsive to teacher needs and supportive of collaborative problem solving. A culture of learning will develop, in which everyone feels good about needing to learn.

Time to “Sharpen the Saw.” Teachers learn about teaching from formal, structured education, such as the Summer Institutes; from their own practice in the classroom; from their children, if they are parents; from the instructional leader at their school; and from each other. Learning from others can be a powerful tool in professional development, but to truly foster the development of a learning community takes time for teachers to share and reflect. And, time takes funding. With the substitute teachers provided by this grant, HCISD has committed to allowing the time for history teachers to leave their classrooms – to come together on a regular basis to learn and share. One day each month (excluding the short school months of March, May and December) history teachers will spend the entire day sharing, and learning. Staff from TCI, SWT, and HCISD will provide structured training during this time, but perhaps most importantly, teachers will be encouraged to reflect with other teachers and outside experts on what worked and what did not when they tried new practices – and to use that reflection to influence their practice.

TCI Training: The teaching methods supported by the *History Alive!* curricular materials are research-based and make use of primary and secondary sources, which is an important aspect of the work of historians. However, research has demonstrated that combining multiple-ability instruction techniques with primary source use is more effective than use of primary source curricula alone⁷. The *History Alive!* curriculum employs instructional practices that allow students with diverse learning styles to “experience” American history. These materials were developed in accordance with the following research-based learning theories:

Multiple Intelligences. Howard Gardner has found that human cognition includes a far wider and more universal set of competencies than had previously been recognized. He has found that every student excels in two or three of the multiple intelligences: verbal linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal. This theory is changing the approach to education in schools across the country, as teachers take advantage of all students’ abilities.

Cooperative Interaction. Elizabeth Cohen’s research has found that cooperative groupwork leads to increased student interaction, and ultimately to increased gains in learning. Teaching history in an interactive and engaging way necessitates creating a cooperative, tolerant classroom. In this environment, students learn to share ideas, work together cooperatively, disagree respectfully, and to take risks.

Spiral Curriculum. Championed by educational theorist Jerome Bruner, the spiral curriculum is the belief that all students can learn if a teacher shows them how to think and discover knowledge for themselves. Students learn progressively through a process of step-by-step discovery.

SWT Connections. SWT History faculty will attend the monthly meetings at HCISD to participate in the process of reflection with teachers, answer questions, and provide additional content training as requested by the teachers, master teacher, and/or project director.

Professional Development Through Technology

The purpose of the website developed by SWT will be to foster a strong community of learning and support for summer institute participants throughout the school year. Through the exchange of knowledge and experiences in both formal and informal ways, participants will work towards improving effectiveness and retention of learning for their students in the classroom setting. The site will contain elements such as

- Lesson plans (webquests) created by participants illustrating increased knowledge learned at institute.
- Monthly articles concerning pedagogy and instructional design issues
- Monthly articles reviewing and expanding on topics and themes introduced during the summer institutes.
- Monthly articles discussing impact of new curriculum and content on participants' classroom experiences.
- Threaded discussion of content and pedagogy issues by all participants.
- Resource Databank of modified curriculum, grading rubrics and learning activities.

HCISD teachers will also have access to a website provided by TCI, related specifically to support for those using the *History Alive!* curriculum.

Professional Development Through Coaching

HCISD will hire an experienced history teacher with a Master's Degree and excellent teaching and interpersonal skills to serve as an American history coach. While such Master Teachers usually focus only on new teachers, this one will assist all HCISD teachers who teach American history. That is, the Master Teacher will visit the classrooms of all HCISD teachers that teach U.S. history, even those that may chose not to be involved with this project. This Master Teacher will record his or her observations using the rubric developed by the Advisory Group for that purpose. These recorded observations will be used only as an evaluation and diagnostic tool to improve the instructional skills of those teaching American history. To insure that the teachers involved are not threatened by these observations, they will be shared with school administrators only at the individual teacher's request. This will assure that the observations will not be used to negatively influence merit decisions of teachers deemed to be in need of assistance. This condition will help the Master Teacher to establish a healthy, mentoring relationship with the teachers involved.

Need for Project

The Hays Consolidated Independent School District (HCISD) is located in central Texas, between Austin and San Antonio, along Interstate Highway 35, that runs north and south through Texas to the U.S./Mexico border. The district covers about 210 square miles and has a current enrollment of over 8,600 students who attend one of seven elementary schools (K-5), three middle schools (6-8), and one very large high school campus. While many students in the district live in comfortable subdivisions that are more suburban than rural, a large portion of the district includes many unincorporated subdivisions consisting of mobile homes in areas that are much like the “colonias” near the border. Often these homes have no running water, electricity, or sewer services and are in areas without paved roads, gutters, or street lights. The homes may house several families or multiple generations of one family in crowded and noisy surroundings. Many Hays students have parents who are involved in their education and very supportive of all aspects of their children’s school life; other students, however, live in families with little English proficiency and limited educational backgrounds. The district has a diverse population: 54% of the students are Hispanic, 44% are white, and 3% African American.

HCISD is the fourth-fastest growing school district in Texas, which is the second fastest-growing state in the country. Enrollment has increased more than 40% over the past five years. It is considered a “low wealth/fast growth” district by the state due to the lack of a commercial tax base that would normally support a district of this size. With the building of new facilities an absolute necessity (HCISD has opened three schools in the past four years and will be opening a new elementary school for the 2003-2004 school year and a new high school in 2004), funding for professional development must be sought from outside sources. In the midst of this rapid growth and economic challenge is district-wide evidence of limited teacher content knowledge in U.S. history, and alarming achievement gaps in student performance, detailed below.

Colonists were literate enough if they could sign their name, or even an X, on deeds. When immigrants arrived in large numbers in the 1800s, educators urged schools to deliver “recitation literacy” to the foreign children who filled the schoolrooms. That literacy was the ability to hold a book and reel off memorized portions of basic American texts such as the opening paragraph of the Declaration of Independence, a part of the Gettysburg Address, or some Bryant or Longfellow. With the coming of WWI, and the prospect of large number of men handling new equipment in foreign countries, Army testers redefined reading. Suddenly, to the dismay of men used to reading familiar passages, passing the army reading test meant being able to make sense, on the spot, of never-before-seen text. Currently, that kind of “extraction literacy,” revolutionary in 1914, looks meager. Finding out who, what, when, where or how simply does not yield the inferences, questions, or ideas we now think of as defining full or “higher literacy.” The idea of a classroom where young women, poor and minority students, and learning disabled students all read (not recite) and write about (not copy) Shakespeare or Steinbeck is a radical and hopeful departure from the long-running conception of literacy as service-able skills for the many – and generative, reflective reading and writing for the few.

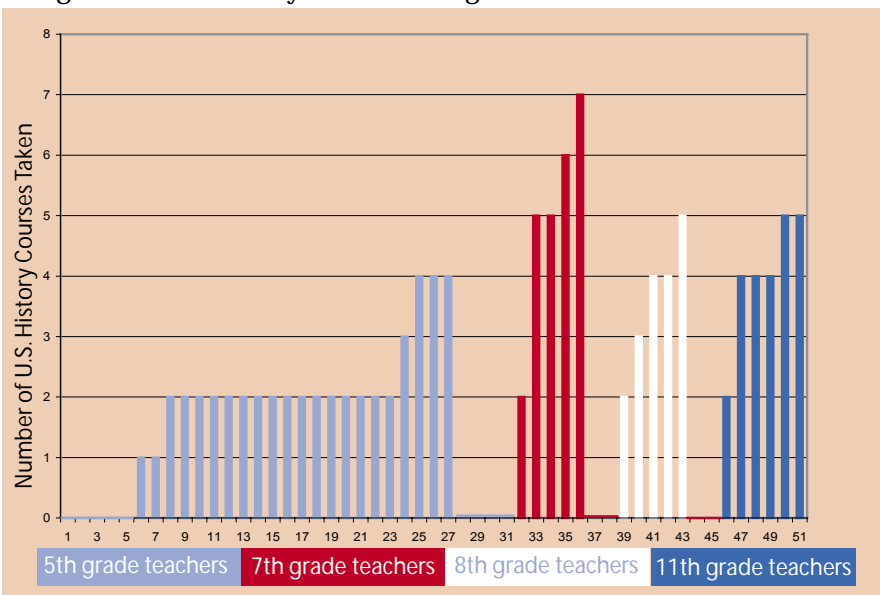
D.P. Wolf, 1988 in

Academic Connections: The College Board

Teacher Certification

HCISD Secondary Curriculum Director Betty Harrison completed an audit of the college transcripts of all teachers of American history (grades 5, 7, 8, and 11). In Texas, secondary teachers are required to be certified in the area they teach, but elementary teachers have no specialization requirement. The audit found that of 30 fifth grade teachers, five had NO courses in American history at the college level; two had only one; the majority (16) had completed only two college-level history courses. Only four had had more than three to four (transcripts were not available for three teachers). It is clear that these elementary teachers will have had little or no training in the habits of mind of historical thinking. Only one teacher in the district has a Master's degree with a major in history.

It is important that all American history teachers, including (and perhaps most importantly) those who teach in the fifth grade, teach traditional American history in a manner that will engage their students - all their students - so that they will develop not only a love of history and an appreciation for American values, but will gain the ability to gather information, evaluate sources, and make decisions based on the information they have. These skills will serve them not only in learning history throughout their school years, but will give them a solid foundation to become fully engaged in U.S.



democracy as adults. In the past, HCISD has not made it a policy for history in the fifth grade to be taught as a separate subject, but will do so upon receipt of this award for professional development for their teachers in American History.

Student Achievement

The Texas Education Agency provides school districts with detailed information on student performance on the Texas Assessment of Knowledge and Skills (TAKS) tests, disaggregated by student subgroup and type of question in American History. An examination of Table 2 and Table 3, on the next page, reveals disturbing information and patterns. First, the number of items answered correctly are lower than hoped for, among all groups. However, it is clear that Hispanic and Economically Disadvantaged students consistently score below their white counterparts. In some cases, the gap in achievement for white and minority students is as great as fifteen percentage points. At all grade levels

the Hispanic students in HCISD scored substantially below their white counterparts on the ability to use critical thinking to analyze information. Similar differences were found between the Hispanic, African American and white students on this ability at the 10th grade as well. The ability to use critical thinking is crucial not only to the future success of these students but for our democracy. Democracy relies on the ability of citizens analyze information and make informed decisions. Table 4 (page 15) shows that in 2001, 30% more white students than Hispanic students passed the state-mandated U.S.

Table 2: 11th Grade TAKS Test History Items, Jack C. Hays High School

	Percent of Test Items Answered Correctly				
	All Students	African American	Hispanic	White	Economic Disadv.
Issues and events in U.S. history	53	52	46	59	45
Geographic influences	63	53	55	69	54
Economic and social influences	61	62	53	67	52
Political influences on historical issues	57	54	49	63	49
Use critical thinking to analyze information	66	65	58	73	59

Table 3: 10th Grade, Jack C. Hays High School
(10th graders in Texas do not traditionally take American History but are required to pass a state-mandated TAKS test in 11th grade, which *includes* U.S. History and is required for graduation. The results in this table are the results of history questions on TAKS tests given to prepare 10th graders for the 11th grade test.)

	Percent of Test Items Answered Correctly				
	All Students	African American	Hispanic	White	Economic Disadv.
Issues and events in U.S. history	61	61	55	67	54
Geographic influences	74	76	67	81	64
Economic and social influences	75	73	69	81	66
Political influences on historical issues	59	59	52	66	50
Use critical thinking to analyze information	72	73	65	79	61

History end-of-course exam. Disparities such as these are unacceptable to HCISD and a threat to our future. The fact that Hispanics have recently become the largest minority population in the U.S., – makes the consistently demonstrated disparities in disaggregated scores shown in Tables 2, 3 and 4 a major cause for concern.

Table 4: U.S. History End-of-Course Exam

	Year	All Students	African American	Hispanic	White
Percentage of students <i>passing</i> the E-O-C exam	2002	74.0	55.6	58.8	87.3
	2001	71.0	81.3	54.8	84.9
	2000	72.8	-	55.7	84.1

Partnerships

Hays CISD has established partnerships with Teachers' Curriculum Institute and SWT to improve the teaching of American History, as a separate subject, in grades 5, 8, 10 and 11.

Teachers Curriculum Institute is a privately owned company that publishes the *History Alive!* curricular materials and provides training in content and pedagogy to ensure effective use of the curriculum. They were chosen as partners because of their emphasis on teaching methods successful with a diverse student population.

Southwest Texas State University is located about 20 miles away from the Hays CISD Central Office, in San Marcos, Texas. It is a university serving over 25,000 students, and graduates more new teachers than any other university in the state. HCISD has an extensive history of collaborations with SWT. At present, the two institutions are involved in six different projects ranging from preparation of pre-service teachers to writing and music projects, to provision of social services.

SWT is home to the Southwestern Regional Humanities Center, one of nine regional centers designated by NEH. The Center for Texas Music History, Center for Study of the Southwest, Center for Nature and Heritage Tourism, a nascent Center for the Arts and Symbolism of Ancient America all are a part of SWT and will enhance the project by providing resources to connect traditional American history to cultures of the Southwest.

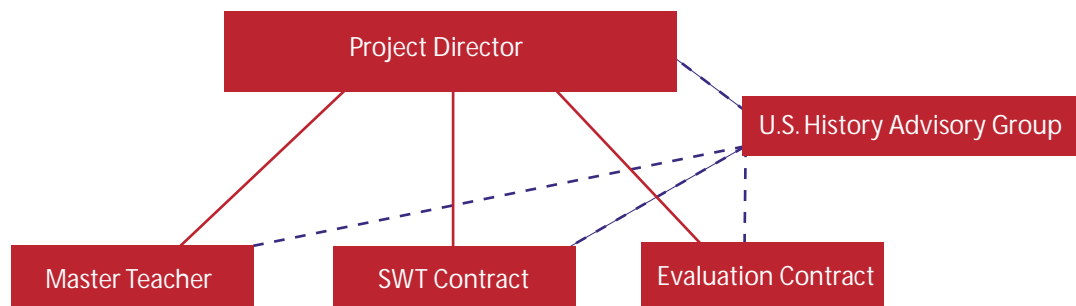
Founded at SWT in 1986, the **Southwestern Writers Collection** is a comprehensive, interdisciplinary archive established to collect, preserve, and make available primary and secondary resource material that contributes to an understanding of Texas and the greater Southwest through literature, film, music, and other cultural arts. The Collection, which focuses primarily on the 20th century to the present, recognizes that southwestern culture is continually re-imagined by the work of regional artists as well as by contributions produced outside its geographical boundaries. Serving both academic and

non-scholastic communities, the collection promotes interest, appreciation, education, and understanding through its research facility, as well as through exhibitions, lectures, and public programs. Primary resources are also made available through the Southwestern Writers Collection book series with the University of Texas Press and the SWWC world-wide-web site.

A rare complete copy of the 1555 *La Relación* is a central text in the Southwest Writers Collection, and a digitized version with a new English translation will be on the Collection web site in mid summer 2003. Probably the earliest text about exploration of the Americas, the *Relación* introduces themes to which later American history and texts return again and again: the meeting and, often, clashing of cultures; slavery; captivity; wonder and fear at the vastness of the American landscape. During the first annual Institute, participants will lunch at the Southwest Writers Collection and have an opportunity to view the 1555 *La Relación*, with the curator of the collection invited to speak.

Management Plan

In the organizational chart below, the solid red lines are lines of supervision, and the blue dashed lines are communication lines. Betty Harrison (vita Attachment XI, pg 61) HCISD Director of Secondary Curriculum, will serve as Project Director, supervising the Master Teacher and contractual services. Mrs. Harrison is experienced in the successful administration of federal grants, having supervised a smaller learning communities grant for the past three years, and currently supervising a safe schools/



healthy students grant, and a safe and drug free schools middle school coordinator grant (in addition to numerous state-funded awards). She estimates that supervision of this project, after its initial start-up period, will require about 5% of her time, or the equivalent of one day per month.

The U.S. History Advisory Group will be comprised of teachers representing each campus, the Project Director, Master Teacher, and a SWT history faculty member. The evaluator will meet often with the group to report process evaluation findings so that unproductive activities can be modified or eliminated. This group will meet frequently in the initial stages of the project and modify the meeting schedule when activities are successfully under way. They will meet no less than bimonthly in years two and three.

The Master Teacher will serve as a project coordinator as well, thus responsible for coordinating the monthly professional development meetings, ensuring that 1) SWT faculty and TCI staff are aware of their roles and the time and place for the sessions and 2) all principals and participants know that substitute teachers need to be contracted for the days. This will be a full time position.

SWT will appoint one faculty member to be the year-round primary contact with the Department of History to facilitate smooth communications and planning. As a subcontractor, SWT is required to follow all Department of Education fiscal guidelines.

Dr. Patricia Sullivan (vita Attachment X, page 58), the external evaluator, is Assistant Superintendent for Research, Evaluation and Technology at a neighboring school district. She will be responsible for the evaluation plan, any modifications made to it, working with the Advisory Group when developing instruments, and for analysis and reporting of process and summative data.

Probably the most important aspect of successful management of this type of project is the willingness of teachers to participate. This has been addressed by 1) involving teachers in creation of the plan, 2) providing time during the school year to discuss their classroom experiences, 3) securing organizational support for teachers to be allowed to take this time to participate in this professional development, 4) ensuring that the summer institutes will be interesting and productive, 5) planning for recognition of teachers' excellence through the website, 6) paying a stipend of \$125 per day for summer training, 7) including an educational "reward" for the twenty most productive participants (immersion experience in Boston, Philadelphia, or Washington, D.C.) A timeline for the project follows:

When	Who	What
<i>Year 1: 2003-2004</i>		
Fall 2003	Dept. of Ed	Notice of Award
Fall	HCISD	Purchase: 8 History Alive! The United States Teacher Resources; 1040 History Alive! The United States Student Resources; 5 Twentieth Century U.S. History sets
Fall	HCISD	Hire Project coordinator/Master History Teacher
Fall	SWT	Begin development of partnership website
Fall/ Spring	SWT	SWT history faculty rotate their participation in monthly professional development SWT Contract Master Teacher U.S. Project Director days at HCISD.
Fall 2003	Evaluator and U.S. History Advisory Group	Meet to plan surveys for baseline measures of student attitudes, teacher practices, and classroom observation rubric.

Fall/ Spring		Classroom observations and baseline data collection begins.
Fall	TCI/ 5 th grade teachers	Level 1: History Alive! America's Past Adoption Training- One session in August and a second session in October or November
Fall	TCI/ 8 th and 11 th grade teachers	Level 1: History Alive! Teaching Strategies Training: Days 1&2
Early Spring	TCI/ 8 th and 11 th grade teachers	Level 1: History Alive! Teaching Strategies Training: Day 3
Spring	TCI/ 8 th and 11 th grade teachers	Level 1: History Alive! Teaching Strategies Training: Day 4
Spring	TCI	Level 1: History Alive! Powerful Teaching Strategies Training: Day 5, 8 th and 11 th grade teachers
Summer 04	SWT	Hold first "Teaching American History Institute" and immersion experience for up to 40 HCISD elementary and secondary history teachers
<i>Year 2: 2004-2005</i>		
Fall 04 Spring 05	TCI	Consultant Services: Implementation Sessions One day each semester to facilitate and support successful implementation
Fall 04 Spring 05	SWT	History faculty provide training on selected topics monthly at HCISD.
Fall	8 th and 11 th grade teachers	Level 2: History Alive! Advanced Strategies: Two days
Fall	5 th grade teachers	Level 2: America's Past Curriculum Development: Two days
Spring	8 th and 11 th grade teachers	Level 2: History Alive! Advanced Strategies: One day
Summer 2005	5 th , 8 th , and 11 th grade teachers	Level 2: Becoming a History Alive! Coach: Three days
Summer '05	SWT	Hold second "Teaching American History Institute" and immersion experience.
<i>Year 3: 2005-2006</i>		
Fall 2005	8 th and 11 th grade teachers	Level 2: History Alive! Curriculum Development: Three days
Fall 05 Spring 06	SWT	SWT history faculty provide training on selected topics monthly at HCISD.
Summer 06	SWT	Hold third "Teaching American History Institute"
	SWT/HCISD	Four-Day Boston/Philadelphia/or Washington D.C. Immersion Experience for 20 participants.

Evaluation

The evaluation will include a process evaluation, and an outcome evaluation. The process evaluation will focus on clearly describing and assessing program design and program implementation, so that the evaluator will be able to compare and explain differences between program-as-planned and program-as-implemented. The process evaluation will track progress towards successful implementation of the project, while providing regular feedback to the HCISD staff and the SWT faculty for continuous quality improvement. The outcome evaluation will focus on producing qualitative and quantitative evidence concerning the degree and nature of the program's impacts on the HCISD teachers and their students. It will include pre and post evaluations of the HCISD teachers' knowledge of the material to be covered, pre-post HCISD student surveys of their attitudes toward history and their concepts of U.S. citizens' rights and responsibilities. SWT faculty, prior to the Year One Institute, will develop the teacher surveys. SWT and HCISD faculty together will develop the student surveys during the Year One Institute. The entire process and summative evaluation will be linked to the goals and objectives.

Goal I – Provide professional development and teacher education in American History.

Objectives

- Improve HCISD teachers' knowledge of American History.
- Improve HCISD teachers' "historical habits of mind."

Services and Programs

- SWT will provide three Summer Institutes to cover the historical periods identified and supply immersion activities designed to improve teachers' content knowledge and instructional skills. These will serve up to 40 Hays CISD teachers per summer.
- SWT will provide opportunities for HCISD teachers to collaborate in scholarly research and will update them on newsworthy topics in American history via a listserv and website developed for the project.

Measures

- During the first Institute, a pretest survey will be developed by the SWT History faculty and given to all participating teachers. In this Institute, 40 participants, with the help of SWT faculty, will develop a rubric to be used to grade their students' work with regard to the historical thinking benchmarks. Also in the first Institute, the master teacher and facilitators will develop a rubric to be used for teacher observations.
- Process evaluation of the Institutes will include: 1) sign in sheets; 2) agendas; 3) copy of the pretest survey instrument developed; 4) the rubric design; 5) the rubric summary; 6) the report of class assignments, and HCISD teachers' evaluation of each Institute session.
- HCISD teachers' learning will be evaluated along seven dimensions that require accurate historical content and pedagogy by the SWT faculty and the Master teacher.
- Website hits and logs of the listserv will be obtained year round by the evaluator.
- HCISD teachers' research skills will be evaluated qualitatively by SWT faculty and quantitatively by the number of projects on which they collaborate with SWT faculty.

Goal II. Improve the quality of instruction in American History at HCISD.

Objectives

- Improve HCISD teachers' use of effective content pedagogy in American History.

Services and Programs

- SWT and TCI will collaborate to provide monthly professional development sessions (at HCISD) addressing American History content and effective pedagogy.
- HCISD will hire a master teacher to provide classroom coaching and assist teachers in the implementation of the instructional strategies they learn.
- SWT will develop and maintain a website and listserv to encourage the sharing of lesson plans among teachers and to facilitate exchanges between SWT faculty and HCISD teachers.
- SWT will devote afternoon sessions of the Institutes to content pedagogy.

Measures

- Evaluations of monthly professional development days.
- Using the rubric developed, HCISD master teacher will provide classroom observations and evaluations of teachers in their implementation of instructional strategies.
- SWT will obtain the postings to the website and the number of collaborations between SWT faculty and HCISD teachers.
- Participants' understanding of the material also will be evaluated by the lesson plans they post to the website provided by SWT.

Goal III – Improve HCISD students' learning of American History.

Objectives

- HCISD students will 1) improve their ability to use critical thinking to analyze information, 2) develop an understanding of historical debate and controversy, 3) learn to evaluate and use primary sources, 4) improve their knowledge of issues and events in U.S. history, including the geographic and political influences on history.

Services and Programs

- All of the services and programs intended to change the teachers, should ultimately impact their students.

Measures

- Pre-test/post-test measures will be used to evaluate changes in student attitudes toward American History and citizens' rights and responsibilities.
- Authentic measures of learning will be developed to evaluate the extent to which students use critical thinking to evaluate historical information, the weight that students assign to primary and secondary sources of evidence when asked to arrive at conclusions about controversial events in U.S. history, and the extent to which students can describe how particular historical interpretations may be influenced by the incompleteness of evidence or the biases that are part of surviving evidence.
- Knowledge and the ability to use critical thinking to analyze information also will be obtained by comparing average test scores on the Texas Assessment of Knowledge and Skills over the three-year period.

Endnotes/References (Not to be counted in 20-page limit).

1 *Teaching American History Grant Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2003*, Federal Register/Vol.68 No 87/ Tuesday, May 6, 2003.

2 “Benchmarks for Professional Development in Teaching of History as a Discipline” was published in the May 2003 newsmagazine of the American Historical Association, *Perspectives Online*. The document was developed at the request of the Department of Education, by representatives of the American Historical Association, the Organization of American Historians, and the National Council for the Social Studies.

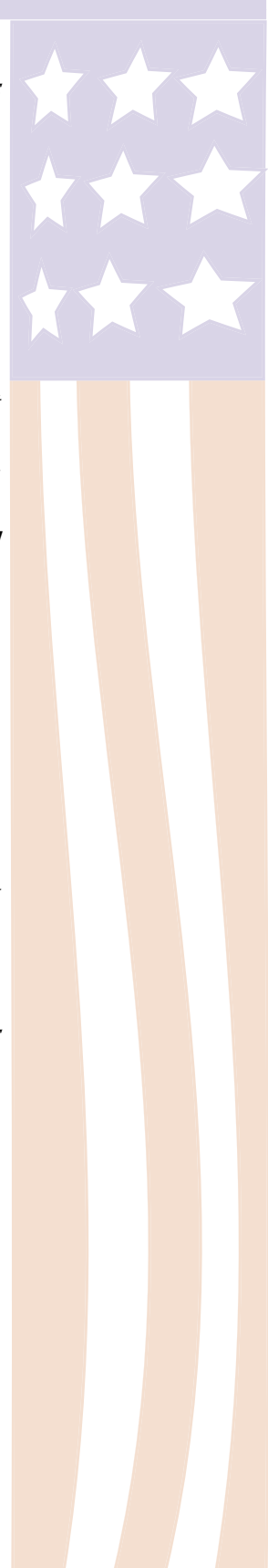
3 Ravitch, D.R. and C.E. Finn, *What do our 17-year Olds Know? A Report on the First National Assessment in History and Literature*. 1987. New York, Harper and Row, as quoted in National Research Council, *How People Learn: Brain, Mind, Experience and School*, National Academy Press, 1999.

4 National Research Council, *How People Learn: Brain, Mind, Experience and School*, National Academy Press, 1999.

5 As Clinton Rossiter once observed, *Cato's Letters* “was the most popular, quotable, esteemed source of political ideas in the colonial period.” Published anonymously by the Englishmen John Trenchard and Thomas Gordon in *The London Journal* from 1720 to 1723, the 144 letters provide a compelling theoretical basis for freedom of conscience and freedom of speech. Virtually half the private libraries in the American colonies contained bound volumes of *Cato's Letters*.

6 Hawley, W.D. and L. Valli, Chapter 5: The Essentials of Effective Professional Development in *Teaching as the Learning Profession: Handbook of Policy and Practice*, Linda Darling-Hammond and Gary Sykes, Eds. (San Francisco: Jossey-Bass Publishers, 1999).

7 Bert Bower, Chapter 9: Effects of the multiple-Ability Curriculum in *Secondary Social Studies Classrooms in Working for Equity in Heterogeneous Classrooms*, Elizabeth Cohen and Rachel Lotan, Eds. (New York: Columbia University Teachers College, 1997).



Budget Narrative

Item Description	Year One	Year Two	Year Three	Total
PERSONNEL				
Project Director, 5% FTE Betty Harrison, HCISD Director of Secondary Curriculum will be the Project Director, responsible for submission of all reports, coordination of contracts, and general oversight of the grant. In years two and three, a \$1,000 raise is added, as that is the typical raise for teachers at Hays CISD.	3,500	3,550	3,600	10,650
Master Teacher, 100% FTE The person in this position will be an experienced history teacher, responsible for classroom observations, teacher coaching, and the scheduling and coordination of monthly professional development sessions. The amount shown will pay for a teacher with a master's degree and 20 years of experience. In years two and three, a \$1,000 raise is added, as that is the typical raise for teachers at Hays CISD.	48,000	49,000	50,000	147,000
Teacher Substitutes Substitutes will be needed on days of monthly professional development. The amount shown is figured based on 40 substitutes @ \$65 per day, for six days per year. (Sept, Oct, Nov, Jan, Feb, and Apr.) December and March are not included because they are short months due to Christmas and Spring Break; May is not included because principals do not want teachers out for a full day of professional development during that month.	15,600	15,600	15,600	46,800
Personnel Subtotal	67,000	68,150	69,200	204,350
FRINGE BENEFITS				
Fringe Benefits An estimate of fringe benefits for full time staff at Hays CISD, including health insurance, fica/medicare, retirement, and unemployment, is figured at 20% on full time salaries. The actual rate will vary depending on changing costs of health care. Employees of the grant will be paid in the same manner as all district employees, as required by district policy.	10,300	10,510	10,720	31,530
Fringe Benefits subtotals	10,300	10,510	10,720	31,530
TRAVEL				
Required: Trip to Washington D.C. for two-day conference for two persons. Amount shown is based on airfare of \$550 X 2 = \$1,100; hotel @ \$190 X 2 nights X 2 people = \$760; and state per diem rate of \$30 X 2 days X 2 persons. If both persons are of the same gender, there may be possible savings by sharing a room in Washington. The airfare is based on current fares. Note: Travel costs for immersion experiences are in the contractual agreement with SWT	1,980	1,980	1,980	5,940
Travel Subtotal	1,980	1,980	1,980	5,940
EQUIPMENT				
Laptop to be used by the Master Teacher	2,000	0	0	2,000
Digital Projector: To be used by Master Teacher Brightness of 2,000 lumens; display resolution 1024 x 768; 24 bit; with a 250-watt UHP projector bulb as light source.	2,000	0	0	2,000

Equipment Subtotal	4,000	0	0	4,000
S U P P L I E S				
General office supplies; additional light bulbs for projector, ink jet printer and cartridges, office furniture under \$500 for Master Teacher.	1,500	400	400	2,300
<i>History Alive!</i> curricular materials: 8 United States Teacher Resources: \$5,350 1040 United States Student Resources: \$48,963 5 Twentieth Century U.S. History sets: \$11,845	66,158	0	0	66,158
Software:				
Supplies Subtotal	67,658	400	400	68,458
C O N T R A C T U A L				
SWT will contract to provide professional development services. The contract funding will be treated by the university as if the funding were coming directly from the Department of Education. This means that all federal funding regulations will be followed, and the indirect cost recovery is limited to the 8% allowed by SWT's agreement with the Department of Education. A detailed accounting of the contract follows the budget narrative, but in brief, SWT agrees: To three week-long summer institutes on SWT campus, each covering a different period of American History, and serving forty teachers. Each Institute will culminate in an "immersion experience" developed, coordinated, and interpreted by our faculty and/or other experts at the particular site being visited. History faculty will participate in monthly professional development meetings with HCISD faculty, at HCISD, in order to provide continuity in their professional development experience and in the relationship-building between SWT and HCISD history teachers. SWT will build and host an interactive website devoted to this project, to showcase teachers' work, students' work, and facilitate ongoing communication through discussion boards. SWT will Document the activities of this project for dissemination at state and national conferences (in collaboration with HCISD faculty) and via the website.	86,559	83,085	118,119	287,763
Dr. Patricia Sullivan, Asst. Superintendent for Research, Evaluation and Technology at San Marcos CISD (a neighboring school district) has agreed to serve as the external evaluator for the project. The cost is estimated for 80 hours @ \$75 per hour.	6,000	6,000	6,000	18,000
Teachers Curriculum Institute (TCI) will provide training in five sessions in year 1; 8 days in year 2 (addressing grade levels separately); and 3 days in year 3.	13,800	19,100	6,500	39,400
Contractual Subtotals	106,359	108,185	130,619	345,163
Direct Costs Subtotal	257,397	189,225	212,919	656,301
Indirect costs 2.014%	5184	3811	4288	13,283
Training Stipends@ \$125 per day, 40 participants X 5 days X 3 years	25,000	25,000	25,000	75,000
Training Stipends @ \$125 per day, 20 participants X 5 days, yr 3, Boston, Philadelphia or Washington D.C. Immersion			12,500	12,500
Training stipends subtotal	25,000	25,000	37,500	87,500
Request Grand Total	287,581	218,036	254,707	760,224

SWT Contract Item Description	Year One	Year Two	Year Three	Total
PERSONNEL				
Contract Administrator, 5% FTE Dr. Eugene Bourgeois, Chair of the Department of History, will administer this grant. As required by SWT policy and federal guidelines, he will keep time and effort records to verify his work at 5% FTE on this project.	4549	4777	5004	14330
<i>Contact hours for the following faculty serving at Summer Institutes and HCISD follow-up monthly professional development meetings are the same contact hours as a summer semester; and that is how their compensation is determined. It is their annual salary, divided by 9 (for a nine month contract) multiplied by 1.5 (the length of a summer session). A 5% increase is figured in from one year to the next to accommodate the highly unlikely chance there will be a raise of that magnitude. (SWT policy to figure in this %age on grants and contract budget.)</i>				
ATCHISON (Alan Atchison is one of the two history faculty who supervises pre-service teachers and specializes in teaching history K-12.) He will provide afternoon sessions every year.	5303	5568	5833	16703
MC WILLIAMS	5492			5492
DE LA TEJA	10346			10346
WATSON	7296	7661	8026	22982
BYNUM	10713			10713
MAUCK		6251		6251
BRENNAN			8601	8601
ANDREWS			10242	10242
ETIENNE-GRAY (Trace is the second faculty specializing in teaching history K-12. She, along with Alan, will be in charge of designing the afternoon sessions.)	5198	5457	5717	16372
ETIENNE-GRAY (will also be developing and maintaining the website, year round) Her compensation for this is figured at 25% of 4.5 months.	3898	4093	4288	12279
Wages for 2 half time students to assist for 2 months per year are requested. These students will assist in clerical and other duties before and during and for follow-up of each Institute and immersion experience. They will put together training materials, do copying, schedule rooms and lunch speakers, do the paperwork to get lunch speakers/living history performers paid, and enter evaluation data into spreadsheets. The rate is \$10 per hour.	3200	3360	3520	10080
Personnel Subtotal	45280	47879	51231	144390
FRINGE BENEFITS				
Faculty Fringe Benefits For faculty at SWT, fringe benefits are figured at a rate of 7.65% for Fica/Medicare; .8% for unemployment, and 8.5% for retirement.	7154	7568	8111	22833
Undergraduate Fringe Undergraduate fringe is figured at .8% of wages.	26	27	28	81
Faculty Health Care Faculty health care is \$682 per month. The figures shown are a total of all faculty participants, pro-rated at the same rate as their salaries. (682 X1.5.)	10377	10896	11415	32689

Fringe Benefits subtotals	17557	18491	19554	55602
T R A V E L				
Travel for SWT faculty to accompany HCISD staff to a Washington D.C. conference each year is calculated at \$500 for airfare X 2 persons Austin to Washington D.C., \$159 for lodging for two days, and a per diem rate of \$50, as per university travel policy.	1800	1800	1800	5400
Travel for 20 participants for an immersion experience to Washington, Boston or Philadelphia is figured at \$500 for airfare, 3 days lodging at \$159, and per diem at \$50. The trip can be taken at state rates, which will make all tickets fully refundable (an important consideration when booking for such a large group).			22540	22540
Travel on the out-of-state immersion in year 3 is also included for up to 5 others, including the project director, master teacher, and up to 3 SWT faculty. (Participants will be allowed to break up and travel in smaller groups to different destinations, depending upon the period of history they are most interested in.) This is figured at the same rates as given above.			6985	6985
Travel Subtotal	1800	1800	31325	34925
S U P P L I E S				
One desktop computer/server with a DVD burner will be dedicated to this project. It will house the website, and CD's and DVD's will document the project's progress and be produced for dissemination of project products at state and national conferences.	2500			2500
Digital Video Camera, tripod, and tapes, to assist in documenting the project, as stated above.	1200			1200
Web development and video editing software to assist in documenting the project, as stated above. (Adobe pricing.)	1200			1200
Laptop computer for use by faculty making presentations at monthly professional development meetings, and at the Institutes.	2000			2000
Participant lunches during Institutes Monday-Thursday will be "working lunches" because to leave the campus and come back would waste very valuable time. (See plans for lunches under contractual). This cost is estimated at \$12 per meal for forty five persons.	2160	2160	2160	6480
Purchase of recommended reading materials for participants is calculated at \$25 per participant per year. SWT will take advantage of any bulk purchase or institutional discounts available.	1000	1000	1000	3000
Supplies Subtotal	10060	3160	3160	16380
C O N T R A C T U A L				
Luncheon speakers with honoraria of \$150, three days in year one and 2 days in years two and three. Persons with exceptional knowledge in a particular period of history will be sought to address participants.	450	300	300	1050
Living history troupes to perform at lunch; one per year. A discussion of what they learned about history during their preparation for their performance will follow the performance. This is calculated at \$600 to assist the troupe to recoup costuming and travel costs.	600	600	600	1800

A music history presentation will be provided during lunch in years two and three. This may include a performance by Ruthie Foster, an accomplished performer who also interprets slave songs for school audiences, in year two; and an expert on Depression Era songs for year three.	0	300	300	600
Contractual Subtotals	1050	1200	1200	3450
O T H E R				
Rental of charter buses for local immersion experiences @ \$1,500 per day.	1500	1500		3000
Printing costs for recruitment and registration materials	100	100	100	300
Costs of printing notebooks and instructional materials	800	800	800	2400
Tour and entry fees during immersion experiences	2000	2000	2000	6000
Other Subtotals	4400	4400	2900	11700
Direct Costs Subtotal	80147	76931	109370	266448
Indirect costs 8%	6412	6154	8750	21316
Grand Total	\$86,559	\$83,085	\$118,119	\$287,763