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BUILDING EDUCATOR CAPACITY IN SUPPORT OF STUDENT ACHIEVEMENT
ON FLORIDA'S UNITED STATES HISTORY END-OF-COURSE ASSESSMENT

by

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A dissertation in practice submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the College of Education and Human Performance
at the University of Central Florida
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ABSTRACT

Florida's United States History End-of-Course (EOC) Assessment performance outcomes are scheduled to impact student course grades, educator evaluation scores, and school grades. A professional learning plan to improve teaching and learning in support of student achievement on the Assessment does not exist. Neither Florida Statute nor the Florida Department of Education (FDOE) facilitate or fund professional learning in support of these influences. This dissertation in practice proposes the use of the U.S. History EOC Assessment Professional Learning Series to build educator capacity in support of student achievement on the Assessment. Implementation of professional learning could address the disparity between the legislated Assessment and its potential impacts.

Tyler's (1949) curriculum development rationale and Shulman's (1986) notion of pedagogical content knowledge provided a conceptual framework for the proposed professional learning. Professional learning experiences were designed to include (1) an assessment simulation, (2) a correlation of simulated assessment items to item specifications, (3) a test item writing practicum, and (4) model lessons. The series was designed to support pedagogical content knowledge growth in planning, teaching, and assessing United States History; and improve instructional and professional efficacy. The ultimate purpose of the series is to improve teaching and learning to support student achievement on U.S. History EOC Assessment.

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LIST OF ACRONYMS

ARRA	American Recovery and Reinvestment Act (2009)
CBC	Common Board Configuration
EOC	End-of-Course (e.g., U.S. History End-of-Course Assessment)
ePAT	electronic Practice Assessment Test
ESEA	Elementary and Secondary Education Act (1965)
FDOE	Florida Department of Education
IAE	International Association for the Evaluation of Education Achievement
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind Act (2001)
OCPS	Orange County Public Schools
OECD	Organization for Economic Cooperation and Development
PISA	Program for International Student Assessment
TEL	Technology and Engineering Literacy
TIMMS	Trends in International Mathematics and Science Study
U.S.	United States (e.g., U.S. History End-of-Course Assessment)

CHAPTER 1: PROBLEM OF PRACTICE

Introduction

Florida's United States History End-of-Course (EOC) Assessment performance outcomes are scheduled to impact student course grades, educator evaluation scores, and school grades. A professional learning plan to improve teaching and learning in support of student achievement on the Assessment does not exist. Neither Florida Statute nor the Florida Department of Education (FDOE) facilitate or fund professional learning in support of these influences. This dissertation in practice proposes the use of the U.S. History EOC Assessment Professional Learning Series to build educator capacity in support of student achievement on the Assessment. Implementation of professional learning could address the disparity between the legislated Assessment and its potential impacts.

History of the Problem

Florida's public school districts are rooted in antebellum legislation. The 1868 Constitution of the State of Florida restored Florida to the Union and, among its provisions, called for a public school system. "The paramount duty of the State," according to the Constitution, was "to make ample provision for the education of all the children residing within its borders, without distinction or preference," and, "provide a uniform system of Common Schools." Article VIII, Section 8 of the Constitution further required each county to "support. . . common schools therein." A year after the Constitution was adopted, the School Law of Florida (Chase, 1869) effectually established "a uniform system of public instruction," (p. 7) consisting of a Department of

Public Instruction including “a Superintendent of Public Instruction, a State Board of Education, a Board of Public Instruction for each county, a Superintendent of Schools for each county, local school Trustees, Treasurers, and Agents,” (p. 7). Section 5 of the School Law of Florida (1869) defined, “Each county is hereby constituted a school district,” (p. 7). As a school district, Orange County Public Schools (OCPS) initially focused on, “develop[ing] systematic approaches to locating schools, evaluating educator competency, determining valid curricula, selecting textbooks, setting reasonable school terms, and find the resources for it all,” (*The History*, 1990, p. 3). The current OCPS mission, “To lead our students to success with the support and involvement of families and the community,” (Orange County Public Schools, 2014), is an outgrowth of these historical underpinnings. Professional learning designed to build educator capacity in support of student achievement on Florida’s U.S. History EOC Assessment offers such support, and has immediate local and state roots that stem from both national and international performance expectations.

Local Roots. Student achievement in OCPS compares well to other large, urban districts, and surrounding suburban counties. From 2001 to 2010, the district average for students performing on target on the state mathematics and reading assessments increased from 45% to 65% and 41% to 60%, respectively. OCPS expects student performance on standardized assessments, in general, to reflect on or above target achievement. Rooted in the school district’s mission statement focused on leading students to success, this expectation includes student achievement on the U.S. History EOC Assessment.

Therefore, it is critical to build educator capacity in support of student achievement on the U.S. History EOC Assessment.

State Roots. Expanding implications of U.S. History EOC Assessment outcomes signal an additional need for a related professional learning plan. The 2010 Florida Legislature authorized Florida EOC Assessments with the passage of Senate Bill 4 (Florida Statute 1008.22, 2010). In July 2010, the FDOE released the U.S. History EOC Assessment Test Item Specifications,

“a resource that defines the content and format of the test and test items,. . . indicates the alignment of test items with the Next Generation Sunshine State Standards,. . . and provides all stakeholders with information about the scope and function of the end-of-course assessments” (p. 1).

Based on the Next Generation Sunshine State Standards for Social Studies (2008), the U.S. History EOC Assessment was designed to assess what a student should know and be able to do following completion of the high school U.S. History course (United States History EOC Assessment Test Item Specifications, 2010, p. 1). The FDOE implemented the high school U.S. History EOC Assessment during the 2012-2013 school year.

Because performance outcomes were scheduled to impact student course grades, educator evaluation scores, and school grades, and neither state legislation nor the FDOE specifically facilitate or fund professional learning in support of these particular influences, it became incumbent upon individual school districts to offer professional learning correlated to the impacts of the U.S. History EOC Assessment.

National Roots. Standardized testing in the United States can be traced to 1845 when Horace Mann created written exams to gather “objective information about the quality of teaching and learning” (Gallagher, 2003, pp. 84-85). Within two decades, the New York Regent Exams emerged rooted in Mann’s design (Gallagher, 2003). The onset of World War I provided urgency to standardized testing. The Great War led to a great experiment; administration of the U.S. Army Alpha and Beta standardized intelligence tests to identify potential officers and place soldiers in positions based on their aptitudes (Gallagher, 2003; Spring, 1972). This military test was soon converted into a measure for students, and the outcomes were used to identify learning programs based on student abilities.

Another military tension, the Cold War, intensified the need to fortify the American education system and bolster the nation’s presence on the world stage. The 1965 Elementary and Secondary Education Act (ESEA) emerged from this need and included a requirement for schools receiving federal funds to submit standardized test results. President Johnson’s enactment of the ESEA ushered in the modern era of testing, introducing nationwide use of student achievement outcomes to systematically assess teaching and learning (Gallagher, 2003). In addition to the ESEA (1965), President Johnson created the National Assessment of Educational Progress (NAEP) in 1969. The NAEP remains “the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL),” (NAEP, n.d.). To

date, the NAEP is the only national assessment measuring student achievement in social studies. Five presidential administrations, those of Ford, Carter, Reagan, Clinton, and George W. Bush, have reauthorized the ESEA. President Clinton's 1994 reauthorization, the Improving America's Schools Act, directly linked standards, testing, teacher training, curriculum, and accountability. Most recently, President George W. Bush's 2001 reauthorization, No Child Left Behind (NCLB), required mathematics and reading assessments in third and eighth grade. Due for reauthorization in 2007, the ESEA remains without congressional action (Association for Supervision and Curriculum Development, 2012). Thus, NCLB is the federal law impacting K-12 public education in the United States, including its provisions for annual assessments and teacher qualifications (National School Boards Association, 2014).

Recent federal legislation further impacts education and assessment. The American Recovery and Reinvestment Act of 2009 (ARRA) authorized by President Obama included the Race to the Top Assessment Program which

provides funding to consortia of States to develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace. (U.S. Department of Education, 2014)

It is expected that assessments emanating from The Race to the Top Assessment Program and, more importantly, student performance outcomes on these assessments, will provide data needed to continuously improve teaching and learning, and restore America's

educational prowess on the world stage. Despite this history of federal attention to student achievement, limited legislation directly addresses preparing teachers to enhance student assessment outcomes.

Building teacher capacity through professional learning could positively impact student performance outcomes. Professional learning can influence teaching and learning “when it focuses on (1) how students learn particular subject matter; (2) instructional practices that are specifically related to the subject matter and how students understand it; and (3) strengthening teachers’ knowledge of specific subject-matter content” (American Educational Research Association, 2005, p. 2). Cohen and Hill (2001) discovered successful performance of students whose teachers engaged in professional learning with these types of concentrations. Because of this, professional learning should be designed with student outcomes in mind (Sykes, 1990). However, scant evidence-based research correlates enhanced teacher quality as a result of professional learning and student performance outcomes (Theobald & Luckowski, 2013). A review of nine studies revealed investing at least two working days of time in professional learning “showed a positive and significant effect on student achievement” (Yoon, Duncan, Lee, Scarloss, & Shapely, 2007). Thus, investing in studies about building teacher capacity to improve teaching and learning could return beneficial insight into professional learning and its impact on student performance, and subsequently influence federal policy.

International Roots. Enhanced educator capacity is a hallmark of top performing international education systems. U.S. education policymakers, however, focus rhetoric on international test score comparisons, “frequently invok[ing] the

relatively poor performance of U.S. students to justify school policy changes” (Carnoy & Rothstein, 2013, p. 2). In response to the 2009 Program for International Student Assessment (PISA) results published by the Organization for Economic Cooperation and Development (OECD), U.S. Secretary of Education Arne Duncan remarked, “American students are poorly prepared to compete in today’s knowledge economy,” (Carnoy & Rothstein, 2013, p. 2). In reaction to the release of the 2011 Trends in International Mathematics and Science Study (TIMSS) scores by the International Association for the Evaluation of Education Achievement (IEA), Secretary Duncan expressed, “the urgency of accelerating achievement in secondary school,” (Carnoy & Rothstein, 2013, p. 2). Meanwhile, top performing nations maintain a watchful eye on teacher quality. Tucker (2011) identified a quality teacher as one who “possess[es] a high level of general intelligence, a solid mastery of the subject to be taught, and a demonstrated aptitude for engaging students and helping them understand what is being taught” (pp. 177-178). The U.S. must refocus its lens on enhancing teacher quality by building educator capacity to present itself as a respectable contender in the international student performance arena.

Mindful monitoring of top performers’ actions in the professional development arena could assist the U.S. in adjusting its focus (National Center on Education and the Economy, 2011). Canada, Japan, Shanghai (China), and Singapore, for example, have consistently outperformed other nations on international assessments (e.g., PISA, TIMSS), and each nurtures teacher quality. In Canada, for example, Ontario’s government steadily reinforced that assessment results matter and determined “build[ing] the capacity and professional skill and commitment of their in-place teaching force,”

(Tucker, 2011, p. 215) would greatly influence outcomes. In Japan, preservice teachers were taught research methods. These procedures supported lesson study practices. Lesson study, part of Japan's teacher-led development processes, has been supported by ongoing research and used to guide professional decision making for effective practice (Tucker, 2011, p. 189). In the Chinese city of Shanghai, teachers engaged in content area study groups to advance teaching and learning. This engagement served as a "major platform for professional development" (Tucker, 2011, p. 28). The Singapore education system actively recruited "talent, accompanied by coherent training and serious ongoing support" (Tucker, 2011, p. 134). Because teacher quality appears to have positively affected student achievement outcomes in these top-performing nations, the U.S. should consider parallel efforts and then work to exceed them.

A 2011 National Center on Education and the Economy study of top international performing education systems revealed a continuous cycle encouraging high professional standards. To begin with, teacher education programs maintained high entrance standards. Knowledge of content and pedagogy was required to complete programs. Then, new teachers began careers with the guidance of a master teacher. Nurturing a cycle of rigorous professional practice produced student outcomes that garnered public support. Additionally, participation in these educational systems generated interest in the teaching profession. Former students returned to the system as educators and renewed student achievement expectations. It was also disclosed that top-performing nations paid teachers well, enticing top rate practitioners to education.

Ravitch (National Assessment Governing Board, 2012) argued, “while global competition is important, the role of [U.S.] history has always been to develop political intelligence.” In addressing the same results, Paine (National Assessment Governing Board, 2012) noted the “glaring need to address the gap in professional development” in an effort to enhance student performance and called attention to the time and resources that must be provided to teachers to promote effective teaching and learning. Although Paine and Ravitch remarked on the results of a U.S. History assessment, a subject area lacking international assessment appeal, they echoed recognition of enhanced educator capacity toward distinguished achievement in an assessment arena.

Tucker (National Center on Education and the Economy, 2011) contended that the U.S. reform agenda is essentially misaligned to the educational principles and strategies of top performing countries. Top performing nations have a systematic approach to education. In the U.S., however, individual states have established requirements to meet federal guidelines. State decisions manifest as school district initiatives that schools may inconsistently implement. Competing perceptions of authority and power among these levels result, making a systematic approach to education in the United States problematic. Efforts to resolve this result within U.S. education systems should incorporate mechanisms to enhance educator capacity, a cornerstone of top performing nations. Professional learning designed to build educator capacity in support of student achievement on Florida’s U.S. History EOC Assessment would offer such support and has immediate local and state roots that stem from both national and international performance expectations.

Conceptualization of the Problem

Policymakers view student performance outcomes in terms of human capital and gauge education systems on the production of competitive workforces for the global economy. As world leaders shift attention among economic, military, and political problems, the sociocultural institution of education undergoes constant scrutiny for its contributions toward solving international setbacks. Trends of countries with successful education performance have revealed investments in teacher quality. Friedman, (National Council on Education and the Economy, 2011) remarked,

Successful countries question trends, challenges, and opportunities, and then decide what actions to take in education, infrastructure, and government policy. Once these countries realize what they need, they set out to reform, fix, and perfect their systems toward successful performance.

To sustain these benchmarking efforts, top-performing education systems increasingly depend on loyal human capital (Bolman & Deal, 2008, p. 132). Therefore, to solve the problem of building capacity, top performing international education systems develop their human resources by enhancing their professional capital.

The Organization for Economic Cooperation and Development (OECD) recognized how critical structural elements including “rigorous content, a supportive learning environment, and equitable distribution of resources” (Dale, 2014, p. 2) are promoted within successful education systems. Proponents of these features in the United States have argued that the design of the American education system endangers such foundations. Randi Weingarten, the current president of the American Federation of

Teachers, disapproved of the federal government's approach to education and commented that its "top-down test-based schooling focused on hyper-testing students, sanctioning teachers, and closing [low performing] schools [and] failed to improve the quality of public education," (Heitin, 2013, para. 43). The U.S. approach to education relies on a structure rooted in assessments to reveal performance levels of its potential global workforce. Although the desired output appears to concentrate on human capital, the approach to enhance performance outcomes in the global economy through coordinated control of assessment exposes structural roots. The consistent restructuring of the American education system to address student performance deficiencies through increased academic assessment and professional requirements are further testament to the federal government's structural approach to education policy.

At the time of the present study, states were tasked to:

develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills need to succeed in college and the workplace. (U.S.

Department of Education, 2014, para. 1)

These federal guidelines have positioned Florida to structure its education system in a manner conducive to meeting federal expectations. As a result, building teacher capacity to support student achievement stems from state legislative mandates for professional learning but holds school districts accountable for taking actions to meet the mandates. Florida Statute 1012.98 (2013), The School Community Professional Development Act,

requires public school districts and public schools, among other education entities, “to establish a coordinated system of professional development. . . to increase student achievement” (para. 1). Although a result of political action, this legislation mandated a structural requirement within the state education system for individual school districts to build teacher capacity. State legislation designed to support federal guidelines and maximize school district contributions toward enhanced student performance reflects a structural approach toward building teacher capacity.

In OCPS, the Department of Professional Development Services strives to offer professional learning that builds capacity. The school district’s Department of Human Resources is dedicated to building and maintaining personnel who possess desired expertise and skills. Together, these departments promote a quality teaching cadre within district schools. The human resource frame guides OCPS to obtain the educational talent needed to maintain a focus on the district’s vision of being the nation’s top producer of successful students.

Although U.S. student performance outcomes on international assessments continue to drive federal education policy and subsequently influence state education reforms, individual Florida school districts including OCPS are faced with building teacher capacity in support of student achievement on Florida’s U.S. History EOC Assessment.

Significance of Problem

Because U.S. History End-of-Course (EOC) Assessment outcomes are expected to impact students, educators, and schools, implementation of professional learning could

address the disparity between legislated assessments and potential student, educator, and school impacts. To begin with, for student cohorts that entered ninth grade in the 2012-2013 school year, at least 30% of a student's U.S. History course grade will be based on U.S. History EOC Assessment performance (Florida Statute 1003.428, 2013). Also, effective in the 2013-2014 school year, students seeking a standard high school graduation diploma with scholar designation must pass the U.S. History EOC Assessment (1003.4285, F.S.). Additionally, Florida's educator evaluation system includes a value added model (VAM). In general, value-added models quantify effect on performance. For Florida educators, a value-added score reflects educator influence of student learning gains (Florida Department of Education, 2014). Hence, professional learning designed to enhance teacher capacity in support of student achievement could influence educator evaluation scores. An educator's influence on student learning may also account for other impactful factors on the learning process. For example, because a value added model may be developed for U.S. History in addition to other courses tied to FDOE end-of-course assessments, U.S. History EOC Assessment outcomes could impact a U.S. History educator's performance evaluation score (Orange County Public Schools, 2013). Furthermore, beginning in the school year 2013-14, student performance on the statewide U.S. History EOC Assessment will be included in each high school's grade. The resulting student course grade, educator evaluation score, and school grade impacts of U.S. History EOC Assessment outcomes demonstrate the need for professional learning specifically related to this particular assessment.

Organizational Context

This dissertation in practice focuses on professional learning designed to build educator capacity in support of student achievement on Florida's U.S. History EOC Assessment in OCPS, Orlando, Florida. OCPS is currently the nation's 10th largest school district and functions as an example of Weber's ideal bureaucracy (Owens & Valesky, 2011). The school district is a large organization (almost 22,000 employees) challenged with meeting the needs of a large clientele (more than 185,000 students). The OCPS Division of Teaching and Learning houses the Department of Curriculum and Instruction and is "committed to continuous improvement in the delivery of instruction as well as supporting services that remove the obstacles to learning" (Jara, 2014, para. 1).

In support of its mission to lead students to success, OCPS operates under the direction of an elected school board and an appointed Superintendent. Together, the School Board and Superintendent oversee five learning communities situated geographically within Orange County, Florida. Each learning community is supervised by an Area Superintendent who reports "directly to the Deputy Superintendent with an indirect reporting line to the Superintendent," (The Eli & Edythe Broad Foundation, 2013, p. 44). This structure was put in place "to make information more accessible and has brought a measure of greater coherence to the district," (p. 44). Although this structure was instituted to support clear, consistent communication, non-negotiables implemented by OCPS, including those from the Division of Teaching and Learning, are often "interpreted in various ways" (p. 44) resulting in "lack of consistency in expectations across schools," (p. 44). Because of these disparities, it is necessary for professional

learning emanating from the Division of Teaching and Learning, especially that offered by the Division's Department of Curriculum and Instruction when content specific professional learning is called for, to clearly and consistently communicate professional practice expectations designed to support student achievement and offer support for educators to meet those expectations.

Organizational Model. The Division of Teaching and Learning structural configuration models a simple hierarchy (Bolman & Deal, 2008). A Deputy Superintendent oversees the Division of Teaching and Learning. A Chief Academic Officer facilitates eight units within the Division, each with either a Senior Executive Director, Senior Director, or Director. One of the eight units, the Department of Curriculum and Instruction, includes a Director for Secondary Curriculum and Instruction tasked with supervising two senior administrators, including one who manages secondary English language arts and social studies. In turn, this particular senior administrator supervises two instructional coaches for secondary social studies.

The job performance requirements for the two instructional coaches for secondary social studies directly relate to building educator capacity in support of student achievement in secondary (Grades 6-12) social studies courses. In addition to working collaboratively on these performance requirements related to OCPS initiatives, each instructional coach has specific assignments, providing each predictable routines (Bolman & Deal, 2008). One instructional coach's routine includes designing and implementing professional learning for social studies assessments including Florida's U.S. History End-of-Course (EOC) Assessment.

The instructional coaches for secondary social studies were selected as a functional group (p. 53) based on social studies pedagogical content knowledge (Shulman, 1986, p. 9). Instructional coaches are considered content experts or curriculum specialists and are called upon to support educators' ability to increase student achievement in social studies curricula, in general, and, more specifically, the U.S. History EOC Assessment.

Though the instructional coaches fall within the Department of Curriculum and Instruction's simple hierarchy, once the instructional coaches are performing their roles, an all-channel network (Bolman & Deal, 2008) emerges to nurture collegial dialogue among instructional coaches, instructional leaders, and content area faculty. Per the exception principle (Owens & Valesky, 2011), it is incumbent upon the instructional coaches for secondary social studies to accurately determine and appropriately respond to secondary social studies educators' professional learning needs during this dialogue, including needs related to Florida's U.S. History EOC Assessment.

The Department of Curriculum and Instruction allows instructional coaches elasticity in designing professional learning based on instructional demands. Insight garnered from the FDOE, and the Department's Bureau of K-12 of Assessment and Test Development Center about the U.S. History EOC Assessment guides the instructional coach for secondary social studies tasked with designing and implementing professional learning for the U.S. History EOC Assessment. Facilitating assessment-based professional learning is designed to support the district's goal to maintain an intense focus on student achievement. These characteristics (flexibility, guidance, support)

granted instructional coaches for secondary social studies to design and implement professional learning meet three of Katzenbach's and Smith's (1993) distinguishing characteristics of high-quality teams.

When exercising these characteristics, instructional coaches are an element of the vertically coordinated division of labor and hierarchy of offices within OCPS and, more specifically, the Division of Teaching and Learning simple hierarchy structure. As an example, once the instructional coach for secondary social studies designs assessment focused professional learning, she will request her senior administrator's permission to facilitate the professional learning. For approval, professional learning must be designed to meet specified benchmarks and include learning goals (e.g., As a result of this training educators will increase on target student performance by 35%.) and time frames (e.g., offer professional learning three times prior to April-June 2015 assessment administration).

Once professional learning is approved, the instructional coach for secondary social studies will act as part of a task force; collaborating with local and state entities to build high school U.S. History educator capacity to plan, teach, and assess U.S. History curriculum in accordance to the FDOE U.S. History EOC Assessment Test Item Specifications (2010). In addition to working with other OCPS departments (e.g., Accountability, Research, and Assessment; Exceptional Student Education; Multilingual Student Services), the instructional coach will collaborate with the FDOE Test Development Center to create professional learning that extends its U.S. History EOC Assessment information model. This extension will serve to meet the school district's

instructional needs (Bolman & Deal, p. 57) and influence student achievement outcomes by building teacher capacity.

To further support instructional needs within the structure of OCPS, the instructional coach for secondary social studies tasked with designing and implementing professional learning to build educator capacity in support of student achievement on the U.S. History EOC Assessment operates within the Situational Leadership Model (Hersey and Blanchard, 1996). Advocating leadership styles catered to particular situations, the situational leadership model requires a leader to identify the task to be completed, determine the follower readiness to accomplish the task, and then prescribe an appropriate leadership approach to guide the follower(s) to complete the identified task (Hughes, Ginnett, & Curphy, 2010). Consideration of these dynamics guides the leader to tell, sell, participate, or delegate steps toward task accomplishment (Hersey & Blanchard, 1996).

To design and implement professional learning in support of educator capacity and student achievement (identified task) on the U.S. History EOC Assessment, the Instructional Coach for Secondary Social Studies must assess educator readiness to implement elements of professional learning in their professional practice. U.S. History educators identified as lacking knowledge, skills, or confidence to work on their own may require explicit directions during professional learning (telling). Those willing to implement changes to their practice but needing a more complete set of skills to do so may require a coach to model the expected practices during professional learning (selling). If, however, U.S. History educators perceive themselves as ready and willing to

implement changes to their professional practices but short of confidence to do so, side-by-side coaching during professional learning or classroom teaching (participating) may be required. Finally, those demonstrating content and pedagogical abilities to work independently may have tasks given directly to them to implement during classroom teaching (delegating). Because follower (U.S. History educator) readiness can be a moving target, the situational leadership model promotes flexibility in understanding and addressing instructional needs. This elasticity fosters a professional learning environment in which the instructional coach can more accurately aim to build U.S. History educator capacity in support of student achievement on the U.S. History EOC Assessment.

Utilization of the situational leadership model poises the instructional coach for secondary social studies, on behalf of the Department of Curriculum and Instruction within the Division of Teaching and Learning, to support the OCPS mission, “To lead our students to success with the support and involvement of families and the community,” (Blocker & The School Board of Orange County, 2008).

Organizational context of problem. To support student success, the problem of practice must be understood within its state and school district organizational contexts. With implementation of the U.S. History End-of-Course (EOC) Assessment during the 2012-2013 school year, “a minimum of 30 percent of a student’s U.S. History course grade shall be comprised of EOC Assessment performance” (Florida Statute 1003.428, 2011). In 2013, the state legislature amended the initial statute, modifying high school course and assessment requirements to include the U.S. History EOC Assessment as 30%

of student's final U.S. History course grade for ninth grade students entering high school in the 2013-2014 school year (Florida Statute 1003.428, 2013). Regardless of ninth grade cohort, "all students enrolled in the course" must participate in the EOC assessment (Florida Department of Education, 2013b). Also, per Graduation Requirements for Florida's Statewide Assessments (Florida Department of Education, 2013a), "Regardless of the year of enrollment in grade 9, to qualify for a standard high school diploma Scholar designation, students must earn passing scores on each of the following statewide assessments: Algebra I, Biology I and United States History." Additionally, effective in the 2013-2014 school year, "student performance on the statewide U.S. History EOC Assessment will be included in each high school's grade" (Florida Department of Education, 2013c). As a consequence of this legislation, U.S. History EOC Assessment outcomes are expected to impact student course grades, educator evaluation scores, and school grades.

Problem of practice as related to other organizational problems. At present, Florida Statute requires and the FDOE administers five end-of-course (EOC) assessments: Algebra I; Biology; Civics; Geometry; U.S. History. Performance outcomes on each assessment are scheduled to impact student course grades, educator evaluation scores, and school grades. State legislation and the FDOE do not, however, facilitate or fund professional learning in support of these influences. Therefore, it became the responsibility of individual school districts to facilitate professional learning correlated to each assessment's impact. As a result, in addition to building instructional capacity in support of student achievement on the U.S. History EOC Assessment, school

districts in Florida including OCPS are also responsible for facilitating Algebra I, Biology, Civics, and Geometry EOC Assessment professional learning. Designing professional learning specifically for OCPS to build educator capacity in support of student achievement on Florida's U.S. History EOC Assessment designed for OCPS could serve as a model for other EOC Assessment professional learning experiences throughout Florida.

Factors Impacting the Problem

U.S. History End-of-Course (EOC) Assessment professional learning should be designed and implemented to build capacity for both secondary social studies curriculum coordinators and high school U.S. History educators. School district curriculum coordinators need an enhanced ability to explain the assessment and disclose related benchmarks, stimulus types, and test items as outlined in the FDOE U.S. History EOC Assessment Test Item Specifications (2010) to U.S. History educators in their districts. These increased capabilities could build U.S. History educator capacity to plan, teach, and assess the standards-based U.S. History curriculum in a manner aligned to the item specifications and increase student achievement on the U.S. History EOC Assessment.

Steps taken to address the problem and results. Scant professional learning has been offered with the specific aim of building educator capacity to support student achievement on the U.S. History End-of-Course (EOC) Assessment. An initial effort, An In-Depth Introduction to the High School United States History EOC Assessment (Felton, Benedicks, & Eidahl, 2011), introduced the item specifications, the assessment's cognitive demand levels, benchmark clarifications, and the test blueprint in a fee-based,

preconference workshop. A second effort, Florida End-of-Course High School United States History Assessment Update (Felton, 2011), overviewed similar information during a brief, informational session. Both occurred at the 2011 Florida Council for the Social Studies Annual Conference. Although conference registration was open to interested elementary, secondary, and postsecondary education professionals, every educator, school, or district affected by the U.S. History EOC Assessment, some may have chosen not to attend. This choice may have led to the limited attendance observed at each session. Similar updates have been offered annually at the Florida Council for the Social Studies state conference with one exception. Sessions were not offered in 2013 because conference dates overlapped with the scheduled test item review process (R. Felton, personal communication, March 3, 2014). Although the primary duty of the Social Studies Coordinator for the FDOE Test Development Center is to develop and implement the two social studies EOC Assessments, he is permitted to present updates similar to the aforementioned conference sessions to the Florida Association of Social Studies Supervisors (FASSS) at its meetings held three times per school year, to districts without identified social studies coordinators, or educational consortia in Florida. Conference sessions and updates were designed to develop awareness of the contexts involved in developing the U.S. History EOC Assessment and related administration processes. Conference sessions and updates were not, however, designed to offer specific pedagogical content knowledge aimed at bolstering instructional capacity to enhance student achievement on the U.S. History EOC Assessment (Shulman, 1986). Grant (2003) argued that educator knowledge of content, students, and context are critical in

high-stakes test settings. Unfortunately, “almost no research in social studies education examines the professional learning opportunities surrounding high stakes testing,” (van Hover, 2008). The lack of professional learning offered at the state level to enhance pedagogical content knowledge and student achievement strategies corroborates these concerns for Florida’s U.S. History EOC Assessment.

Professional learning needs assessment results identifying the problem. Prior to initiating any research, approval to proceed with the research was granted by the University of Central Florida Institutional Review Board (Appendix A). Based on a needs assessment survey (Appendix B), professional learning to support student achievement on the U.S. History End-of-Course (EOC) Assessment was identified as a critical need. The survey explored perceived professional learning needs in anticipation of Florida’s U.S. History EOC Assessment. The survey’s purposive sample was composed of Florida Association of Social Studies Supervisors (FASSS) members designated as school district curriculum coordinators for secondary social studies. Members responded to an online needs analysis survey with a focus on knowledge of the FDOE U.S. History EOC Assessment Test Item Specifications (2010) that explain the assessment, and disclosed related benchmarks, stimulus types, and test items (p. 1). Descriptive results were organized based on a consolidation of the categories listed. Results reflected respondents’ comfort using the item specifications to design and implement professional learning. As shown in Figure 1, results indicated that 35.7% of the coordinators understood the document well enough to model implementation, 46.4% were comfortable implementing the document with mentored support, and 7.1% needed

explicit directions to access, utilize, and implement the document. The remaining 10.7% noted unfamiliarity with the Specifications.

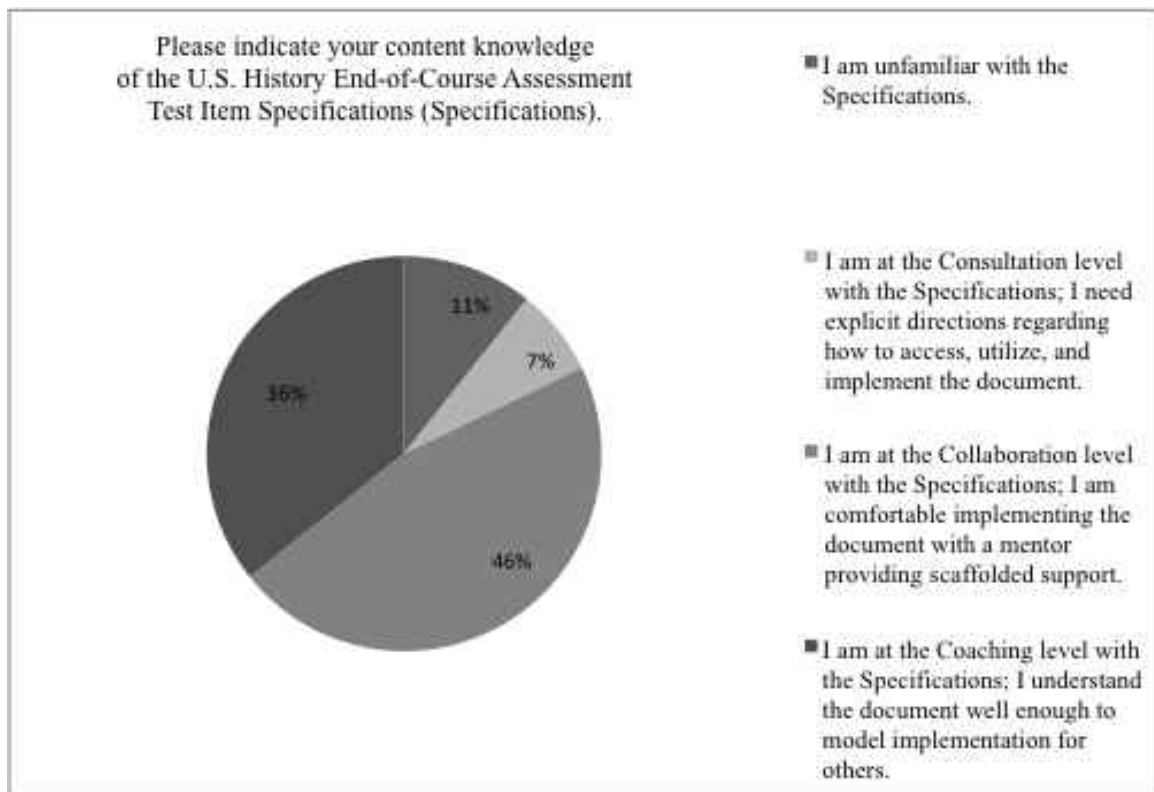


Figure 1. Professional Learning Needs Analysis Results

These results revealed a need to build capacity through professional learning designed to explain the U.S. History EOC Assessment as outlined in the FDOE U.S. History EOC Assessment Test Item Specifications (2010).

A Model for Professional Learning

This dissertation in practice recommends a professional learning series to build educator capacity in support of student achievement on Florida's U.S. History End-of-

Course (EOC) Assessment. The following sections introduce the various components of the professional learning series.

Project and scope. The U.S. History End-of-Course (EOC) Assessment Professional Learning Series was designed to help high school U.S. History educators in OCPS understand details about the (a) standards-based assessment measuring what a student should know and be able to do following completion of the U.S. History course; (b) scope and function of the U.S. History EOC Assessment; (c) alignment of test items with the Next Generation Sunshine State Standards (NGSSS) for Social Studies in high school United States History; (d) benchmarks, stimulus types, and test items; and (e) content and format of the test and test items.

The Department of Curriculum and Instruction within the OCPS Division of Teaching and Learning should support this project as related to the district's Strategic Plan (Jenkins & The School Board of Orange County, 2013). A component of the strategic plan, meeting state standards, supports the district's goal of maintaining an intense focus on student achievement. A strategy identified to meet this goal recognizes the need to understand and utilize item specifications. The action plan developed to address this strategy incorporated providing related professional learning. As a result of these strategic plan elements, an Instructional Coach for Secondary Social Studies within the Department of Curriculum and Instruction was tasked with providing professional learning to build educator capacities to plan, teach, and assess the U.S. History curriculum in accordance to the FDOE U.S. History EOC Assessment Test Item Specifications (2010).

Because U.S. History EOC Assessment outcomes are expected to impact students, educators, and schools, this particular professional learning model was specifically designed for high school U.S. History educators in OCPS, Orlando, Florida assigned to teach courses impacted by the U.S. History EOC Assessment. District level Department of Curriculum and Instruction staff, primarily the researcher, an Instructional Coach for Secondary Social Studies in OCPS, designed the program. Additional stakeholders include students in cohorts and courses impacted by U.S. History EOC Assessment scores, school site administrators whose school grades may be impacted by student performance outcomes, school district leadership as decision makers, and the OCPS educational community at large. The proposed professional learning is an initiative to address the concern resulting from a state legislated assessment enacted without a professional learning plan to support student, educator, and school achievement outcomes.

Foundational elements of the professional learning model. The purpose of this dissertation in practice was to design a U.S. History End-of-Course (EOC) Assessment Professional Learning Series for the Department of Curriculum and Instruction, OCPS, Orlando, Florida. Implementation of professional learning is intended to build educator capacity in support of student achievement on Florida's U.S. History EOC Assessment. Tyler's (1949) four steps of curriculum development and Shulman's (1986) notion of pedagogical content knowledge provided a conceptual framework for the foundation of the professional learning model proposed in this dissertation in practice. Tyler's (1949) curriculum development rationale of stating objectives, selecting and organizing learning experiences, and evaluating curriculum provided an apt correlate for the design and

implementation of professional learning related to the U.S. History EOC Assessment. Shulman's advocacy that, ". . . blend[ing] properly the two aspects of a teacher's capacities requires that we pay as much attention to the content aspect of teaching as we have recently devoted to the elements of the teaching process," (p. 8) presented an additional conceptual framework for designing this professional learning series.

The plan for documenting the process and the intended product. The U.S. History End-of-Course (EOC) Assessment Professional Learning Series was designed to help high school U.S. History educators assigned to teach courses impacted by the U.S. History EOC Assessment understand details about the (a) standards-based assessment measuring what a student should know and be able to do following completion of the U.S. History course; (b) scope and function of the U.S. History EOC Assessment; (c) alignment of test items with the Next Generation Sunshine State Standards (NGSSS) for Social Studies in high school United States History; (d) benchmarks, stimulus types, and test items; and (e) content and format of the test and test items. The intended product, or deliverable, from this dissertation in practice is a U.S. History EOC Assessment Professional Learning Series for OCPS. Elements of the professional learning model and related data include several steps. First, appropriate participants for the U.S. History EOC Assessment Professional Learning Series will be identified and invited to participate, and their attendance in professional learning series sessions will be recorded. Next, the U.S. History EOC Assessment Professional Learning Series calendar of events including sessions, document collection, observations, and interviews will be established and facilitated. Before, during, and after participation in the U.S. History EOC

Assessment Professional Learning Series as well as following the receipt of student performance outcomes, assessments will be administered to measure U.S. History educator participants' classroom planning, teaching, and assessment practices as aligned to the FDOE U.S. History EOC Assessment Test Item Specifications (2010).

The plan for implementation. The proposed implementation plan reflects the major chain of program activities associated with implementing the U.S. History End-of-Course (EOC) Assessment Professional Learning Series. Series programming includes a particular flow of inputs, activities, outputs, and outcomes. First, state and school district resources were identified to design and implement the U.S. History End-of-Course (EOC) Assessment Professional Learning Series. State resources will include identifying legislative and assessment resources, school district leadership, facilities, professional learning materials, technology, and time. Once the identification process has been completed, activities to secure appropriate support and materials will take place to design and implement sessions within the series. Next, U.S. History educators will attend and contribute to the professional learning series. U.S. History educators will then be expected to utilize knowledge and skills gained through participation in the U.S. History EOC Assessment Professional Learning Series during individual and collaborative planning, teaching, and assessment for U.S. History courses they are assigned to teach. These steps will promote participants meeting the professional learning goals; demonstrate growth of pedagogical content knowledge in planning, teaching, and assessing for U.S. History courses; improve instructional and professional efficacy. Attaining these goals is designed to increase the long term impact of the series;

improving teaching and learning to help facilitate student achievement on the Florida's U.S. History EOC Assessment.

Data collection to monitor implementation. Data collection for the suggested U.S. History EOC Assessment Professional Learning Series will include acquiring information from documents and records, knowledge and skill assessments, surveys, interviews and a focus group. Three data collection instruments will be used to capture evidence of the U.S. History EOC Assessment Professional Learning Series and its impact on teaching and learning to help facilitate student achievement on the U.S. History EOC Assessment. One instrument, an Observation Protocol (Appendix C), will be used to observe U.S. History EOC Assessment Professional Learning Series sessions for planned and actual session elements. The Observation Protocol will also be used to observe the planning (individual and collaborative), teaching, and assessment (procedure and content) in U.S. History classes of educators participating in the professional learning series. Observations will examine implementation of instructional practices highlighted in the U.S. History EOC Assessment Professional Learning Series. An Interview Protocol (Appendix D) will also be used to interview Department of Curriculum and Instruction leadership for descriptions of U.S. History EOC Assessment Professional Learning Series services and provisions. Additionally, a Professional Learning Needs Survey (Appendix E) will be administered to assess educator perceptions at the onset of the U.S. History EOC Assessment Professional Learning Series and following each session. The survey will determine U.S. History educator abilities and interests applying

knowledge gained from a particular session and, based on participation, throughout the professional learning series.

This chapter of this dissertation in practice identified the problem of practice, described the history and conceptualization of the problem, set the problem within an organizational context, indicated factors impacting the problem, and presented a professional learning model to build educator capacity in support of student achievement on Florida's United States History End-of-Course (EOC) Assessment. The next chapter of this dissertation in practice will describe the rationale used to design, implement, and evaluate the professional learning proposed as a solution to the problem of practice.

CHAPTER 2: RATIONALE FOR SOLUTION TO PROBLEM OF PRACTICE

Introduction

The problem of practice, the need for professional learning to build educator capacity in support of student achievement on Florida's United States History End-of-Course (EOC) Assessment, calls for a solution. The rationale used to design, implement, and evaluate the proposed solution is rooted in Tyler's (1949) Four Steps of Curriculum Development and Shulman's (1986) notion of pedagogical content knowledge.

Professional Learning Design

Florida Statutes (1008.22, 2010; 1012.34, 2011; 1012.98, 2013) require the U.S. History End-of-Course (EOC) Assessment, professional development to increase student achievement, and a teacher performance evaluation based on student learning, respectively. This legislation could lead one to believe that the state would offer professional learning in support of both student and teacher performance. Contrarily, neither state funded nor a state supported professional learning exists specifically aimed at professional learning to enhance student achievement on any state legislated EOC Assessment. This dissertation in practice presents a professional learning model as a solution to the U.S. History EOC Assessment component of the overall assessment preparation problem in Florida and, more specifically, in OCPS. The proposed professional learning is offered as a solution to the identified problem of practice; building educator capacity in support of student achievement on Florida's U.S. History EOC Assessment.

Context. Florida's School Community Professional Development Act (F.S. 1012.98, 2013) recognizes increased student achievement as a goal of professional development. The Act requires each school district to develop its own professional development system. In OCPS, one Instructional Coach for Secondary Social Studies in the Department of Curriculum and Instruction is tasked with designing and implementing professional learning to build high school U.S. History educator capacity in support of their students' achievement on U.S. History EOC Assessment, and subsequent impacts on educator evaluation scores and school grades. The particular professional learning series proposed as a solution to the problem of practice identified in this dissertation in practice could serve as a model for the U.S. History EOC Assessment throughout Florida, as well as statewide EOC Assessment professional learning experiences, in general.

Goals. Because U.S. History End-of-Course (EOC) Assessment outcomes are expected to impact students, educators, and schools, implementation of professional learning could address the disparity between legislated assessments and potential impacts. The overall impact of the U.S. History EOC Assessment Professional Learning Series is intended to improve teaching and learning to support student achievement on the U.S. History EOC Assessment. Three indicators will mark progress toward achieving this goal. The short term goal is that educators will demonstrate pedagogical content knowledge (Shulman, 1986) growth in planning, teaching, and assessing for their U.S. History courses. As this short term goal is increasingly achieved, educators are expected to progress toward long term goals. The first long term goal, educators demonstrate professional efficacy, concentrates on pedagogical effectiveness. A second long term

goal, educators demonstrate instructional efficacy, focuses on content expertise. This progression of goal attainment is designed to support the program's overall goal of improving teaching and learning to support student achievement on the U.S. History EOC Assessment.

Key elements of the design. The U.S. History EOC Assessment Professional Learning Series was designed as a sustained professional learning model to help high school U.S. History educators assigned to teach courses impacted by the U.S. History EOC Assessment. Specifically, this professional learning was designed to help educators understand details about the (a) standards-based assessment measuring what a student should know and be able to do following completion of the U.S. History course; (b) scope and function of the U.S. History EOC Assessment; (c) alignment of test items with the Next Generation Sunshine State Standards (NGSSS) for Social Studies in high school United States History; (d) benchmarks, stimulus types, and test items; and (e) content and format of the test and test items.

Logic model. Table 1 contains a logic model that presents the major chain of program activities associated with implementing the U.S. History EOC Assessment Professional Learning Series. Series programming includes the flow of inputs, activities, outputs, and outcomes depicted in the logic model.

Table 1

Logic Model. United States History End-of-Course Assessment Professional Learning Series

Priorities Impact	Inputs	Program Plan Activities	Outputs	Program Results Outcomes
Improve teaching and learning to support student achievement on FDOE U.S. History EOC Assessment.	<ul style="list-style-type: none"> Florida Statutes Florida Department of Education (FDOE) Memoranda, Presentations, Rules, etc. FDOE U.S. History End-of-Course Assessment Test Item Specifications (2010) Orange County Public Schools (OCPS) district level support OCPS memoranda, policies, presentations, and procedures regarding U.S. History End-of-Course Assessment Special Populations Support OCPS high school U.S. History educators assigned to teach courses impacted by the U.S. History End-of-Course (EOC) Assessment Facilities Technology Materials Time 	<ul style="list-style-type: none"> Obtain district support for design and implementation Facilitate U.S. History End-of-Course Assessment Professional Learning Needs Survey(s) Design the U.S. History EOC Assessment Professional Learning Series sessions per evidence-based and research-based professional learning protocols Confirm alignment of the U.S. History EOC Assessment Professional Learning Series item specifications Course materials development Recruit teacher participants Facilitate the U.S. History EOC Assessment Professional Learning Series sessions and program 	<ul style="list-style-type: none"> Educators attend and contribute to the U.S. History EOC Assessment Professional Learning Series sessions according to plan Educators utilize the U.S. History EOC Assessment Professional Learning Series knowledge and skills during individual and collaborative planning, teaching, and assessment for United States History courses. 	<p>Short Term: Educators demonstrate growth of pedagogical content knowledge in planning, teaching, and assessing for United States History courses.</p> <p>Long Term: Educators demonstrate improved instructional and professional efficacy.</p>

In reviewing Table 1, which depicts U.S. History EOC Assessment Professional Learning Series inputs, activities, outputs, and outcomes, there are several assumptions: First, aspects of the U.S. History EOC Assessment Professional Learning Series may tap into the teacher evaluation system and make explicit connections between professional learning and classroom practice expectations. Second, each district high school will be represented in each session and, by the end of the U.S. History EOC Assessment Professional Learning Series, each high school U.S. History Professional Learning Community member will have attended at least two sessions in the series. Third, Orange County Public Schools (OCPS) will support participation expectations, funding for series programming, , and evaluation.

In regard to external factors related to Table 1, implementation of professional learning and achievement of associated goals may be impacted by lack of district, faculty, and staff support, or related organizational cultures. Academic, athletic, and extracurricular calendar events; funding; and instructional assignments could also impact implementation and, therefore, the achievement of professional learning goals.

The purpose of identifying and utilizing resources (inputs) in Table 1 is to build awareness and understanding of the history and context of the problem of practice for all stakeholders. Secondly, a prescribed sequence of events (activities) is designed for implementation of professional learning to build teacher capacity to support student achievement. Next, high school U.S. History educators need to participate in the U.S. History EOC Assessment Professional Learning Series elements to enhance planning,

teaching, and assessing practice in support of student achievement on the U.S. History EOC Assessment (output).

Participation is intended to increase educators' understanding of the (a) standards-based assessment measuring what a student should know and be able to do following completion of the U.S. History course; (b) scope and function of the U.S. History EOC Assessment; (c) alignment of test items with the Next Generation Sunshine State Standards (NGSSS) for Social Studies in high school United States History; (d) benchmarks, stimulus types, and test items; and (e) content and format of the test and test items. The intent (outcomes) of designing and implementing the U.S. History EOC Assessment Professional Learning Series is that participating high school U.S. History educators will demonstrate growth of pedagogical content knowledge in planning, teaching, and assessing U.S. History courses. This demonstration is intended as a precursor to improved instructional and professional efficacy. The intended impact of achieving these short and long term goals is improving teaching and learning to support student achievement on Florida's U.S. History EOC Assessment.

Conceptual framework. The U.S. History End-of-Course (EOC) Assessment Professional Learning Series is rooted in Tyler's (1949) four steps of curriculum development and Shulman's (1986) notion of pedagogical content knowledge.

The four steps of curriculum development. Tyler's (1949) curriculum development rationale of stating objectives, and selecting, organizing, and evaluating learning experiences provided an apt correlate for the design, implementation, and

evaluation of professional learning related to the U.S. History EOC Assessment. Table 2 describes Tyler’s (1949) rationale for the four steps of curriculum development.

Table 2

The Four Steps of Curriculum Development: The Tyler Rationale (1949)

Steps	Guiding Questions
1. Define appropriate learning objectives.	What educational purposes should the organization seek to attain?
2. Introduce useful learning experiences.	How can learning experiences be selected which are likely to be useful in attaining identified objectives?
3. Organize experiences to maximize their effect.	How can learning experiences be organized for effective instruction?
4. Evaluate the process and revise areas that are not effective.	How can the effectiveness of learning experiences be evaluated?

An explanation of each of Tyler’s four curriculum development steps, as applied to the design of the U.S. History EOC Assessment Professional Learning Series, follows.

Step 1: Define appropriate learning objectives. The U.S. History EOC Assessment Professional Learning Series addressed the first step of Tyler’s curriculum development rationale by establishing a learning goal for professional learning: Participants will understand the implications of and use knowledge from Florida’s U.S. History EOC Assessment Test Item Specifications (2010) to support student achievement on the Assessment. It is imperative that participating U.S. History educators understand item specifications because the document “[defines] content and format of the test and test items. . . indicates alignment of test items with Next Generation Sunshine State

Standards. . . and [provides] stakeholders with information about the scope and function of the end-of-course [assessment],” (Florida Department of Education, 2010, p. 1).

McTighe, Seif, and Wiggins (2004) advocated teaching for meaning and understanding through the use of understanding big ideas in content and inquiring at high levels to solve problems. Thus, the learning goal based essential question *How can I inform my practice to support student achievement on the U.S. History EOC Assessment?* is posed at the onset of the professional learning series and consistently revisited to assess participating educators’ progress toward achieving the learning goal. Professional learning series content stems from this objective and the intended, overall professional learning impact of improving teaching and learning in support of student achievement (Wiggins & McTighe, 2001).

The incorporation of these aspects--presenting an overarching learning goal and related essential question--are an intentional design of the professional learning series created to address Tyler’s first curriculum development step. In doing so, the guiding question associated with Tyler’s first step, *What educational purposes should the organization seek to attain?* is answered. Specifically, because OCPS seeks to lead students to success, and the U.S. History EOC Assessment Professional Learning Series aims to support student achievement, the school district’s organizational purpose remains a constant focus.

Step 2: Introduce useful learning experiences. To address the second step of Tyler’s rationale, the U.S. History EOC Assessment Professional Learning Series was purposefully planned to support educators’ professional growth through useful learning

experiences. To support growth of pedagogical content knowledge in planning, teaching, and assessing the U.S. History curriculum, professional learning experiences were designed to provide awareness and understanding of the item specifications and the document's applications to professional practice. The purpose of the item specifications is to increase educators' understanding of the (a) standards-based assessment measuring what a student should know and be able to do following completion of the U.S. History course; (b) scope and function of the U.S. History EOC Assessment; (c) alignment of test items with the Next Generation Sunshine State Standards (NGSSS) for Social Studies in high school United States History; (d) benchmarks, stimulus types, and test items; and (e) content and format of the test and test items.

Learning experiences include an assessment simulation, a correlation of simulated assessment items to the item specifications, a test item writing practicum, and model lessons. These learning experiences were designed to explicitly represent the standards-based U.S. History curriculum as outlined in the item specifications. As a result, professional learning was designed to deliver these useful learning experiences to help educators acquire basic information and skills, actively process information, and investigate applications to transfer such meanings to their professional practices (Adler, 1984).

Providing these useful learning experiences that were purposefully planned to reflect use of FDOE U.S. History EOC Assessment Test Item Specifications (2010) in instructional and professional practice responds to the guiding question associated with Tyler's second curriculum development step, *How can learning experiences be selected*

to be useful in attaining identified objectives? Specifically, the U.S. History EOC Assessment Professional Learning Series provides participating OCPS high school U.S. History educators the opportunity to understand the implications of and to use knowledge from the item specifications to support student achievement on the Assessment.

Step 3: Organize experiences to maximize their effect. Tyler's third step in curriculum development, organize experiences to maximize their effect, drove the overall design of the U.S. History EOC Assessment Professional Learning Series, a purposefully planned set of professional learning experiences.

Bruner's (1960) spiral curriculum approach states that students learn progressively, understanding increasingly difficult concepts through a process of step-by-step discovery. The U.S. History EOC Assessment Professional Learning Series presents intentionally structured professional learning experiences for U.S. History educators to learn about and apply key elements of the item specifications (i.e., criteria for test items, item difficulty and cognitive complexity of test items, review procedures for test items, and individual benchmark specifications with sample test items) to their instructional and professional practices. As presented in Table 3, each learning experience was designed to progressively help educators understand the implications of the item specifications and to use knowledge from the document to improve teaching and learning in support of student achievement on the U.S. History EOC Assessment.

Table 3

U.S. History End-of-Course Assessment Professional Learning Series: Learning Experiences

Learning Experience	Discovery Step per Bruner’s (1960) Spiral Curriculum	Support for Professional Learning Objective
Learning experience 1: U.S. History EOC Practice Test (ePAT) assessment simulation	Discover student assessment experience	Practice and deepen U.S. History curriculum knowledge per item specifications; use computer- based test system.
Learning experience 2: Part 1-Test Item Specification Inventory	Part 1 - Discover item specification content.	Part 1 - Recognize purpose of item specifications; identify criteria for test items; distinguish item difficulty and cognitive complexity; ascertain item review procedures.
Part 2-Correlation – simulated assessment: item specifications	Part 2 - Discover item specifications and simulated assessment items correlations.	Part 2 - Align classroom formative and summative assessments to expected U.S. History EOC Assessment test items.
Learning experience 3: Item Writing Practicum	Discover how item specifications support aligning classroom and expected U.S. History EOC Assessment test items.	Generate standards-based test items for classroom use and conduct test item review according to item specifications.
Learning experience 4: Model lessons	Discover expected instructional and professional practice for U.S. History courses.	Demonstrate pedagogical content knowledge in planning, teaching and assessing U.S. History as outlined in item specifications.

An explanation of each learning experienced included in the design of U.S. History EOC Assessment Professional Learning Series follows:

Learning experience 1. Learning experience 1 was designed for U.S. History educators to discover the student assessment experience. Participating in the U.S.

History EOC Practice Test (ePAT) (Appendix F) provides an assessment simulation during which educators practice and deepen knowledge of the U.S. History EOC Assessment, a standards-based assessment that measures what a student should know and be able to do following the completion of a course for high school U.S. History credit. In addition to assessing the curriculum outlined in the item specifications, the ePAT models use of the computer-based test system including several tools that may help students respond to test items during the actual U.S. History EOC Assessment. Tools include an eliminate choice tool, a highlighter, an eraser, a straightedge, and a notepad. The purpose of educators participating in the assessment simulation is designed to deepen their knowledge not only of what curriculum is assessed, but also how student knowledge of that content will be measured.

Learning experience 2. The second professional learning experience was designed for educators to discover the content of the FDOE U.S. History EOC Assessment Test Item Specifications (2010). A second purpose was to correlate that content to the simulated assessment items. First, educators will complete a U.S. History EOC Assessment Test Item Specification Inventory (Appendix G). The inventory will guide educators to identify and explain elements of the FDOE U.S. History EOC Assessment Test Item Specifications.

Initially, educators will recognize the purpose of the item specifications. This recognition will lead educators to discover that the item specifications, “[define] content and format of the test and test items. . . [indicate] alignment of test items with Next Generation Sunshine State Standards. . . and [provide] stakeholders with information

about the scope and function of the end-of-course [assessment],” (Florida Department of Education, 2010, p. 1).

Next, educators will identify criteria for U.S. History EOC Assessment test items. This identification will lead educators to discover overall considerations and criteria for test items required for test item development. Overall considerations include realizing that items may measure more than one benchmark, items are written at a tenth grade reading level, and items require students to understand terms in context. Criteria for test items include realizing test items are in multiple choice format; use graphics (e.g., political cartoons, maps, photographs, diagrams, illustrations, charts); sparingly use most likely, best, or not; have plausible and possible distractors, and include item stems presented as questions.

Additionally, educators will distinguish item difficulty and cognitive complexity of test items. A committee annually reviews the U.S. History EOC Assessment curricular content and estimates item difficulty. The committee predicts items as easy (more than 70% of students will likely respond correctly), average (between 40 and 70% of students will likely respond correctly), or challenging (less than 40% of students will likely respond correctly). Once the assessment is administered, psychometricians adjust item difficulty to reflect the actual percentage of students who selected correct responses.

Cognitive complexity, the cognitive demand of a test item, is measured using Webb’s Depth of Knowledge. The U.S. History EOC Assessment Test Item Review committee distinguishes the cognitive complexity level of each test item. Items are identified as low, moderate, or high complexity. Low complexity, or one step, test items

involve recalling a fact, information, or procedure (Webb, 2005). Low complexity items may demand students identify or recall a historical event, or recognize information from a graphic. A low complexity test item on the U.S. History EOC Assessment may require a student to identify a social issue addressed by a political cartoon or recall the name of a primary source document based on a particular quote. Moderate complexity, or multiple step, test items demand use of information or conceptual knowledge to determine a response (Webb, 2005). Items that require inferring cause and effect, identifying significance, and categorizing are moderate complexity items. A moderate complexity test item on the U.S. History EOC Assessment may require a student to determine which one problem from a list of problems the action depicted in a political cartoon is meant to resolve, or explain how the opinions expressed in a primary source document may have influenced a government system. High complexity test items require reasoning, developing a plan or sequence of steps, and may have more than one possible response (Webb, 2005). High complexity test items require strategic thinking. A high complexity item on the U.S. History EOC Assessment may require a student to draw a conclusion about U.S. History in a particular era based on a political cartoon or determine how the principles expressed in historical document impact current government actions.

The FDOE U.S. History EOC Assessment Test Item Specifications (2010) identify ranges of test items at each cognitive complexity level: 20%-30%, low complexity; 45%-65%, moderate complexity; and 15%-25%, high complexity. The U.S. History EOC Assessment Professional Learning Series aims to support U.S. History educator application of parallel cognitive complexity levels to align classroom formative

and summative assessments to expected test item presentation on the U.S. History EOC Assessment.

Educators will also ascertain test item review procedures. The U.S. History EOC Assessment Test Item Review Committee uses a particular process to appraise the quality of test items. By engaging in this same process, educators are expected to discover the appropriate presentation of test items as established by the overall considerations, criteria for test items, item difficulty, and cognitive complexity levels.

Finally, educators will detect individual benchmark specification information within sample test items. The detection of how each element of a benchmark specification is used to build a test item is designed to help educators discover how to write their own classroom assessment items. Sample test items will be inspected for strand (category of knowledge), reporting category (groups of related benchmarks), standard (Next Generation Sunshine State Standard statement), and benchmark (specific statement of expected student achievement). Inspection will also include examination of benchmark clarification (student response performance expectation), content limits (range of knowledge and degree of difficulty), stimulus attributes (use of additional content or graphics), and content focus (associated content and skills). Educators will correlate assessment simulation items to sample items in the FDOE U.S. History EOC Assessment Test Item Specifications (2010). This correlation activity (Appendix H) was designed to help educators discover how individual benchmark specifications (i.e., strand, reporting category, standard, benchmark, benchmark clarifications, content limits,

stimulus attributes, and content focus terms) relate to content assessed by the U.S. History EOC Assessment.

Learning experience 3. The third professional learning experience, an item writing practicum (Appendix I), was designed for educators to discover how the FDOE U.S. History EOC Assessment Test Item Specifications (2010) support alignment of classroom assessment items to anticipated U.S. History EOC Assessment test items. Once educators grapple with the information from the item specifications as it applies to the ePAT assessment simulation, they will work to generate their own, standards-based test items for classroom use. In addition to utilizing individual benchmark specifications offered in the item specifications, test item creation will require knowledge and use of the criteria for U.S. History EOC Assessment test items (i.e., use of graphics, style and format, scope of test items, and guidelines for item writers), item difficulty, cognitive complexity, and test item review procedures as presented in the item specifications.

Participants will complete the item writing practicum to extend knowledge gained during previous sessions and then conduct a test item review including assigning cognitive complexity levels to standards-based U.S. History test items. The practicum will begin with a predetermined standard and related benchmark, and three, coordinated sample test items, each at a different cognitive complexity level. Next, three different standards and related benchmarks will be presented, each with one sample test item presented at one of the three cognitive complexity levels. Using the item specifications, participants will then create sample, standards-based test items at the remaining cognitive complexity levels for the designated standards and benchmarks. Finally, participants will

select a standard and related benchmark, and write three sample test items, each at a different cognitive complexity level. Participants may complete the second and third steps independently or collaboratively. Once all sample items are written, participants will engage in the item review committee process of created sample test items. This item writing practicum is designed to provide U.S. History EOC Assessment Professional Learning Series educator participants an opportunity to demonstrate the cumulative effect of their professional learning.

Learning experience 4. By the time learning experience 4 is facilitated, U. S. History educators are expected to demonstrate U.S. History EOC Assessment Professional Learning Series knowledge and skills during individual and collaborative planning for, and teaching and assessment in their U.S. History courses. Simultaneously, educators will participate in a fourth learning experience, model lessons (Appendix J), designed to demonstrate planning, teaching, and assessing the standards-based U.S. History curriculum as outlined in the FDOE U.S. History EOC Assessment Test Item Specifications (2010).

Model lessons are included in the U.S. History EOC Assessment Professional Learning Series to provide educators with opportunities to discover expected instructional and professional practice in the courses they are assigned to teach that are impacted by the U.S. History EOC Assessment. Model lessons will be designed and facilitated by a district level instructional coach for secondary social studies and a content specialist. Lesson topics will align with the district’s U.S. History scope and sequence, a standards-based, instructional guidance document also aligned to the item specifications. During

the model lesson design and facilitation, the instructional coach will ensure correlation to pedagogical practices including the district instructional guidance documents and teacher evaluation framework. The content specialist, a university professor with subject matter expertise, will provide content knowledge. Because both the instructional coach and content specialist served on FDOE social studies EOC Assessment committees, they will work in concert to ensure alignment of model lesson components to the item specifications. Emulating expected professional practice through model lesson professional learning experiences is a purposefully planned and placed component of the U.S. History EOC Assessment Professional Learning Series. This particular component is designed to demonstrate pedagogical content knowledge in planning, teaching, and assessment for participating OCPS U.S. History educators.

Delivering these four learning experiences--assessment simulation, correlation of simulated assessment items to the item specifications, test item writing practicum, model lessons--in this order responds to the guiding question associated with Tyler's third curriculum development step, *How can learning experiences be organized for effective instruction?* Specifically, delivering these professional learning experiences in this designated sequence is designed to develop and deepen U.S. History educators' knowledge and use of key item specification elements in their instructional practice.

Step 4. Evaluate the process and revise areas that are not effective. To meet the fourth and final step of Tyler's curriculum development rationale, the U.S. History EOC Assessment Professional Learning Series will be evaluated to determine the extent to which the professional learning goal is being met. The design and implementation of the

U.S. History EOC Assessment Professional Learning Series should monitor participating educators' knowledge and applications of FDOE U.S. History EOC Assessment Test Item Specifications (2010) to support student achievement on the Assessment.

To formatively evaluate educators' understanding, the needs analysis survey should be administered to educators as both a pre-test and post-test for each professional learning experience. Resulting data should be continually analyzed in addition to a summative program evaluation. A summative program evaluation, outlined in the next section of this dissertation in practice, should be guided by the following five questions:

1. How actively do educators participate?
2. Did the professional learning activity (series) take place as planned?
3. How do educators use U.S. History EOC Assessment Professional Learning Series knowledge in their planning, teaching, and assessment?
4. What problems do educators face in understanding and/or applying U.S. History EOC Assessment Professional Learning Series knowledge?
5. How is the professional learning's teaching and learning continuously evaluated?

Data collection to document responses to these evaluation questions will include document collection, observations, interviews, and a focus group.

Formative and summative evaluation data will support a response to the guiding question associated with Tyler's fourth and final curriculum step, *How can the effectiveness of the learning experiences be evaluated?* Specifically, utilizing evaluative data, the OCPS Instructional Coach for Secondary Social Studies who designed and will

implement the U.S. History EOC Assessment Professional Learning Series can maintain or refocus professional learning to ensure participating OCPS U.S. History educators are given explicit opportunities to discover the implications of and use knowledge from the item specifications to improve teaching and learning to support student achievement on the U.S. History EOC Assessment.

As presented, the U.S. History EOC Assessment Professional Learning Series adheres to the four steps of Tyler’s (1949) curriculum development rationale of stating objectives, selecting and organizing learning experiences, and evaluating curriculum in its design and intended implementation of professional learning related to the U.S. History EOC Assessment.

Pedagogical content knowledge. Shulman’s (1986) advocacy that, “. . . blend[ing] properly the two aspects of a teacher’s capacities requires that we pay as much attention to the content aspect of teaching as we have recently devoted to the elements of teaching process,” (p. 8) presented an additional conceptual framework for designing professional learning. The U.S. History EOC Assessment Professional Learning Series was designed with mindfulness about building teacher capacity to facilitate the standards-based U.S. History course as outlined in the FDOE U.S. History EOC Assessment Test Item Specifications (2010). This mindfulness was incorporated into learning experiences so that each occurrence modeled expected professional practice. Shulman’s characteristics of pedagogical content knowledge are displayed in Table 4.

Table 4

Characteristics of Pedagogical Content Knowledge (Shulman, 1986)

Characteristic
<ul style="list-style-type: none">• Goes beyond subject matter knowledge to dimension of subject matter knowledge for teaching• Embodies aspects of content relevant to its teachability• Includes ways of representing and formulating the subject matter to make it comprehensible to others; most useful forms of representation - powerful analogies, illustrations, examples, explanations, and demonstrations - for most regularly taught subject matter topics• Includes an understanding of what makes learning a specific topic easy or difficult; the conceptions and preconceptions accompanying students' learning approaches• Knowledge of beneficial strategies for organizing student learning

Goes beyond subject matter knowledge to dimension of subject matter knowledge for teaching. The first characteristic of pedagogical content knowledge addresses going beyond subject matter knowledge to a dimension of subject matter knowledge for teaching. The U.S. History EOC Assessment Professional Learning Series embodies this characteristic by maintaining a focus on the core of the course description. The course description identifies the standards-based, high school U.S. History curriculum as covering U.S. history from the late 19th century to present. Important to the first characteristic, the subject matter knowledge identified in the course description calls on the U.S. History educator to go beyond teaching a list of events and dates associated with this time frame. Specifically, the curriculum as identified in the course description requires a student “be exposed to the historical, geographic, political, economic, and

sociological events which influenced the development of the United States and the resulting impact on world history,” (Florida Department of Education, 2010, p. E-1).

The FDOE U.S. History EOC Assessment Test Item Specifications (2010) address the difference between subject matter (e.g., events, dates) and subject matter for teaching. First, the item specifications identify reporting categories, or collections of related standards and benchmarks, used to report student performance on the U.S. History EOC Assessment. Reporting categories provide three eras of U.S. history about which students should be taught the cause, course, and consequence of events from U.S. history, and how those events influenced the interactive role of the United States on the world stage. The eras are late 19th and early 20th centuries (1860-1910); global military, political, and economic challenges from 1890-1940; and the United States and the defense of international peace from 1940-present (Florida Department of Education, 2010, p. D-2). To further clarify these historical periods and associated “historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history,” (Florida Department of Education, 2010, p. E-1), particular standards and benchmarks are connected to each reporting category.

For U.S. History educators, this identification signifies subject matter beyond chronological events, and focuses on deeper subject matter knowledge by identifying the standard statement and benchmark, or explicit account of expected student performance. For example, while studying U.S. history from 1860- 1910, students are expected to learn about the Industrial Revolution. Instead of the U.S. History educator teaching this

subject matter based on an instructional resource's (e.g., textbook) representation of affiliated events from specified dates, learning experiences in the U.S. History EOC Assessment Professional Learning Series will model use of the FDOE U.S. History EOC Assessment Test Item Specifications (2010) and demonstrate the specific subject matter knowledge that should be used to plan, teach, and assess an appropriately structured lesson. To support U.S. History educators' development of standards-based lessons about the Industrial Revolution, the learning experience will model identifying the reporting category and related standard that support the course description as outlined in the item specifications (e.g., Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.). Involving U.S. History educators in this component of professional learning promotes improving teaching and learning in support of student achievement on the U.S. History EOC Assessment, because it provides an understanding of the precise subject matter knowledge related to the overall course curriculum.

Embodies aspects of content relevant to its teachability. The second characteristic of pedagogical content knowledge addresses embodying aspects of content relevant to its teachability. The U.S. History EOC Assessment Professional Learning Series exemplifies this characteristic by moving beyond identifying reporting categories and related standards emanating from the course description to distinguishing benchmarks that specify what a student should know and be able to do in order to meet the standard. In the case of teaching about the Industrial Revolution and supporting students' ability to analyze the transformation of the American economy and the changing social and

political conditions in response to the Industrial Revolution, U.S. History EOC Assessment Professional Learning Series learning experiences will guide U.S. History educators to use the items specifications to identify benchmarks that support this particular student learning.

Although the language of the curriculum standard can be explicitly tied to the language of the course description, both phrasings represent what a student is expected to know. The benchmark delineates not only the knowledge a student should acquire while absorbing standard-based content but also the experience of how a student can learn that particular content. Analyzing the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution (standard) may seem like a daunting teaching task. Understanding the supporting benchmark, Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s, provides a portion of teachable content to address on the way to helping students grasp the categorical events during this era of U.S. History, and the subsequent impact of those events on the world history. Involving U.S. History educators in this component of professional learning promotes improving teaching and learning in support of student achievement on the U.S. History EOC Assessment because it focuses the teaching lens on specific subject matter content within the course curriculum.

Representing knowledge and formulating subject matter to make it comprehensible. The third characteristic of pedagogical content knowledge addresses ways of representing knowledge and formulating subject matter to make it

comprehensible to others and includes particularly useful forms of representation (i.e., powerful analogies, illustrations, examples, explanations, and demonstrations) for the most regularly taught subject matter topics. The U.S. History EOC Assessment Professional Learning Series symbolizes this characteristic by devoting learning experience time to explain the stimulus attribute and content focus categories presented as part of individual benchmark specifications in the FDOE U.S. History EOC Assessment Test Item Specifications (2010). Stimulus attributes explain the types of resources that may be used in test items. Resources may include primary and secondary sources; or graphic organizers, illustrations, maps, photographs, or political cartoons (Florida Department of Education, 2010). Additionally, to place items in real world context as required by the overall considerations outlined in the item specifications (Florida Department of Education, 2010), scenarios might be presented within a test item. Content focus, often referred to as content focus terms, speak to subject matter knowledge and related skills as presented in standards and benchmarks.

U.S. History educators must plan, teach, and assess student ability to analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. In doing so, the educator may have students evaluate the Homestead Act (1862) and identify evidence from the text to explain farmers' actions. Educators could also have students analyze a graph depicting urbanization and guide students to predict causes of economic challenges faced by American farmers. Using these types of activities within lessons developed to facilitate the standards-based U.S.

History curriculum may help students understand key elements of historical, geographic, political, economic, and sociological events in U.S. and world history.

Model lesson experiences in the U.S. History EOC Assessment Professional Learning Series were designed to use various representations of subject matter knowledge and provide resources to participating U.S. History educators for inclusion in their classroom teaching. Involving U.S. History educators in this component of professional learning promotes improving teaching and learning in support of student achievement on the U.S. History EOC Assessment because it provides opportunities for teachers to enhance their instructional and professional capacities and demonstrates ways for students to develop habits for interpreting historical knowledge.

Understanding what makes learning easy or difficult. The fourth characteristic of pedagogical content knowledge addresses including an understanding of what makes learning a specific topic easy or difficult; the conceptions and preconceptions accompanying students' learning approaches. The U.S. History EOC Assessment Professional Learning Series represents this characteristic by devoting learning experience time to explain benchmark clarification and content limit statements presented within individual benchmark specifications in the FDOE U.S. History EOC Assessment Test Item Specifications (2010). Benchmark clarifications explain how students will be expected to demonstrate subject matter knowledge related to a particular benchmark. Content limits outline the scope of subject matter knowledge projected for that particular demonstration.

In the instance of students analyzing economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s, benchmark clarification statements guide the U.S. History educator to understand that students will be expected to (a) explain causes of economic challenges farmers faced and (b) identify farmers' strategies used to address these challenges. While engaged in tasks to facilitate student learning about this subject matter's standard, benchmark, and related benchmark clarifications, the content limit statement informs the U.S. History educator that students will be limited to interpreting broad economic concepts in historical contexts rather than interpreting complex economic graphs. Involving U.S. History educators in this component of professional learning promotes improving teaching and learning in support of student achievement on the U.S. History EOC Assessment. Together, the benchmark clarification and content limit elements of an individual benchmark specification guide the U.S. History educator to form conceptions about student subject matter knowledge that will be measured by the U.S. History EOC Assessment.

Beneficial strategies for organizing student learning. The fifth characteristic of pedagogical content knowledge addresses knowledge of beneficial strategies for organizing student learning. The U.S. History EOC Assessment Professional Learning Series expresses this characteristic by providing educators opportunities to participate in model lessons.

Designed to demonstrate pedagogical content knowledge in the planning, teaching, and assessing with the standards-based U.S. History curriculum for participating OCPS U.S. History educators, model lessons emulate expected professional practice to support

student achievement on the U.S. History EOC Assessment. Model lessons are aligned to expected pedagogical practices including the use of district instructional guidance documents and teacher evaluation framework elements to guide instruction. Additionally, model lessons focus on facilitating standards-based U.S. History subject matter knowledge as outlined in the item specifications. The experiential exercise of a model lesson helps teachers grasp concepts related to teaching and learning U.S. History subject matter knowledge. Model lessons situate U.S. History educators as students and promote capturing understandings central to particular historical concepts.

Involving U.S. History educators in this component of professional learning promotes improving teaching and learning in support of student achievement on the U.S. History EOC Assessment by demonstrating how to plan, teach, and assess standards-based U.S. History subject matter knowledge as outlined in the FDOE U.S. History EOC Assessment Test Item Specifications (2010) and expected in the context of the U.S. History EOC Assessment.

Extant research offers little insight into professional learning specifically focused on building teacher capacity toward student achievement on social studies assessments (van Hover, 2008). The Tyler Rationale (1949) and Shulman's (1986) notion of pedagogical content knowledge offered conceptual frameworks for developing professional learning focused on teacher knowledge of content, students, and context (Grant, 2003) in the social studies assessment arena. These concepts provided the underpinnings for the U.S. History EOC Assessment Professional Learning Series.

Rationale for Professional Learning Design

The U.S. History End-of-Course (EOC) Assessment Professional Learning Series was designed to build educator capacity in support of student achievement on Florida's U.S. History EOC Assessment. Tucker (2011) recognized quality teachers as those educators with high intelligence, subject matter mastery, and an ability to engage students in learning. The proposed professional learning series was designed to support subject matter mastery by increasing educators' understanding of the (a) standards-based assessment measuring what a student should know and be able to do following completion of the U.S. History course; (b) scope and function of the U.S. History EOC Assessment; (c) alignment of test items with the Next Generation Sunshine State Standards (NGSSS) for Social Studies in high school United States History; (d) benchmarks, stimulus types, and test items; and (e) content and format of the test and test items. Building these specific capacities for U.S. History educators through the U.S. History EOC Assessment Professional Learning Series is significant because involvement in this professional learning is intended to improve teaching and learning, enhance student achievement on the U.S. History EOC Assessment, and positively impact educators' evaluation scores and school grades. In doing so, the U.S. History EOC Assessment Professional Learning Series presents a solution to resolve the identified problem of practice, the need to design and implement professional learning to build educator capacity in support of student achievement on Florida's U.S. History EOC Assessment.

To meet the professional learning goal of educators demonstrating professional efficacy, the U.S. History EOC Assessment Professional Learning Series concentrates on pedagogical effectiveness by including a series of purposefully planned learning experiences as called for by Tyler's (1949) curriculum development rationale. Learning experiences include an assessment simulation, a correlation of simulated assessment items to item specifications, a test item writing practicum, and model lessons. This series of learning experiences was designed to progressively build educator capacity about professional practice that models planning, teaching, and assessing the standards-based U.S. History curriculum as outlined in the FDOE U.S. History EOC Assessment Test Item Specifications (2010).

To meet the professional learning goal of educators demonstrating instructional efficacy, the U.S. History EOC Assessment Professional Learning Series focuses on subject matter knowledge expertise as called for by Shulman's (1986) notion of pedagogical content knowledge and includes model lessons within its purposefully planned series of learning experiences. Model lessons support demonstration of key U.S. History curricular concepts. Model lessons are preceded by explicit explanations of how the item specifications guided lesson planning, teaching, and assessment of identified subject matter knowledge. Model lessons are followed by interactive debriefing discussions to promote U.S. History educator inquiries about implementing expected instructional practices into their classroom teaching experiences.

Accomplishing these goals demonstrates having also attained the U.S. History EOC Assessment Professional Learning Series goal of educators demonstrating

pedagogical content knowledge (Shulman, 1986) growth in planning, teaching, and assessing in their U.S. History courses. Increasing educator capacity toward these goals is intended to enhance student achievement on the U.S. History EOC Assessment and positively impact educators' evaluation scores and school grades.

At the time this professional learning series was designed, this specific professional learning design had not been implemented in any other context. Although some professional learning targeting particular aspects of various state assessments had been offered, an intentional series of professional learning experiences had neither been designed nor implemented for any secondary curriculum with a content specific assessment. Aligning professional learning experiences to expected standards-based planning, teaching, and assessment practices could serve to build teacher capacity and have a subsequent positive impact on student performance outcomes.

Program Evaluation

The purpose of the evaluation component of the U.S. History End-of-Course (EOC) Assessment Professional Learning Series is to assess the design and implementation of the proposed professional learning presented to OCPS, Orlando, Florida.

Perceived professional learning needs in anticipation of the U.S. History EOC Assessment were explored through a needs analysis survey in fall 2012, the semester following the U.S. History EOC Assessment field test. The survey's purposive sample was composed of members of Florida Association of Social Studies Supervisors (FASSS) designated as school district curriculum coordinators for secondary social studies.

Members responded to an online needs analysis survey with a focus on knowledge of the FDOE U.S. History EOC Assessment Test Item Specifications (2010) that explained the assessment, and disclose related benchmarks, stimulus types, and test items (p. 1).

Descriptive results were organized based on a consolidation of the categories listed.

Results reflected respondents' comfort using the U.S. History EOC Assessment Test Item Specifications (2010) to design and implement professional learning. The results indicated that 35.7% of the coordinators understood the document well enough to model implementation, 46.4% were comfortable implementing the document with mentored support, and 7.1% needed explicit directions to access, utilize, and implement the document. The remaining 10.7% noted unfamiliarity with the Specifications. Because the U.S. History EOC Assessment Test Item Specifications present "general guidelines for the development of all test items used in the assessment" (p. 1) and the review of test items (p. 14), it is critical that curriculum coordinators tasked with providing district level professional learning acquire an acute awareness of the item specifications and model applications for professional practice. Professional learning efforts to support student achievement on the U.S. History EOC Assessment should be designed with these factors in mind. This dissertation in practice offers OCPS a professional learning model for building U.S. History educator capacity in support of student achievement on Florida's U.S. History EOC Assessment.

The model includes a program evaluation component. In accordance with the fourth step of Tyler's curriculum development rationale, the U.S. History EOC Assessment Professional Learning Series will be evaluated to determine the extent to

which the professional learning goal is being met. The design and implementation of the U.S. History EOC Assessment Professional Learning Series calls for monitoring participating educators' understanding of the implications of and use of knowledge from the U.S. History EOC Assessment Test Item Specifications to support student achievement on the Assessment.

To formatively evaluate this understanding, the needs analysis survey should be administered to educators as both a pre-test and post-test for each professional learning experience. Resulting data should be continually analyzed in addition to a summative program evaluation. A summative program evaluation, outlined in the next section of this dissertation in practice, should be guided by several questions.

1. How actively do educators participate?
2. Did the professional learning activity (series) take place as planned?
3. How do educators use U.S. History EOC Assessment Professional Learning Series knowledge in their planning, teaching, and assessment?
4. What problems do educators face in understanding and/or applying U.S. History EOC Assessment Professional Learning Series knowledge?
5. How is the professional learning's teaching and learning continuously evaluated?

Evaluation question 1. How actively do educators participate? Because it is important to understand how actively educators participate in U.S. History EOC Assessment Professional Learning Series, this evaluation will determine professional learning support by key stakeholders, OCPS high school U.S. History educators assigned to teach courses impacted by the U.S. History EOC Assessment. This evaluation focus

will support the following Joint Committee on Standards for Educational Evaluation Program Evaluation Standards (henceforth, Standards): Utility Standards (U2 Attention to Stakeholders, U4 Explicit Values); Feasibility Standards (F3 Contextual Viability); Propriety Standards (P1 Responsive and Inclusive Orientation); Evaluation Accountability Standards (E1 Evaluation Documentation).

Data sources and methods to answer this evaluation question will include document collection. First, a list of all high school educators assigned to teach one or more U.S. History courses impacted by EOC Assessment in the school district will be obtained. Second, individual session and overall series attendance will be collected, organized (database), analyzed, and reported. Third, group use of edmodo, an online learning community, will be monitored for educator acquisition of resources including classroom support for planning, teaching, and assessment.

Evaluation question 2. Did the professional learning activity (series) take place as planned? Insight regarding professional learning taking place as planned will be evaluated to determine if the program’s design and implementation present sustainable professional learning in support of educators’ planning, teaching, and assessment toward student achievement on the U.S. History EOC Assessment. This evaluation focus will particularly support Propriety Standards (P1 Responsive and Inclusive Orientation, P4 Clarity and Fairness); Accuracy Standards (A1 Justified Conclusions and Decisions, A2 Valid Information, A4 Explicit Program and Context Descriptions, A5 Information Management); and Evaluation Accountability Standards (E1 Evaluation Documentation).

To respond to this evaluation question document collection, observations, and interviews will take place. The evaluator will collect, analyze, and report U.S. History EOC Assessment Professional Learning Series calendars of events (proposed, actual), U.S. History EOC Assessment Professional Learning Series event Common Board Configurations (CBC) (Session objectives, procedures, materials, assessments), and teacher evaluations (exit slips, district evaluation forms) of each session. Additionally, each U.S. History EOC Assessment Professional Learning Series session will be observed for implementation of planned and actual session elements. The evaluator will also interview Department of Curriculum and Instruction leadership for descriptions of services and provisions.

Evaluation question 3. How do educators use U.S. History EOC Assessment Professional Learning Series knowledge in their planning, teaching, and assessment? It is important to understand how educators use U.S. History EOC Assessment Professional Learning Series knowledge in their planning, teaching, and assessment. Thus, applicability of the program’s elements will be evaluated. This evaluation focus will particularly support the following Standards: Utility Standards (U4 Explicit Values, U5 Relevant Information); Propriety Standards (P4 Clarity and Fairness), Accuracy Standards (A1 Justified Conclusions and Decisions); Evaluation Accountability Standards (E1 Evaluation Documentation).

Additional document collection and observations will occur to determine a response to this evaluation question. Collection of lesson plans and instructional materials (activities, formative and summative assessments) will precede observations of

educators' planning (individual, professional learning community (PLC)), teaching, and assessing (procedure, content) the standards-based U.S. History curriculum.

Evaluation question 4. What problems do educators face in understanding and/or applying U.S. History EOC Assessment Professional Learning Series knowledge? The problems educators face in understanding and/or applying U.S. History EOC Assessment Professional Learning Series knowledge will be evaluated to ensure expected application and focus of professional learning components. This evaluation focus will particularly support the following Standards: Propriety Standards (P4 Clarity and Fairness, P6 Conflicts of Interests); Accuracy Standards (A1 Justified Conclusions and Decisions); Evaluation Accountability Standards (E1 Evaluation Documentation). To understand this evaluation question, assessments, observations, surveys, and a focus group will be facilitated. Assessments will include written tests; a pre-test and post-test for each U.S. History EOC Assessment Professional Learning Series session to assess mastery of pedagogical content knowledge. As well, observations of educators' planning (individual, PLC), teaching, and assessing (procedure, content) U.S. History will occur. Further, an educator perceptions survey will be conducted three weeks after each session to determine U.S. History educators' abilities and interests applying knowledge gained in session/series. Finally, a focus group will be facilitated prior to a mid-year U.S. History EOC Assessment Professional Learning Series session to assess understanding and application issues, and frame appropriate content and skills for subsequent sessions. The focus group discussion will be guided by the needs analysis survey and interview questions.

Evaluation question 5. How is the professional learning’s teaching and learning continuously evaluated? The ongoing evaluation of the teaching and learning that occurs related to the U.S. History EOC Assessment Professional Learning Series will be evaluated to ensure professional learning objectives are effectively and efficiently met. This evaluation focus will particularly support the following Standards: Feasibility Standards (F2 Practical Procedures, F4 Resource Use); Accuracy Standards (A2 Valid Information); Evaluation Accountability Standards (E1 Evaluation Documentation). Document collection and interviews will reveal responses to this final evaluation question. In addition to U.S. History EOC Assessment Professional Learning Series formative and summative assessments, and needs analysis survey results being collected, the evaluator will interview Department of Curriculum and Instruction leadership to obtain similar, categorical perspectives of the U.S. History EOC Assessment Professional Learning Series.

This chapter of this dissertation in practice described the rationale used to design, implement, and evaluate the proposed solution to the problem of practice; the U.S. History End-of-Course (EOC) Assessment Professional Learning Series. The next chapter will describe anticipated professional learning targets, outcomes, implementation and evaluation procedures, and plan for modification.

CHAPTER 3: PROFESSIONAL LEARNING ANALYSIS AND EVALUATION

Introduction

This dissertation in practice proposed the use of the U.S. History End-of-Course (EOC) Assessment Professional Learning Series to build educator capacity in support of student achievement on the Florida's U.S. History EOC Assessment. Professional learning specifically related to the U.S. History EOC Assessment should be provided because performance outcomes are scheduled to impact student course grades, educator evaluation scores, and school grades. These impacts stem from state legislation. However, neither Florida Statute nor the Florida Department of Education (FDOE) facilitate or fund professional learning in support of these influences. This chapter of this dissertation in practice will describe anticipated professional learning targets, outcomes, implementation and evaluation procedures, and plan for modification for the proposed U.S. History EOC Assessment Professional Learning Series.

Professional Learning Targets

The U.S. History EOC Assessment Professional Learning Series is intended to improve teaching and learning in support of student achievement on Florida's U.S. History EOC Assessment. To accomplish this, professional learning will aim to support the pedagogical content knowledge growth of U.S. History educators as they plan, teach, and assess the standards-based U.S. History curriculum. As U.S. History educators demonstrate pedagogically sound subject matter facilitation, professional learning will add the aim of instructional and professional efficacy.

Target audience. Because U.S. History EOC Assessment outcomes are expected to impact students, educators, and schools, this particular professional learning model was designed for high school U.S. History educators assigned to teach courses impacted by the U.S. History EOC Assessment, specifically those in Orange County Public Schools (OCPS), Orlando, Florida. Additional stakeholders were identified as students in cohorts and courses expected to be impacted by U.S. History EOC Assessment scores, OCPS high school administrators whose school grades were expected to be impacted by student performance outcomes, OCPS school district leadership as educational policymakers, and the OCPS educational community at large.

Professional learning benefits. The U.S. History EOC Assessment Professional Learning Series was designed to build teacher capacity in support of student achievement on the U.S. History EOC Assessment. Tyler's (1949) rationale for curriculum development and Shulman's (1986) notion of pedagogical content knowledge provided the conceptual framework used to design the proposed professional learning. Based on this framework, professional learning experiences were selected and organized to build educator capacity about the standards-based U.S. History curriculum and its related teaching and learning processes. If U.S. History educators participate in the professional learning series, the teaching and learning of U.S. History in their classrooms should improve.

Anticipated Professional Learning Outcomes

The professional learning experiences chosen for inclusion in the U.S. History EOC Assessment Professional Learning Series were selected because each experience

supports pedagogical content knowledge growth in planning, teaching, and/or assessing U.S. History. Building these educator capacities is expected to improve instructional and professional efficacy. Presented as an intentional sequence of professional learning experiences, the U.S. History EOC Assessment Professional Learning Series should improve teaching and learning to support student achievement on U.S. History EOC Assessment. The following sections describe anticipated changes in performance, professional learning, and organizational structure as a result of implementing the proposed professional learning series.

Anticipated changes in performance. Learning experience 1, the assessment simulation, was designed to increase participant understanding of what a student should know and be able to do following the completion of the high school U.S. History course. Based on learning experience 1, U.S. History educators should be able to explain how students will be assessed and why teaching and learning in support of student achievement on that assessment should reflect the standards-based U.S. History curriculum.

Learning experience 2, an inventory of the FDOE U.S. History EOC Assessment Test Item Specifications (2010) followed by a correlation of the item specifications and assessment simulation items, was designed to develop participant knowledge of (a) the scope and function of the U.S. History EOC Assessment and (b) how assessment items align to curriculum standards. Based on learning experience 2, U.S. History educators should be able to align classroom formative and summative assessment items to the standards-based U.S. History curriculum delineated in the item specifications.

Learning experience 3, a test item writing practicum, was designed to enhance participant ability to pattern classroom assessment items after item criteria outlined in the item specifications. Based on learning experience 3, U.S. History educators should be able to design classroom assessment items that measure benchmarks; adhere to content limits; include appropriate content focus; and meet use of graphics, item style, and format guidelines as defined in the item specifications.

Learning experience 4, model lessons, was designed to provide instructional and professional practice exemplars. Model lessons were created to illustrate individual and collaborative planning, teaching, and assessing of U.S. History. Based on learning experience 4, U.S. History educators should be able to demonstrate applications of planning, teaching, and assessing the standards-based U.S. History curriculum presented in the item specifications.

Anticipated changes in professional learning. To promote professional learning, OCPS district level leadership should establish the non-negotiable expectation that all district U.S. History educators assigned to teach courses impacted by Florida's U.S. History EOC Assessment will participate in the U.S. History EOC Assessment Professional Learning Series. In turn, school site administrators should support their U.S. History faculty's consistent and full participation in the professional learning series. District and school level expectations should be clearly and consistently communicated to establish U.S. History educator respect for professional learning designed to build their instructional and professional practices and, in turn, support student achievement. Without these understandings, professional learning participation may only occur at will.

If U.S. History educators are given the choice to participate at will, only limited support can be offered for the district's mission and professional learning goals.

Anticipated changes in organizational structure. Recognition of social studies as a component of the core curriculum is imperative if professional learning targets are to be achieved. State legislation requires all courses, core and elective, not already attached to FDOE end-of-course (EOC) assessments to include end-of-course exams beginning in the 2014-2015 school year. Because of this legislation, the structure of OCPS district level leadership may need to expand. Specifically, increasing Department of Curriculum and Instruction leadership to include a senior administrator for each content area at both the elementary and secondary levels could provide dedicated content expertise, instructional focus, and time to build teacher capacity in support of student achievement, in general. Designating a leadership position with decision making authority and power for secondary social studies could provide specific curricular support related to social studies curriculum, instruction, and assessment. With this more focused purview, the U.S. History EOC Assessment Professional Learning Series stands a better chance of being implemented as designed. Subsequent to this designation, content specific support could support the OCPS mission of leading students to success.

In addition to designating specific social studies leadership at the district level, district leadership is anticipated to encourage U.S. History educator participation in the U.S. History EOC Assessment Professional Learning Series as a means to support expected U.S. History EOC Assessment impacts on student course grades, educator evaluation scores, and school grades. Respecting these impacts could motivate school

site administrators to participate in the professional learning alongside their U.S. History faculty to better understand instructional and professional expectations of U.S. History faculty they evaluate.

Anticipated Implementation and Evaluation Procedures

The U.S. History EOC Assessment Professional Learning Series was designed and proposed for implementation within OCPS. With acceptance and sustained district level support (e.g., participation expectations, funding for series programming, evaluation), implementation will proceed in fall 2014, and engage OCPS U.S. History educators in professional learning experiences aimed to build their capacity about the FDOE U.S. History EOC Assessment Test Item Specifications (2010) to support student achievement on the Assessment. Implementation of professional learning will include an assessment simulation, a correlation of simulated assessment items to the item specifications, a test item writing practicum, and model lessons demonstrating planning and teaching the standards-based U.S. History curriculum as outlined in the item specifications. Evaluation of professional learning will include monitoring the extent to which the professional learning goals are being met. Monitoring will include document collection, observations, interviews, and a focus group to assess participating educators' knowledge and applications of FDOE U.S. History EOC Assessment Test Item Specifications (2010) to support student achievement on the Assessment.

Indicators. The implementation of professional learning experiences and their presentation as a series are expected to (a) support pedagogical content knowledge growth in planning, teaching, and assessing U.S. History and (b) to improve instructional

and professional efficacy. The ultimate purpose of the professional learning series is to improve teaching and learning to support student achievement on Florida's U.S. History EOC Assessment.

Short term indicators. To indicate progress toward educators demonstrating pedagogical content knowledge growth in planning, teaching and assessing U.S. History, educators will need to attend and contribute to the U.S. History EOC Assessment Professional Learning Series. Ideally, each OCPS U.S. History educator should attend each professional learning experience in the series. Realistically, each district high school should be represented in each session, and by the end of the U.S. History EOC Assessment Professional Learning Series, each high school U.S. History faculty member will have attended at least two sessions in the series.

Limitations. FDOE, OCPS, and individual school calendar events may interfere with intended implementation and evaluation procedures. Because of this, sporadic attendance may result for some individual U.S. History educators and school site U.S. History teaching teams (i.e., U.S. History PLCs). Irregular or lack of participation in professional learning will likely hinder targeted improvements in teaching and learning. For example, it is predicted that U.S. History educators who choose not to participate in a particular learning experience may not exhibit related professional growth. Also, complications developing awareness and understanding of the items specifications as applied to expected professional practice may result from lack of participation in professional learning. Additionally, U.S. History educators absent from or irregularly

attending professional learning may not include or incorrectly apply state and district instructional guidance documents explained during professional learning experiences.

Long term indicators. To indicate progress toward improved instructional and professional efficacy, educators will be expected to utilize U.S. History EOC Assessment Professional Learning Series knowledge and skills during their individual and collaborative planning, teaching, and assessment for U.S. History. Because it is important to understand how educators apply knowledge from professional learning to their professional practice, applicability of professional learning elements will be evaluated. Lesson plans and instructional materials (activities, formative and summative assessments) will be collected for review prior to observing educators' planning (individual, professional learning community (PLC)), teaching, and assessing (procedure, content) the standards-based U.S. History curriculum.

To understand problems educators face applying knowledge from professional learning to their professional practice, assessments, observations, surveys, and a focus group will be conducted. Assessments will include a pre-test and post-test to measure pedagogical content knowledge growth related to each professional learning experience. Observations of individual and collaborating planning, classroom teaching, and assessment procedures and content will occur. A survey will be conducted midway between each learning experience to determine educator interest and ability applying professional learning knowledge and skills. Finally, a focus group will be facilitated midway through the professional learning series to assess issues understanding and

applying knowledge and skills from professional learning. Learning experiences for subsequent sessions may be redesigned based on these evaluation outcomes.

Limitations. The implementation of professional learning and achievement of associated goals may be impacted by lack of district, faculty, and staff support, or related organizational cultures. Academic, athletic, and extracurricular calendar events; funding; and instructional assignments could also impact implementation and, therefore, the achievement of professional learning goals.

Professional Learning Series Modification

Formatively assessing the pedagogical content knowledge growth, and instructional and professional efficacies of participating U.S. History educators is expected to reveal elements of the proposed U.S. History EOC Assessment Professional Learning Series that may need amendment. Needs analysis survey results, observations, and interviews should yield additional insight to differentiate capacity building efforts for U.S. History educators. Evaluation outcomes may expose the need for collaborative planning with individual U.S. History educators or school site professional learning communities (PLCs), side-by-side coaching during classroom lesson facilitation, or model lessons presented by an Instructional Coach for Secondary Social Studies or exemplary U.S. History educator.

Grant (2003) reasoned the importance of content and context knowledge in high-stakes test settings. van Hover (2008) recognized the need for professional learning related to high stakes testing. The lack of professional learning to enhance pedagogical content knowledge in support of student achievement corroborates these concerns for

Florida's U.S. History EOC Assessment. The professional learning series proposed in this dissertation in practice recognized the importance of building educator capacity to support student achievement. Educator participation in professional learning is paramount in constructing instructional and professional practices grounded in pedagogical content knowledge.

This chapter of this dissertation in practice described anticipated professional learning targets, outcomes, implementation and evaluation procedures, and plans for modification of the U.S. History End-of-Course (EOC) Assessment Professional Learning Series. The next chapter of this dissertation in practice will discuss implications and recommendations regarding the professional learning series.

CHAPTER 4: IMPLICATIONS AND RECOMMENDATIONS

Introduction

Florida's U.S. History EOC Assessment outcomes are scheduled to impact student course grades, educator evaluation scores, and school grades. However, neither Florida Statute nor the Florida Department of Education (FDOE) facilitate or fund professional learning in support of these influences. The United States History EOC Assessment Professional Learning Series offered a solution to this problem of practice.

Tyler's (1949) rationale for curriculum development and Shulman's (1986) notion of pedagogical content knowledge provided conceptual frameworks for the proposed professional learning. Tyler's (1949) rationale offered a framework for professional learning experiences. First, an appropriate learning objective was defined: Participants will understand the implications of and use knowledge from Florida's U.S. History EOC Assessment Test Item Specifications (2010) to support student achievement on the Assessment. Second, useful learning experiences were introduced: an assessment simulation, a correlation of simulated assessment items to the item specifications, a test item writing practicum, and model lessons. Third, the learning experiences were organized for maximum effect. Professional learning experiences were delivered in a designated sequence--simulated assessment, correlation, item writing practicum, model lessons--to develop and deepen U.S. History educators' knowledge and use of key item specification elements in their instructional practice. Finally, a program evaluation was outlined to determine the effectiveness of learning experiences.

Shulman's (1986) notion of pedagogical content knowledge offered a framework for the content of professional learning experiences. First, to go beyond subject matter knowledge to the dimension of subject matter knowledge for teaching, professional learning maintained a focus on the U.S. History course description. Second, to embody aspects of content relevant to its teachability, professional learning distinguished benchmarks specifying what a student should know and be able to do to demonstrate understanding of the standards-based U.S. History curriculum. Third, to include ways of representing and formulating subject matter in a comprehensible manner, professional learning described the stimulus attributes and content focus of expected U.S. History EOC Assessment test items. Fourth, to include an understanding of what makes learning particular U.S. History topics easy or difficult, professional learning explained benchmark clarifications and content limits within benchmark specifications. Finally, to demonstrate knowledge of beneficial strategies for organizing student learning, professional learning modeled expected instructional and professional practices.

These conceptual frameworks served as the foundation of the U.S. History EOC Assessment Professional Learning Series. Based on this deliberate design, professional learning goals were identified as (a) supporting pedagogical content knowledge growth in planning, teaching, and assessing United States History; (b) improving instructional and professional efficacy; and (c) improving teaching and learning to support student achievement on the U.S. History EOC Assessment.

Implications

Participation in the U.S. History EOC Assessment Professional Learning Series could positively influence student performance outcomes on the U.S. History EOC Assessment and related U.S. History course grades, U.S. History educator evaluation scores, and the component of school grades based on U.S. History EOC Assessment student scores. The proposed professional learning could also serve as a professional learning model for other courses with EOC assessments in Orange County Public Schools (OCPS), and throughout Florida. Additionally, other programs with standards-based assessments (e.g., Advanced Placement, International Baccalaureate) could use this professional learning model to build teacher capacity in support of student achievement in their particular curricula.

Recommendations

The increasing focus on evidence-based methods to improve student achievement calls on educational leadership to ensure that educators are provided appropriate professional learning and adequate resources including time to implement instructional changes. As social studies asserts its position in the assessment arena, educational leadership is equally beholden to provide these supports for social studies in addition to other, traditionally tested content areas (i.e., mathematics, reading, science). Thus, the first recommendation is to implement the U.S. History EOC Assessment Professional Learning Series as designed.

Subsequent to implementation, it is recommended that the program evaluation component of the proposed professional learning be fully supported throughout the

district. Support is expected to include collaboration of all district level divisions and departments associated with curriculum, instruction, and assessment. Research related to implementation and data from program evaluation could yield insightful methods for improving teacher quality, especially as related to student performance. For example, investigating the correlation between educators' participation in professional learning and student outcomes could offer insight into the effectiveness of the professional learning series.

It is also recommended that OCPS dedicate a district level, leadership position to social studies education. This individual would be tasked with maintaining content specific and grade level appropriate tasks for secondary social studies instructional coaches, requiring professional learning specifically related to social studies curricula, providing professional learning in different modes, and effectively communicating professional practice expectations to support teacher quality in the district.

This dissertation in practice proposed the use of the U.S. History EOC Professional Learning Series to build educator capacity in support of student achievement on the Assessment. The need for the proposed professional learning was explained by identifying the problem of practice, describing the history and conceptualization of the problem, setting the problem within an organizational context, and indicating factors impacting the problem. Based on this explanation, the U.S. History EOC Professional Learning Series was introduced to build educator capacity in support of student achievement on Florida's U.S. History EOC Assessment. Following this introduction, the framework used to design, implement, and evaluate professional learning was

discussed. This discussion was followed by a description of anticipated professional learning targets, outcomes, implementation and evaluation procedures, and plan for modification. This dissertation in practice closed with a discussion of implications and recommendations related to the proposed U.S. History EOC Professional Learning Series.

Program Influence

My 24-year tenure in education has been shared between teaching middle and high school social studies with a brief assignment in elementary school and, most recently, mentoring colleagues as an Instructional Coach for Secondary Social Studies in the nation's 10th largest school district. I continue to be enriched by professional experiences; many associated with the EdD Professional Practice program and related scholarly activities. Leadership and professional development opportunities at the school, district, and state levels shape and sustain my practice. My National Board certification experience cultivated a desire to further my education. The road to my MEd Secondary Social Studies Education enhanced my knowledge of civic education, media literacy, social studies professional development, and the use of technology. As a doctoral candidate in a Carnegie Project on the Education Doctorate program at one of the nation's top tier research institutions, I have reflected on a journey that has built both confidence and competence in designing, implementing, and evaluating standards-based curriculum, instruction, and assessment.

Although this reflection reveals my journey, it also focuses a lens on my professional path forward. My vision is to serve as a respected voice at the education policymaking table. A long-term goal toward this vision is to support improved

instructional and professional efficacy. The first step on my path toward these goals is to collaborate within an organization designed to enhance teachers' pedagogical content knowledge and professional practice in support of student achievement.

The EdD Professional Practice program provided a rich arena to utilize my experience, knowledge, and skills. Nurturing and sharing my unique compilation of abilities, and applying my organization and presentation skills drew on my sense of creativity, initiative, and resourcefulness. It is my hope that my EdD Professional Practice program experience and resulting dissertation in practice positively influence professional learning for social studies educators.

**APPENDIX A: INSTITUTIONAL REVIEW BOARD
APPROVAL OF RESEARCH**



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Stacy Skinner**

Date: **September 24, 2012**

Dear Researcher:

On 9/24/2012, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Anticipated Professional Development Needs for the U.S. History
End of Course Assessment
Investigator: Stacy Skinner
IRB Number: SBE-12-08401
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 09/24/2012 05:03:09 PM EDT

IRB Coordinator

**APPENDIX B: U.S. HISTORY END-OF-COURSE ASSESSMENT
FASS PROFESSIONAL LEARNING NEEDS SURVEY**

**U.S. HISTORY END-OF-COURSE ASSESSMENT
FASSS PROFESSIONAL LEARNING NEEDS SURVEY**

General Directions

Please take a moment to answer the following questions to assist in planning future professional learning offerings for high school U.S. History educators in anticipation of the Florida Department of Education U.S. History End-of-Course (EOC) Assessment. Your answers are completely anonymous. This survey is voluntary. Proceeding with the survey provides your consent to participate in this study.

- 1) Please indicate your attendance at Florida Department of Education (FL DOE) U.S. History End-of-Course Assessment (EOCA) professional development trainings. Check all that apply.
- Friday, October 14, 2011 - Florida Council for the Social Studies *Preconference Session: An In-depth Introduction to the High School U.S. History End-of-Course Assessment*
 - Saturday, October 15, 2011 - Florida Council for the Social Studies *Conference Session: Florida End-of-Course High School U.S. History Assessment Update*
 - I have not attended any FL DOE U.S. History EOCA professional development sessions.

Please indicate any other U.S. History EOCA professional development trainings you have attended. Please list the date (MM/DD/YYYY), sponsor, session title, presenter(s), and location:

- 2) Please indicate your content knowledge of the *U.S. History End-of-Course Assessment Test Item Specifications (Specifications)*.
- I am unfamiliar with the *Specifications*.
 - I am at the **Consultation** level with the *Specifications*; I need explicit directions regarding how to access, utilize, and implement them.
 - I am at the **Collaboration** level with the *Specifications*; I am comfortable implementing them with a mentor providing scaffolded support.
 - I am at the **Coaching** level with the *Specifications*; I understand them well enough to model implementation for others.

If you answered I am unfamiliar with the *Specifications*, please **click here** to complete and **SUBMIT** this survey.

Questions # 3 – 6 address elements of the *Specifications* related to
Criteria for U.S. History EOCA Test Items

Directions

Carefully read each of the following statements.

Select the response that best describes your perception of your district's professional development needs in anticipation of the U.S. History End-of-Course Assessment.

For the remainder of the survey:

- **teachers** will be used to refer to high school U.S. History teachers in your school district;
- **EOCA** will be used to refer to the U.S. History End-of-Course Assessment

- 3) Teachers can identify all seven types of graphics that may be used to create EOCA test items.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- 4) Teachers understand the EOCA is computer-based test.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- 5) Classroom assessments consistently model the EOCA item style and format.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- 6) Classroom assessments consistently model the EOCA multiple choice item criteria.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Questions # 7 - 11 address elements of the *Specifications* related to Item Difficulty and Cognitive Complexity for U.S. History EOCA Test Items

7) Teachers can describe all three levels of EOCA item difficulty.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

8) Teachers can explain the expected student response rate for each EOCA level of item difficulty.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

9) Teachers can differentiate between Bloom’s Taxonomy and Webb’s Depth of Knowledge.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

10) When presented examples, teachers can distinguish among low, moderate, and high cognitive complexity demand EOCA items.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

11) Teachers can identify the cognitive complexity percentage levels on the EOCA.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Questions # 12 - 13 address elements of the *Specifications* related to Review Procedures for U.S. History EOCA Test Items

12) Teachers understand the considerations in reviewing EOCA items for potential bias and community sensitivity.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

13) Teachers understand the role of Florida U.S. History educators as EOCA test item reviewers.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Questions # 14 - 15 address elements of the *Specifications* related to Individual Benchmark Specifications for U.S. History EOCA Test Items

14) Teachers understand that in addition to assessing the NGSSS for high school U.S. History, the EOCA may require students to apply prior knowledge based on Grade 7 Civics and Grade 8 U.S. History standards.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

15) Teachers realize the *Specifications* offer sample EOCA items, each presented with a benchmark clarification statement, content limits, and stimulus attributes.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

***** Thank you for making time to complete this survey. *****

Your responses will assist in understanding the professional development needs of high school U.S. History teachers in anticipation of the Florida Department of Education U.S. History End-of-Course Assessment. If you have suggestions or other information that you think will make this survey more informative, please share additional comments in the space provided.

APPENDIX C: OBSERVATION PROTOCOL

Observation Protocol

Observer	
Name of Institution	
Facilitator / Educator	
Description of Setting	
Date (<i>Day, MM/DD/YYYY</i>)	
Time	Start: Finish:
Participants	

Descriptive Notes: (description of participants and setting, reconstruction of dialogue, review of particular events and activities)	Observer reflections & field notes: (personal thoughts, ideas, hunches, concerns, notions, prejudices, and impressions)

APPENDIX D: INTERVIEW PROTOCOL

**Anticipated Professional Learning Needs
for the U.S. History End-of-Course (EOC) Assessment**

Opening

[Orange County Public Schools staff member X], thank you for your willingness to participate in this project.

You are being invited to take part in a the design of professional learning. Whether you take part is up to you.

This interview will explore the perceived professional learning needs of high school U.S. History educators in anticipation of the Florida Department of Education U.S. History EOC Assessment so that a comprehensive plan for training may be devised. It is believed that professional learning specifically related to the U.S. History EOC Assessment will have a positive association with student achievement.

This interview should last no more than 60 minutes and will consist of a series of open-ended questions.

You must be 18 years of age or older to take part in this research study.

Study contact for questions about the study or to report a problem:

If you have questions, concerns, or complaints please contact Carolyn Hopp, Ph.D., College of Education and Human Performance, University of Central Florida at Carolyn.Hopp@ucf.edu.

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Transition:

I am going to begin with some general questions about you:

- What is your current position / job title?
- Describe your involvement with the U.S. History EOC Assessment?
 - *Historical involvement*
 - *Current*

Question 1:**What do you perceive as professional learning needs for high school U.S. History educators in anticipation of the Florida Department of Education U.S. History EOC Assessment?**

- Describe what professional learning needs to look like for high school U.S. History educators now that their content area has entered the standardized testing arena.
- What are the unique pedagogies that U.S. History educators need to embed in their planning, teaching, and assessing to support student achievement on the EOC Assessment?
 - *How are these strategies different than those employed prior to the introduction of the U.S. History EOC Assessment?*
- What does student engagement look like when an educator is preparing students for the U.S. History EOC Assessment?
 - *How are students engaged both in and out of the classroom?*

Question 2:**How will you support professional learning needs toward a subsequent positive association with student achievement?**

- What type of support and resources has Orange County Public Schools committed to create professional learning toward student achievement on the U.S. History EOC Assessment?
- What type of knowledge has been presented to inform people about the U.S. History EOC Assessment?
 - *How was the knowledge presented?*
 - *Was there a specific person involved in this process?*
 - *How did this person distribute information?*
 - *What has been the reception of that knowledge?*
 - *Describe any specific activities or strategies that could be categorized as professional learning that occurred in reaction to the presentation of knowledge.*
- What has been the role of educators in the development and distribution of this information?

Closing

That is about all of my questions.

- Would you like to share anything else about perceived professional learning needs in relation to the U.S. History EOC Assessment?
- If not, I will be transcribing this interview and may contact you to proofread the transcription. Would that be all right?

Thank you for your time and your willingness to talk with me. I have learned a great deal.

**APPENDIX E: U.S. HISTORY END-OF-COURSE ASSESSMENT
DISTRICT PROFESSIONAL LEARNING NEEDS SURVEY**

**U.S. HISTORY END-OF-COURSE ASSESSMENT
DISTRICT PROFESSIONAL LEARNING NEEDS SURVEY**

General Directions

Please take a moment to answer the following questions to assist in planning future professional learning offerings for high school U.S. History educators in anticipation of the Florida Department of Education U.S. History End-of-Course (EOC) Assessment. Your answers are completely anonymous. This survey is voluntary. Proceeding with the survey provides your consent to participate in this study.

1) Please indicate your attendance at Orange County Public Schools U.S. History EOC Assessment professional learning trainings. Check all that apply.

- U.S. History EOC Assessment Professional Learning Experience 1
- U.S. History EOC Assessment Professional Learning Experience 2
- U.S. History EOC Assessment Professional Learning Experience 3
- U.S. History EOC Assessment Professional Learning Experience 4
- I have not attended any district U.S. History EOC Assessment professional development sessions.

Please indicate any other U.S. History EOC Assessment professional learning you have attended, indicating the date (MM/DD/YYYY), session title, presenter(s), location, and sponsor (e.g., Florida Council for the Social Studies, Florida Department of Education).

2) Please indicate your content knowledge of the *U.S. History EOC Assessment Test Item Specifications (Specifications)*.

- I am unfamiliar with the *Specifications*.
- I am at the **Consultation** level with the *Specifications*; I need explicit directions regarding how to access, utilize, and implement them.
- I am at the **Collaboration** level with the *Specifications*; I am comfortable implementing them with a mentor providing scaffolded support.
- I am at the **Coaching** level with the *Specifications*; I understand them well enough to model implementation for others.

If you answered I am unfamiliar with the *Specifications*, please [click here](#) to complete and **SUBMIT** this survey.

Questions # 3 – 6 address elements of the *Specifications* related to
Criteria for U.S. History EOC Assessment Test Items

Directions

Carefully read each of the following statements.

Select the response that best describes your perception of your professional learning needs in anticipation of the U.S. History EOC Assessment.

For the remainder of the survey:

- ***educators*** will be used to refer to high school U.S. History educators in your school district;
- ***EOC Assessment*** will be used to refer to the U.S. History EOC Assessment

3) I can identify all seven types of graphics that may be used to create EOC Assessment test items.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

4) I understand the EOC Assessment is computer-based test.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

5) My classroom assessments consistently model the EOC Assessment item style and format.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

6) My classroom assessments consistently model the EOC Assessment multiple choice item criteria.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Questions # 7 - 11 address elements of the *Specifications* related to
Item Difficulty and Cognitive Complexity for U.S. History EOC Assessment Test Items

7) I can describe all three levels of EOC Assessment item difficulty.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

8) I can explain the expected student response rate for each EOC Assessment level of item difficulty.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

9) I can differentiate between Bloom’s Taxonomy and Webb’s Depth of Knowledge.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

10) When presented examples, I can distinguish among low, moderate, and high cognitive complexity demand EOC Assessment items.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

11) I can identify the cognitive complexity percentage levels on the EOC Assessment.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Questions # 12 - 13 address elements of the *Specifications* related to
Review Procedures for U.S. History EOC Assessment Test Items

12) I understand the considerations in reviewing EOC Assessment items for potential bias and community sensitivity.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

13) I understand the role of Florida U.S. History educators as EOC Assessment test item reviewers.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Questions # 14 - 15 address elements of the *Specifications* related to
Individual Benchmark Specifications for U.S. History EOC Assessment Test Items

14) I understand that in addition to assessing the Next Generation Sunshine State Standards for high school U.S. History, the EOC Assessment may require students to apply prior knowledge based on Grade 7 Civics and Grade 8 U.S. History standards.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

15) I realize the *Specifications* offer sample EOC Assessment test items; each presented with a benchmark clarification statement, content limits, and stimulus attributes.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

**** Thank you for making time to complete this survey. ****

Your responses will assist in understanding the professional learning needs of high school U.S. History educators in anticipation of the Florida Department of Education U.S. History EOC Assessment. If you have suggestions or other information that you think will make this survey more informative, please share additional comments in the space provided.

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APPENDIX F: U.S. HISTORY EOC PRACTICE TEST (ePAT)

Script for Administering the U.S. History EOC Practice Test (ePAT)

This script should be used to administer the *U.S. History EOC Practice Test (ePAT)* to students who will take the *U.S. History EOC Assessment* using TestNav. If students require practice using accommodated computer-based test forms (large print, color contrast, zoom, screen reader, assistive devices), see the script for administering the accommodated *U.S. History EOC Practice Test (TestHear ePAT)*.

Students who have previously participated in an ePAT session for this subject prior to this administration are NOT required to participate in a scheduled ePAT session for subsequent administrations. However, these students should still be provided the information needed to access the ePAT and encouraged to practice on their own.

Ensure that the ePAT Launcher and the *U.S. History EOC Practice Test* have been downloaded to each computer that will be used for the practice test.

The ePAT script describes the presentation of items and computer tools appearing in the *U.S. History EOC Assessment*.

Beginning the ePAT

1. Before students arrive, ensure that the testing room is prepared as it will be on the day of the test.
2. Ensure that all software applications, including Internet browsers, on each student workstation are closed before conducting this practice test.
3. Double-click the ePAT Launcher icon.



It may take a moment to open. During this time, you will see an active display to let you know that the program is working.

The student login screen will be displayed as shown below. The computer is now ready for the student to begin.



Say Today, you are going to learn how to use TestNav 6.9, the computer-based test system. This practice test is designed for students who will take the U.S. History EOC Assessment.

On the day of the test, you will receive a Student Authorization Ticket with your name, a Login ID, and a six-character test code (password) on it. You will log in by typing your Login ID and test code exactly as they are shown on your ticket.

Today, we will access the practice test without a Login ID or test code.

Your computer should be opened to the login screen.

Please follow my instructions, and do not change screens until I tell you to do so.

Now, select the U.S. History EOC Practice Test, type your name in the Student Name box, and click the Launch button. You should see a Welcome screen, and your name appears at the bottom. Please raise your hand if you don't see the Welcome screen.

1

Pause to make sure that all students have proceeded to the Welcome screen, as shown below.



2

Say Now, click the Next button in the bottom right corner to proceed to the first question. You may need to scroll down to the bottom of the screen to see the Next button.

3

Pause to make sure that each student has the first question on his or her screen, as shown on the next page. Help students if necessary.



<p>Say</p>	<p>Before you begin, listen as I describe the screen. The buttons at the bottom of the screen are only available once you reach the end of a question. If you do not see these buttons, use the scroll bar on the right side of the screen to scroll to the end of the question.</p> <p>The bottom center of the screen shows the question number and your name. This practice test only has six questions. When you take the actual test, there will be more questions.</p> <p>In the bottom left corner is the Back button. This button can be used to move to a previous question.</p>	<p>4</p>
	<p>Now, look at the question. To select an answer, you will click the bubble beside the answer choice or click anywhere on the answer choice. Click the bubble next to the letter A to select the first answer choice. Answer choice A should now be selected.</p> <p>Select answer choices C and D to see how your answer changes. <i>(Pause.)</i></p> <p>The Reset button can be used to remove the answer selected. If you select an answer and then decide you want to leave the answer blank, clicking Reset will remove your answer. For Question 1, click answer choice A. Now, click the Reset button. The mark next to answer choice A disappears.</p>	<p>5</p>
	<p>In the bottom right corner is the Review button. This feature allows you to flag a question that you might want to review at a later time. Click the Review button and the word "Review" turns yellow and a red checkmark appears. At any time, you can go back to the questions that you flagged for review. You can also access the questions marked for review on the item review screen by clicking the Go To button. After reviewing a question, click the Review button again and the red checkmark disappears. For now, leave this question flagged for review.</p>	<p>6</p>
	<p>Below the Reset button is the Go To button. Click this button. <i>(Pause for students to click the button.)</i> This takes you to an item review screen, which shows the question numbers, whether the questions have been answered, and whether the questions have been flagged for review. Clicking on a question number will take you to that question. Clicking on Graphic 1 will take you to the Welcome screen. The item review screen also includes the Submit button. Once you submit the test, it cannot be restarted. Only click Submit once you are completely finished with the test, or when I instruct you to do so. Click Question 1 to return to the first question.</p>	<p>7</p>
	<p>The final button in the right corner is the Next button. Click this button to move to the next question. Make sure you only click the Next button one time. If you double-click or click more than one time while the page is loading, you may skip a question. When you get to the end of the test, review the item review screen to ensure all questions have been answered.</p>	<p>8</p>

<p>Say</p>	<p>Are there any questions?</p>	<p><u>9</u></p>
<p>Answer any questions.</p>		
<p>Say</p>	<p>Now, I will describe several tools that may help you with the computer-based test, and you will practice using them. At the top of your screen, you will see several icons that open the various tools you can use during the test.</p>	
	<p>Click the first icon in the toolbar, which is the pointer tool. The pointer is the tool used to select a response. Any time you need to turn off a tool, click the icon for that tool again or click the pointer icon.</p>	<p><u>10</u></p>
	<p>Click the second icon in the toolbar, which is the eliminate choice tool. You can use this tool to cross out answer choices that you have eliminated as possible correct answers. Now, click anywhere on answer choice A. You should see an X through answer choice A. Click answer choice B and an X appears through this choice also. Click answer choice A again and the X disappears. Now, turn off the eliminate choice tool by clicking the icon again. If you want to select an answer that you have eliminated, remove the X by clicking it. A pop-up window will ask you if you want this choice to be your answer. Click Yes or No. Now, turn the eliminate choice tool back on by clicking the icon again. Practice eliminating answer choices and removing the Xs. (Pause.)</p>	<p><u>11</u></p>
	<p>Now, click the third icon in the toolbar, which is the highlighter tool. You can use this tool to highlight portions of a question. To highlight, click at the top left corner of the first word you want to highlight and drag the highlighter over the words until you get to the bottom right corner of the last word you want to highlight. Practice highlighting words in the question. (Pause.)</p>	<p><u>12</u></p>
	<p>Click the fourth icon in the toolbar, which is the eraser tool. You can use the eraser tool to remove highlighting and to erase an X from an eliminated choice. To erase highlighting, with the eraser tool selected, click anywhere in the highlighted area. The highlighting will disappear. Practice using the eraser tool to remove highlighted areas or eliminated choices. (Pause.) Now, turn off the eraser by clicking the icon again. Because the eliminate choice, highlighter, and eraser tools use the cursor, you cannot select an answer while these tools are active.</p>	<p><u>13</u></p>
	<p>Click the fifth icon in the toolbar and select straightedge. The straightedge looks like a ruler but has no measuring units. You can use this straightedge just like you would use the edge of a piece of paper to help you answer a question. You can slide and rotate the straightedge. To slide it, click anywhere on the straightedge and drag. To rotate the straightedge, click on the white section on the right side and drag it clockwise or counterclockwise. You can also use the buttons on the Rotate toolbar. Practice using the straightedge. (Pause.) Click the icon again to turn off the straightedge.</p>	<p><u>14</u></p>
	<p>Click the sixth icon in the toolbar, which is the notepad icon, and a notepad appears in a pop-up window. Now, practice typing words in the notepad. (Pause.)</p> <p>If you want to make notes on a particular question for later reference, you can type them into this window. There is a new notepad for each question. To view your notes, you will need to return to the question where you typed the note and click the notepad icon. You can move the notepad around on the screen by clicking on the top of the notepad and dragging the pop-up window across the screen. To close the notepad, click the X or the red circle in the top corner of the notepad. Now, practice opening and closing the notepad. (Pause.)</p>	<p><u>15</u></p>

Say Now, click the last icon, which is the Help button. A drop-down menu will appear with a list of tools. Select the highlighter. A pop-up window with a description of the tool will be displayed. Click Next on this window to see how the tool works. Use the buttons at the bottom to go back, to see what is next, to re-play the demonstration, or to close the window. Close the Help window.

Are there any questions?

16

Answer any questions, and make sure everyone can use the tools. Help students if necessary.

Say Now, click the Go To button and click Question 3. In this question, the top row of the table where it says "Year" should be shaded gray. Please raise your hand if you cannot see the shading of this row on your computer screen. (Pause.)

17

Contact your school technology coordinator if the row is not shaded. This means the contrast and/or brightness settings on the student's computer should be adjusted to allow the student to see the shading. The technology coordinator can contact Pearson Support at 1-877-847-3043 for instructions on how to adjust the monitor settings to display shading.

Say Now, click the Go To button and click Question 1. Answer all the questions in this practice test and practice using the tools.

18

Walk around the room and assist students as necessary. After students have practiced using the tools and responded to all items, you may display the following answers or read them to the students. Ask the students to check their answers. If you read the answers, pause between answers to allow students to move between questions.

Say Now, click the Go To button to go back to Question 1 to check your answers. The correct answers for questions 1-6 are:

1. B
2. A
3. C
4. D
5. B
6. D

19

Now, we will demonstrate how you will exit the test if you need to leave the room for an extended period of time during the actual test. Click the X or the red circle in the top corner. A pop-up window will appear and ask you to confirm that you want to exit the test. For today, click No, return to the test. On the day of the test, you will click Yes, exit the test.

Now, we will demonstrate how you will submit your test when you are finished. If you are not already on the Item review screen, click the Go To button. From the item review screen, click the Submit button. A pop-up window will appear and ask you to confirm that you want to submit the test. Remember that once you have clicked this button, you cannot return to the test. If you are finished practicing, click Yes, submit my test. You will be asked to confirm this decision. Click Yes and, on the following screen, click Close.

20

Samples of the Submit Test for Scoring dialog box are shown below.



Check each computer and make sure that each student has exited the test properly. Help students as needed. Provide students with the ePATs URL (www.FLAssessments.com/ePATs) so they can access the practice test on their own.

**APPENDIX G: U.S. HISTORY END-OF-COURSE ASSESSMENT
TEST ITEM SPECIFICATIONS INVENTORY**



United States History End-of-Course Assessment



Test Item Specifications Inventory

Test Item Specs Paper(s)	#	Question	Response	Additional Notes
	1	Describe the purposes of the Test Item Specifications.		
	2	Identify who is required to take the USH EOC A. Include course number(s) and name(s).		
	3	How would you describe the benchmarks assessed on the USH EOC A?		
	4	A) Identify the reading level of the USH EOC A. B) How would you classify exceptions to this level?	A) B)	
	5	A) Name the types of graphics that may be found on the USH EOC A. B) What percentage of questions will include a graphic?	A) B)	

Test Item Specs Page(s)	#	Question	Response	Additional Notes
	6	<p>6. USH EOC A <i>test item = Prompt/Question</i> <i>Distractor(s) = Answer Choice(s)</i></p> <p>How will best, most likely, and not appear in a test item?</p>	<p>A) best: B) most likely: C) not:</p>	
	7	<p>7. Summarize the USH EOC A Test Item Spec resources teachers can use to develop classroom assessment items.</p>		
	8	<p>8. A) How would you describe item difficulty? B) Explain how item difficulty is exhibited on the USH EOC A.</p>	<p>A) B)</p>	
	9	<p>9. A) How would you describe cognitive complexity? B) Explain how cognitive complexity is exhibited on the USH EOC A.</p>	<p>A) B)</p>	

Page 2: USH EOC A PLSTIS Inventory.

Test Item Specs Page(s)	#	Question	Response	Additional Notes
	10	Using the Individual Benchmark Specifications for the USH EOCA (Test Item Specifications, p. 18), carefully examine your group's assigned benchmark. Based on your group inspection, determine what you feel will help teachers planning instruction for this benchmark.		
	10 A	<i>p. 19</i> Benchmark SS.912.A.2.1		
	10 B	<i>p. 23</i> Benchmark SS.912.A.3.2		
	10 C	<i>p. 29</i> Benchmark SS.912.A.4.5		
	10 D	<i>p. 32</i> Benchmark SS.912.A.5.3		
	10 E	<i>p. 45</i> Benchmark SS.912.A.6.13		

**APPENDIX H: CORRELATION OF U.S. HISTORY EOC PRACTICE TEST
(ePAT) SAMPLE ITEMS AND U.S. HISTORY END-OF-COURSE ASSESSMENT
TEST ITEM SPECIFICATIONS**

Correlation: U.S. History EOC Practice Test (ePAT) Sample Items
And U.S. History End-of-Course Assessment Test Item Specifications

US History EOC Practice Test Item #	FDOE US History EOCA Test Item Specification Reference Pages	Correct Response	Graphic Correlation	Comments
1	Sample Item 6 TIS pp. 32-33	B	N/A	
2	Sample Item 12 TIS pp. 45-46	A	Photograph	
3	Sample Item 1 TIS pp. 19-21	C	Table	
4	Sample Item 5 TIS pp. 29-31	D	Illustration	
5	Sample Item 3 TIS pp. 23-26	B	Political Cartoon	
6	Sample Item 17 TIS pp. 55-56	D	Chart	

Additional Remarks:

After World War I, what did the U.S. government hope to achieve by lending money to Germany?

- A. technological and military assistance from Europe
- B. political and economic stability in Europe
- C. investments for United States industries
- D. profits for United States banks

U.S. History EOC Practice Test - #2

The photograph below shows President Richard Nixon on a 1972 overseas diplomatic trip.



Source: Public Domain / National Archives and Records Administration

What was a long-term consequence of the event shown in the photograph?

- A. the easing of Cold War tensions
- B. the easing of Vietnam War protests
- C. a commitment to preserve historical landmarks
- D. a commitment to continue humanitarian missions

The table below provides information about the African-American population in several cities after the Civil War.

POPULATION OF AFRICAN AMERICANS IN SELECT CITIES, 1880–1930

Year	Chicago	Detroit	New York	Pittsburgh
1880	6,480	2,821	27,763	4,077
1890	14,852	3,454	36,609	7,957
1900	30,150	4,111	60,666	17,040
1910	44,103	5,741	91,709	25,623
1920	109,458	40,383	152,467	37,725
1930	233,908	120,066	327,607	54,983

Source: Public Domain / U.S. Census Bureau

- Which condition in society was primarily responsible for the change in urban population?
- A. absence of agricultural employment in Southern communities
 - B. lack of political representation in Southern communities
 - C. availability of job opportunities in Northern cities
 - D. prevalence of racial equality in Northern cities

The newspaper headline below describes a significant event in U.S. foreign affairs.



How did this event contribute to the United States' entry into World War I?

- A. It furthered anti-government protests in the United States.
- B. It encouraged anti-immigration campaigns in the United States.
- C. It became necessary for President Wilson to propose a plan for peace.
- D. It became difficult for President Wilson to defend a policy of neutrality.

U.S. History EOC Practice Test - #5

The cartoon below depicts a social issue in United States history.



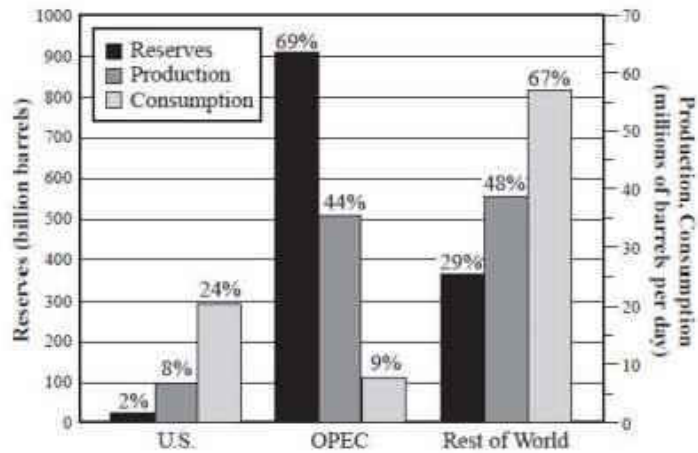
Source: Public Domain / Library of Congress

With which social issue is this cartoon associated?

- A. the power of political machines during the Second Industrial Revolution
- B. the power of big businesses during the Second Industrial Revolution
- C. the influence of immigration quotas during the Gilded Age
- D. the influence of suffrage reformers during the Gilded Age

U.S. History EOC Practice Test - #6

The graph below provides information about world oil supplies in 2007.



Source: Public Domain / U.S. Department of Energy

How has the relationship between oil reserves, production, and consumption influenced United States foreign policy?

- A. The United States maintains military bases in Western European countries.
- B. The United States contributes humanitarian aid to Central African countries.
- C. The United States is committed to trade relations with Central Asian countries.
- D. The United States is interested in maintaining stability in Middle Eastern countries.
- E.

APPENDIX I: ITEM WRITING PRACTICUM

Colleagues:

Thank you for attending this US History End-of-Course (EOC) Assessment Professional Learning Series session. To extend knowledge gained during previous sessions, we will conduct a test item review including assigning cognitive complexity levels to standards-based U.S. History test items. The activity below is intended to guide you through this experience. In addition to *U.S. History End-of-Course (EOC) Assessment Test Item Specifications, Applying Webb's Depth of Knowledge (DOK) Levels in Social Studies* (Hess, 2005, pp. 1-3) should support your effort.

Directions:

- Complete each chart below to include a DOK Level 1, DOK Level 2, and DOK Level 3 test item.
- Resources: Using knowledge gained from US History EOC Assessment trainings, [US History End-of-Course \(EOC\) Assessment Test Item Specifications](#), [Applying Webb's Depth of Knowledge \(DOK\) Levels in Social Studies \(Hess, 2005, pp. 1-3\)](#), and other appropriate resources.
- Please be sure to enter your Name, Personnel Number, and School in the header so that inservice points can be awarded.
- Submit your completed activity in MS Word format to this session's facilitator, an Instructional Coach for Secondary Social Studies, prior to departing this session.

Example

Standard: 5

Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

Benchmark: SS.912.A.5.12

Examine key events and people in Florida history as they relate to United States History.

The painting below represents Florida from the late 1800s through the 1930s.



Source: Public Domain/Christopher M. Still, Florida House of Representatives – House Chamber Murals

DOK Level	Test Item	DOK Level Explanation
DOK 1	Which wealthy developer constructed railroads in Florida during this time period?	Identify key figures in a particular context.
DOK 2	How did the construction of railroads in Florida during this time period contribute to the state's tourism industry?	Describe cause and effect of particular events.
DOK 3	What long term impact did this era's changing modes of transportation have on Florida?	Analyze how changes have affected people or places.

Activity 1

Standard: 5

Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

Benchmark: SS.912.A.5.10

Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

The excerpt below was written by Langston Hughes in 1926.

One of the most promising of the young Negro poets said to me once, “I want to be a poet-not a Negro poet” ... And I was sorry the young man said that, for no great poet has ever been afraid of being himself. And I doubted then that, with his desire to run away spiritually from his race, this boy would ever be a great poet.

Source: Public Domain / *The Nation*

DOK Level	Test Item	DOK Level Explanation
DOK 1	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]
DOK 2	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]
DOK 3	Based on the excerpt, what advice would Langston Hughes have given to young African Americans during the Harlem Renaissance? <i>(Test Item Specifications, Sample Item 8, pp. 35-36)</i>	Explain, generalize, or connect ideas, using supporting evidence from a text source.

Activity 2

Standard: 6

Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.

Benchmark: SS.912.A.6.1

Examine causes, course, and consequences of World War II on the United States and the world.

The excerpt below is from an order issued in Florida during World War II.

You are hereby requested to take the following steps to comply with the recent blackout order ...

- 1) ...have extinguished all street lights on water front streets and highways at once ...
- 2) Screen water front side lights on all streets running down to the water front ...
- 3) Screen all advertising lights and lighted windows near beach front ...
- 4) Screen all bright lights on seawards side, directly visible from the sea, and within two miles from the water front ...
- 5) In case of brightly lighted installation near beach have the light so directed and screened so that no direct light can be seen from off shore.

By order of the:
 Palm Beach Civilian Defense Council
 O.B. Carr, Executive Director

Source: Public Domain / Florida Memory

DOK Level	Test Item	DOK Level Explanation
DOK 1	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]
DOK 2	Why did the state of Florida issue this order? <i>(Test Item Specifications, Sample Item 10, pp. 40-42)</i>	Describe or explain : how (relationships or results), why, points of view, processes, significance, or impact
DOK 3	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]

Activity 3

Standard: 6

Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States' role in the post-war world.

Benchmark: SS.912.A.6.9

Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

DOK Level	Test Item	DOK Level Explanation
DOK 1	What was the primary reason the United Nations was created?	Recall or recognition of: fact, term, concept, trend, generalization, event, or document.
DOK 2	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]
DOK 3	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]

Activity 4 (On Your Own)

Standard: #[Enter number]
 [Text]

Benchmark: SS.912.A.[Complete benchmark number]
 [Text]

DOK Level	Test Item	DOK Level Explanation
DOK 1	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]
DOK 2	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]
DOK 3	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]	[Replace this text with your response. Document is a MS Word document. Table cell will expand as you enter text.]

APPENDIX J: MODEL LESSONS



The Florida Joint
Center for Citizenship
A Partnership for Florida's Civic Health

**Cause, Course, and Consequence, and Controversy: U.S. Foreign Policy
Part I**

Lou Frey Institute
12443 Research Parkway, Suite 406
Orlando, FL 32826

3:00PM-6:00PM

Dr. Terri Susan Fine
Professor of Political Science
Associate Director, Lou Frey Institute of Politics and Government
Content Specialist, Florida Joint Center for Citizenship
University of Central Florida
Terri.fine@ucf.edu
407-823-3636 (Lou Frey Institute)
407-823-2081 (Department of Political Science)

3:00pm-3:15pm	Welcome and Introductions
3:15pm-5:45pm	SS.912.A.6.13 (Also assesses SS.912.A.6.11, SS.912.A.6.12, SS.912.A.6.14) Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations. Topics and Resources: The U.S. Constitution and War Powers The Civics Connection/The War Powers Act Teaching significant foreign policy events with <i>primary source documents</i>
5:45pm-6:00pm	Wrap-up and evaluations

<http://www.floridacitizen.org>

Viewing Guide
The War Powers Act

Essential Question:
How has the War Powers Act impacted the President's Role as Commander-in-Chief of the armed forces?

An interview with:
Congresswoman Barbara Kennelly (D-CT, 1982-1999)
Congressman Orval Hansen (R-ID, 1969-1975)

1. Identify three criticisms of the War Powers Act.
*Presidents can/have acted) w/o regard to war Powers Act
• Carter*

2. Discuss two ways in which U.S. Presidents have acted "pursuant to" the War Powers Act since 1974.

3. How ^{Process} would you explain a Congress member's reason for voting against the War Powers Act?

4. Name current examples in which the War Powers Resolution has been brought up.

5. How ^{Process} effective is the War Powers act as a check on presidential abuse of power?
• 48 hours to communicate ^{military in hostile activity} to Congress

6. Based on the video and your analysis of supporting documents, how has the War Powers Act impacted the President's role as Commander-in-Chief of the armed forces?

HARRY S. TRUMAN

XXXIII President of the United States: 1945-1953

173 - Statement by the President on the Situation in Korea

June 27, 1950

IN KOREA the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances the occupation of Formosa by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area.

Accordingly I have ordered the 7th Fleet to prevent any attack on Formosa. As a corollary of this action I am calling upon the Chinese Government on Formosa to cease all air and sea operations against the mainland. The 7th Fleet will see that this is done. The determination of the future status of Formosa must await the restoration of security in the Pacific, a peace settlement with Japan, or consideration by the United Nations.

I have also directed that United States Forces in the Philippines be strengthened and that military assistance to the Philippine Government be accelerated.

I have similarly directed acceleration in the furnishing of military assistance to the forces of France and the Associated States in Indochina and the dispatch of a military mission to provide close working relations with those forces.

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far-reaching effects. The United States will continue to uphold the rule of law.

I have instructed Ambassador Austin, as the representative of the United States to the Security Council, to report these steps to the Council.

Text of Joint Resolution, August 7, Department of State Bulletin, 24 August 1964, p. 268:

"To promote the maintenance of international peace and security in Southeast Asia.

"Whereas naval units of the communist regime in Vietnam, in violation of the principles of the Charter of the United Nations and of international law, have deliberately and repeatedly attacked United States naval vessels lawfully present in international waters, and have thereby created a serious threat to international peace; and

"Whereas these attacks are part of a deliberate and systematic campaign of aggression that the communist regime in North Vietnam has been waging against its neighbors and the nations joined with them in the collective defense of their freedom; and

"Whereas the United States is assisting the peoples of Southeast Asia to protect their freedom and has no territorial, military or political ambitions in that area, but desires only that these peoples should be left in peace to work out their own destinies in their own way: Now, therefore, be it

"Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.

"Sec. 2. The United States regards as vital to its national interest and to world peace the maintenance of international peace and security in Southeast Asia. Consonant with the Constitution of the United States and the Charter of the United Nations and in accordance with its obligations under the Southeast Asia Collective Defense Treaty, the United States is, therefore, prepared, as the President determines, to take all necessary steps, including the use of armed force, to assist any member or protocol state of the Southeast Asia Collective Defense Treaty requesting assistance in defense of its freedom.

"Sec. 3. This resolution shall expire when the President shall determine that the peace and security of the area is reasonably assured by international conditions created by action of the United Nations or otherwise, except that it may be terminated earlier by concurrent resolution of the Congress."

President's Message to Congress on the Tonkin Gulf Incident

Lyndon B. Johnson
August 5, 1964

To the Congress of the United States:

Last night I announced to the American people that the North Vietnamese regime had conducted further deliberate attacks against U.S. naval vessels operating in international waters, and therefore directed air action against gunboats and supporting facilities used in these hostile operations. This air action has now been carried out with substantial damage to the boats and facilities. Two U.S. aircraft were lost in the action.

After consultation with the leaders of both parties in the Congress, I further announced a decision to ask the Congress for a resolution expressing the unity and determination of the United States in supporting freedom and in protecting peace in Southeast Asia.

These latest actions of the North Vietnamese regime have given a new and grave turn to the already serious situation in Southeast Asia. Our commitments in that area are well known to the Congress. They were first made in 1954 by President Eisenhower. They were further defined in the Southeast Asia Collective Defense Treaty approved by the Senate in February 1955.

This treaty with its accompanying protocol obligates the United States and other members to act in accordance with their constitutional processes to meet Communist aggression against any of the parties or protocol states.

Our policy in Southeast Asia has been consistent and unchanged since 1954. I summarized it on June 2 in four simple propositions:

1. *America keeps her word.* Here as elsewhere, we must and shall honor our commitments.
2. *The issue is the future of Southeast Asia as a whole.* A threat to any nation in that region is a threat to all, and a threat to us.
3. *Our purpose is peace.* We have no military, political, or territorial ambitions in the area.
4. *This is not just a jungle war, but a struggle for freedom on every front of human activity.* Our military and economic assistance to South Vietnam and Laos in particular has the purpose of helping these countries to repel aggression and strengthen their independence. The threat to the three nations of Southeast Asia has long been clear. The North Vietnamese regime has constantly sought to take over South Vietnam and Laos. This Communist regime has violated the Geneva accords for Vietnam. It has systematically conducted a campaign of subversion, which includes the direction, training, and supply of personnel and arms for the conduct of guerrilla warfare in South Vietnamese territory. In Laos, the North Vietnamese regime has maintained military forces, used Laotian territory for infiltration into South Vietnam, and most recently carried out combat operations--all in direct violation of the Geneva agreements of 1962.

In recent months, the actions of the North Vietnamese regime have become steadily more threatening. In May, following new acts of Communist aggression in Laos, the United States undertook reconnaissance flights over Laotian territory, at the request of the Government of Laos. These flights had the essential mission of determining the situation in territory where Communist forces were preventing inspection by the International Control Commission.

When the Communists attacked these aircraft, I responded by furnishing escort fighters with instructions to fire when fired upon. Thus, these latest North Vietnamese attacks on our naval vessels are not the first direct attack on armed forces of the United States. As President of the United States I have concluded that I should now ask the Congress on its part, to join in affirming the national determination that all such attack shall be met, and that the United States will continue in its basic policy of assisting the free nations of the area to defend their freedom.

As I have repeatedly made clear, the United States intends no rashness, and seeks no wider war. We must make it clear to all that the United States is united in its determination to bring about the end of Communist subversion and aggression in the area. We seek the full and effective restoration of the international agreements signed in Geneva in 1954, with respect to South Vietnam, and again in Geneva in 1962, with respect to Laos. I recommend a resolution expressing the support of the Congress for all necessary action to protect our Armed Forces and to assist nations covered by the SEATO Treaty. At the same time, I assure the Congress that we shall continue readily to explore any avenues of political solution that will effectively guarantee the removal of Communist subversion and the preservation of the independence of the nations of the area.

The resolution could well be based upon similar resolutions enacted by the Congress in the past—to meet the threat to Formosa in 1955, to meet the threat to the Middle East in 1957, and to meet the threat in Cuba in 1962. It could state in the simplest terms the resolve and support of the Congress for action to deal appropriately with attacks against our Armed Forces and to defend freedom and preserve peace in Southeast Asia in accordance with the obligations of the United States under the Southeast Asia Treaty. I urge the Congress to enact such a resolution promptly and thus to give convincing evidence to the aggressive Communist nations, and to the world as a whole, that our policy in Southeast Asia will be carried forward—and that the peace and security of the area will be preserved.

The events of this week would in any event have made the passage of a congressional resolution essential. But there is an additional reason for doing so at a time when we are entering on 3 months of political campaigning. Hostile nations must understand that in such a period the United States will continue to protect its national interests, and that in these matters there is no division among us.

War Powers Act (1973)

PURPOSE AND POLICY

SEC. 2. (a) It is the purpose of this joint resolution to fulfill the intent of the framers of the Constitution of the United States and insure that the collective judgment of both the Congress and the President will apply to the introduction of United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and to the continued use of such forces in hostilities or in such situations.

(b) Under article I, section 8, of the Constitution, it is specifically provided that the Congress shall have the power to make all laws necessary and proper for carrying into execution, not only its own powers but also all other powers vested by the Constitution in the Government of the United States, or in any department or officer thereof.

(c) The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only pursuant to (1) a declaration of war, (2) specific statutory authorization, or (3) a national emergency created by attack upon the United States, its territories or possessions, or its armed forces.

CONSULTATION

SEC. 3. The President in every possible instance shall consult with Congress before introducing United States Armed Forces into hostilities or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and after every such introduction shall consult regularly with the Congress until United States Armed Forces are no longer engaged in hostilities or have been removed from such situations.

War Powers Act Veto Message
Richard M. Nixon

To the House of Representatives:

I hereby return without my approval House Joint Resolution 542--the War Powers Resolution. While I am in accord with the desire of the Congress to assert its proper role in the conduct of our foreign affairs, the restrictions which this resolution would impose upon the authority of the President are both unconstitutional and dangerous to the best interests of our Nation.

The proper roles of the Congress and the Executive in the conduct of foreign affairs have been debated since the founding of our country. Only recently, however, has there been a serious challenge to the wisdom of the Founding Fathers in choosing not to draw a precise and detailed line of demarcation between the foreign policy powers of the two branches.

The Founding Fathers understood the impossibility of foreseeing every contingency that might arise in this complex area. They acknowledged the need for flexibility in responding to changing circumstances. They recognized that foreign policy decisions must be made through close cooperation between the two branches and not through rigidly codified procedures.

These principles remain as valid today as they were when our Constitution was written. Yet House Joint Resolution 542 would violate those principles by defining the President's powers in ways which would strictly limit his constitutional authority.

CLEARLY UNCONSTITUTIONAL

House Joint Resolution 542 would attempt to take away, by a mere legislative act, authorities which the President has properly exercised under the Constitution for almost 200 years. One of its provisions would automatically cut off certain authorities after sixty days unless the Congress extended them. Another would allow the Congress to eliminate certain authorities merely by the passage of a concurrent resolution--an action which does not normally have the force of law, since it denies the President his constitutional role in approving legislation.

I believe that both these provisions are unconstitutional. The only way in which the constitutional powers of a branch of the Government can be altered is by amending the Constitution--and any attempt to make such alterations by legislation alone is clearly without force.

UNDERMINING OUR FOREIGN POLICY

While I firmly believe that a veto of House Joint Resolution 542 is warranted solely on constitutional grounds, I am also deeply disturbed by the practical consequences of this resolution. For it would seriously undermine this Nation's ability to act decisively and convincingly in times of international crisis. As a result, the confidence of our allies in our ability to assist them could be diminished and the respect of our adversaries for our deterrent posture could decline. A permanent and substantial element of unpredictability would be injected into the

world's assessment of American behavior, further increasing the likelihood of miscalculation and war.

If this resolution had been in operation, America's effective response to a variety of challenges in recent years would have been vastly complicated or even made impossible. We may well have been unable to respond in the way we did during the Berlin crisis of 1961, the Cuban missile crisis of 1962, the Congo rescue operation in 1964, and the Jordanian crisis of 1970—to mention just a few examples. In addition, our recent actions to bring about a peaceful settlement of the hostilities in the Middle East would have been seriously impaired if this resolution had been in force.

While all the specific consequences of House Joint Resolution 542 cannot yet be predicted, it is clear that it would undercut the ability of the United States to act as an effective influence for peace. For example, the provision automatically cutting off certain authorities after 60 days unless they are extended by the Congress could work to prolong or intensify a crisis. Until the Congress suspended the deadline, there would be at least a chance of United States withdrawal and an adversary would be tempted therefore to postpone serious negotiations until the 60 days were up. Only after the Congress acted would there be a strong incentive for an adversary to negotiate. In addition, the very existence of a deadline could lead to an escalation of hostilities in order to achieve certain objectives before the 60 days expired.

The measure would jeopardize our role as a force for peace in other ways as well. It would, for example, strike from the President's hand a wide range of important peace-keeping tools by eliminating his ability to exercise quiet diplomacy backed by subtle shifts in our military deployments. It would also cast into doubt authorities which Presidents have used to undertake certain humanitarian relief missions in conflict areas, to protect fishing boats from seizure, to deal with ship or aircraft hijackings, and to respond to threats of attack. Not the least of the adverse consequences of this resolution would be the prohibition contained in section 8 against fulfilling our obligations under the NATO treaty as ratified by the Senate. Finally, since the bill is somewhat vague as to when the 60 day rule would apply, it could lead to extreme confusion and dangerous disagreements concerning the prerogatives of the two branches, seriously damaging our ability to respond to international crises.

FAILURE TO REQUIRE POSITIVE CONGRESSIONAL ACTION

I am particularly disturbed by the fact that certain of the President's constitutional powers as Commander in Chief of the Armed Forces would terminate automatically under this resolution, 60 days after they were invoked. No overt Congressional action would be required to cut off these powers—they would disappear automatically unless the Congress extended them. In effect, the Congress is here attempting to increase its policy-making role through a provision which requires it to take absolutely no action at all.

In my view, the proper way for the Congress to make known its will on such foreign policy questions is through a positive action, with full debate on the merits of the issue and with each member taking the responsibility of casting a yes or no vote after considering those merits. The authorization and appropriations process represents one of the ways in which such influence can

be exercised. I do not, however, believe that the Congress can responsibly contribute its considered, collective judgment on such grave questions without full debate and without a yes or no vote. Yet this is precisely what the joint resolution would allow. It would give every future Congress the ability to handcuff every future President merely by doing nothing and sitting still. In my view, one cannot become a responsible partner unless one is prepared to take responsible action.

STRENGTHENING COOPERATION BETWEEN THE CONGRESS AND THE EXECUTIVE BRANCHES

The responsible and effective exercise of the war powers requires the fullest cooperation between the Congress and the Executive and the prudent fulfillment by each branch of its constitutional responsibilities. House Joint Resolution 542 includes certain constructive measures which would foster this process by enhancing the flow of information from the executive branch to the Congress. Section 3, for example, calls for consultations with the Congress before and during the involvement of the United States forces in hostilities abroad. This provision is consistent with the desire of this Administration for regularized consultations with the Congress in an even wider range of circumstances.

I believe that full and cooperative participation in foreign policy matters by both the executive and the legislative branches could be enhanced by a careful and dispassionate study of their constitutional roles. Helpful proposals for such a study have already been made in the Congress. I would welcome the establishment of a non-partisan commission on the constitutional roles of the Congress and the President in the conduct of foreign affairs. This commission could make a thorough review of the principal constitutional issues in Executive-Congressional relations, including the war powers, the international agreement powers, and the question of Executive privilege, and then submit its recommendations to the President and the Congress. The members of such a commission could be drawn from both parties--and could represent many perspectives including those of the Congress, the executive branch, the legal profession, and the academic community.

This Administration is dedicated to strengthening cooperation between the Congress and the President in the conduct of foreign affairs and to preserving the constitutional prerogatives of both branches of our Government. I know that the Congress shares that goal. A commission on the constitutional roles of the Congress and the President would provide a useful opportunity for both branches to work together toward that common objective.

RICHARD NIXON
The White House,
October 24, 1973.

Note: On November 7, 1973, the House of Representatives and the Senate voted to override the President's veto. As enacted, H. J. Res. 542 is Public Law 93-148 (87 Stat. 553), which became law without the President's signature on November 7.

Citation: Richard Nixon: "Veto of the War Powers Resolution," October 24, 1973. Online by Gerhard Peters and John T. Woolley, The American Presidency Project. <http://www.presidency.ucsb.edu/ws/?pid=4021>.



The Florida Joint
Center for Citizenship
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**Cause, Course, and Consequence, and Controversy: U.S. Foreign Policy
Part II**

**Lou Frey Institute
12443 Research Parkway, Suite 406
Orlando, FL 32826**

3:00PM-6:00PM

Dr. Terri Susan Fine
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3:00pm-3:15pm	Welcome and Introductions
3:15pm-4:45pm	Benchmark SS.912.A.7.4 Evaluate the success of 1960s-era presidents' foreign and domestic policies (Also assesses SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States) Topics, Resources and Teaching Strategies: Lyndon Johnson's Vietnam Policy Richard Nixon's Vietnam Policy The influence of the media concerning presidential foreign policies
5:00pm-5:45pm	U.S. Supreme Court Simulation on the Influence of the Media Concerning Presidential Foreign Policies
5:45pm-6:00pm	Wrap-up and evaluations

<http://www.floridacitizen.org>

1 First, we must maintain—and our reduced defense budget will maintain—that margin of military
2 safety and superiority obtained through three years of steadily increasing both the quality and the
3 quantity of our strategic, our conventional, and our antiguerrilla forces. In 1964 we will be better
4 prepared than ever before to defend the cause of freedom, whether it is threatened by outright
5 aggression or by the infiltration practiced by those in Hanoi and Havana, who ship arms and men
6 across international borders to foment insurrection. And we must continue to use that strength as
7 John Kennedy used it in the Cuban crisis and for the test ban treaty—to demonstrate both the
8 futility of nuclear war and the possibilities of lasting peace.

9
10 Second, we must take new steps—and we shall make new proposals at Geneva—toward the
11 control and the eventual abolition of arms. Even in the absence of agreement, we must not
12 stockpile arms beyond our needs or seek an excess of military power that could be provocative as
13 well as wasteful.

14
15 It is in this spirit that in this fiscal year we are cutting back our production of enriched uranium
16 by 25 percent. We are shutting down four plutonium piles. We are closing many nonessential
17 military installations. And it is in this spirit that we today call on our adversaries to do the same.

18
19 Third, we must make increased use of our food as an instrument of peace—making it available
20 by sale or trade or loan or donation—to hungry people in all nations which tell us of their needs
21 and accept proper conditions of distribution.

22
23 Fourth, we must assure our pre-eminence in the peaceful exploration of outer space, focusing on
24 an expedition to the moon in this decade—in cooperation with other powers if possible, alone if
25 necessary.

26
27 Fifth, we must expand world trade. Having recognized in the Act of 1962 that we must buy as
28 well as sell, we now expect our trading partners to recognize that we must sell as well as buy.
29 We are willing to give them competitive access to our market, asking only that they do the same
30 for us.

31
32 Sixth, we must continue, through such measures as the interest equalization tax, as well as the
33 cooperation of other nations, our recent progress toward balancing our international accounts.

34
35 This administration must and will preserve the present gold value of the dollar.

36
37 Seventh, we must become better neighbors with the free states of the Americas, working with the
38 councils of the OAS, with a stronger Alliance for Progress, and with all the men and women of
39 this hemisphere who really believe in liberty and justice for all.

40
41 Eighth, we must strengthen the ability of free nations everywhere to develop their independence
42 and raise their standard of living, and thereby frustrate those who prey on poverty and chaos. To
43 do this, the rich must help the poor—and we must do our part. We must achieve a more rigorous
44 administration of our development assistance, with larger roles for private investors, for other
45 industrialized nations, and for international agencies and for the recipient nations themselves.

46

1 Ninth, we must strengthen our Atlantic and Pacific partnerships, maintain our alliances and make
2 the United Nations a more effective instrument for national independence and international
3 order.

4
5 Tenth, and finally, we must develop with our allies new means of bridging the gap between the
6 East and the West, facing danger boldly wherever danger exists, but being equally bold in our
7 search for new agreements which can enlarge the hopes of all, while violating the interests of
8 none.

9
10 In short, I would say to the Congress that we must be constantly prepared for the worst, and
11 constantly acting for the best. We must be strong enough to win any war, and we must be wise
12 enough to prevent one.

13
14 We shall neither act as aggressors nor tolerate acts of aggression. We intend to bury no one, and
15 we do not intend to be buried.

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17 We can fight, if we must, as we have fought before, but we pray that we will never have to fight
18 again.

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On June 13, 1971, The New York Times began publishing sections of the so-called Pentagon Papers, a top-secret Department of Defense report on America's involvement in Vietnam from 1945 to 1967. Commissioned by Secretary of Defense Robert McNamara, the 47-volume study indicated that the U.S. government had misled the public and Congress, deceiving them about the scope, goals and progress of the increasingly unpopular war. The Times had obtained the incriminating papers from Daniel Ellsberg, a former Defense Department analyst turned antiwar activist who had smuggled them out of the Pentagon.

The Pentagon Papers' publication sparked a nationwide furor, galvanizing the powerful antiwar movement and damaging the credibility of America's Cold War-era foreign policy. It also precipitated a decisive ideological and legal battle over the freedom of the press to disclose "classified" information and the public's right to know about its government's activities. The day after The Times unveiled the first excerpt, President Richard Nixon attempted to stop further publication through a federal court injunction.

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