

**U.S. Department of Education  
Policy and Program Studies Service**

**Teaching American History Evaluation**

**Purpose**

This study will examine the relationship between teachers' participation in the Teaching American History program, increased teacher content knowledge, and student achievement.

**Evaluation Questions**

- What is the association between participation in activities supported through the Teaching American History (TAH) program and teacher content knowledge?
- What is the association between teacher participation in TAH and student achievement?
- What are the grantee practices associated with gains in teacher content knowledge?
- What are the grantee practices associated with gains in student achievement?
- What is the technical quality and rigor of existing TAH grantee evaluations that use national or state tests to measure teacher content knowledge and student achievement?

**General Evaluation Design**

The study will include the following components:

- **Feasibility Analysis of Using State History Assessment Data.** This analysis will determine whether it is possible to use existing data from state history assessments to document changes in student performance based on teacher participation in the TAH grant program.
- **Optional Analysis of State American History Assessment Data.** Depending on results of the above feasibility analysis, this option will be exercised to determine whether there is a relationship between participation in the grants and gains in student achievement.
- **Optional Case Studies of High Performing Teacher Content Knowledge Sites.** This option may be exercised to provide in-depth qualitative data on grantee practices associated with greater than expected increases in teacher content knowledge.
- **Optional Case Studies of High Performing Student Achievement Sites.** This option may be exercised to provide in-depth qualitative data on grantee practices associated with greater than expected increases in student achievement.
- **Analysis of Grantee Evaluations through Annual Performance Report (APR) Data and Grantee Evaluation Reports.** This component will entail analysis of APR and evaluation data from grantees that have used locally developed tests or state and national tests of teacher content knowledge or student achievement and have a rigorous evaluation methodology.
- **Meta-Analysis/Empirical Synthesis of High Quality Grantee Evaluations of Teacher Content Knowledge and Student Achievement.** This meta-analysis or synthesis will be

conducted using a subset of grantee evaluations that are sufficiently rigorous to enable determination of an overall pattern and effect size.

**Timeline**

The study will be conducted over a period of four years beginning September 2007 and extending through September 2011. Teaching American History grants awarded in FY04 through FY06 will be included in the study. Key upcoming deliverable due dates include:

| <b>Activity</b>  | <b>Date Due</b> |
|--|-----------------|
| Data collection instruments – first draft                  | January 2009    |
| Report on state assessment analysis<br>(internal use only) | June 2009       |
| Complete data collection (site visits)                     | October 2009    |
| Report on site visits                                      | February 2010   |
| Final report   | Summer 2011     |

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