A Case Study of the Driven 2 Teach Program: Site-Based Experiential Professional Development for History Teachers

Hadyn Bowen Call
Utah State University

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A CASE STUDY OF THE DRIVEN 2 TEACH PROGRAM: SITE-BASED
EXPERIENTIAL PROFESSIONAL DEVELOPMENT FOR
HISTORY TEACHERS

by

Hadyn Bowen Call

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Education

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UTAH STATE UNIVERSITY
Logan, Utah

2019
ABSTRACT

A Case Study of the Driven 2 Teach Program: Site-Based Experiential Professional Development for History Teachers

by

Hadyn Bowen Call, Doctor of Philosophy

Utah State University, 2019

Major Professor: Steven P. Camicia, Ph.D.
Department: School of Teacher Education and Leadership

Driven 2 Teach is a privately funded site-based experiential professional development program for history teachers in the state of Utah. The program emphasizes the importance of teacher travel to educate history teachers in the places where history happened. This qualitative study investigated the program’s influence on pedagogical content knowledge, social studies professional development, teacher beliefs, and instructional practices using case study methodology, autoethnography, and six interconnected frameworks: Professional development, experiential education, site-based learning, pedagogical content knowledge, teacher beliefs, and professional learning communities. This study adds to social studies professional development literature, emphasizing the effectiveness of site-based and experiential instructional methods. Data from this study were used to answer the following questions: How do history teachers perceive their pedagogical content knowledge as changing as a result of participating in
the Driven 2 Teach program? How do the experiences with Driven 2 Teach differ from other professional development experiences? How do history teacher beliefs about social studies education contribute to the changes in pedagogical content knowledge and instructional practice? How do these history teachers plan on changing instructional practices based on their new pedagogical content knowledge? Findings indicate significant increases in participant pedagogical content knowledge, the need for more social studies professional development, and an increase in teacher self-efficacy beliefs. Participants experienced paradigm shifts in instructional practices, including a skills-based approach to teaching social studies content, a desire to incorporate more hands-on learning experiences for students, and utilize more primary source documents. Findings also demonstrate the power of social learning systems, and a heightened retention of information as a result of site-based and experiential methods used for professional development. Participants benefited from both formal and informal professional learning, as well as transformational experiences that amplified their awareness of the importance of social studies education and the necessity to incorporate multiple perspectives when learning about the past.

(329 pages)
PUBLIC ABSTRACT

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Driven 2 Teach is a privately funded program for history teachers in the state of Utah. The program emphasizes the importance of teacher travel to educate history teachers in the places where history happened. This study investigated the program’s influence on participant gains in learning about history and how to best teach about the past, social studies professional development, teacher beliefs, and changes in instructional practices. This study utilized a case study methodology, autoethnography, and six interconnected frameworks: Professional development, experiential education, site-based learning, pedagogical content knowledge, teacher beliefs, and professional learning communities. This study helps demonstrate the effectiveness of travel as a teaching method. Data from this study were used to answer the following questions: How do history teachers perceive their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program? How do the experiences with Driven 2 Teach differ from other professional development experiences? How do history teacher beliefs about social studies education contribute to the changes in pedagogical content
knowledge and instructional practice? How do these history teachers plan on changing instructional practices based on their new pedagogical content knowledge? The results of this study show that participants’ knowledge of historical content and how to best teach that content increased significantly. This study also found that more social studies professional development is needed in the state of Utah. Teachers’ confidence levels increased because of their experience with this program in regard to teaching history and social studies skills to their students. Participants, as a result of participation with Driven 2 Teach, are more likely to teach students’ skills using social studies content rather than merely teaching social studies through rote memorization. Participants want to incorporate more hands-on learning experiences for students, and use more primary source documents in their lessons. Traveling together to historical sites and other important places with other social studies teachers enhanced the learning of all involved and increased the retention of what was learned. Participants benefited from both planned and unplanned events, and had experiences that made them realize even more, the importance of social studies education and incorporating multiple perspectives when learning about the past.
DEDICATION

To my children, Hudson, Quincy, and Colter—Gaining an education is priceless, regardless of how it is pursued. Read good books, go outside often, and know that your father always has and always will, “love you to pieces.”

And for my grandpa, Lowell E. Call—I finished this for both of us.
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I first must thank my mother who has been my biggest advocate and supporter of my education since preschool to finishing my Ph.D. Throughout my time at Utah State University, where I obtained a Master of Arts in History and a Doctor of Philosophy in Education, my mother traveled with me, for each class, each semester, 1 hour and 15 minutes from home to Logan, and 1 hour and 15 minutes from Logan to home, weekly and sometimes biweekly, over the course of several years. I cherish the time we spent together and will forever be in her debt. I love you mom.

My father and brothers have also been great supporters of my educational pursuits. Their encouragement has been invaluable. My dad is an everlasting example to me and I will always look up to him. My brothers are my best friends. I owe much of my success to them.

Those affected most by my graduate studies are my wife and children. I began my doctoral work without any kids and now am the proud father of three. Having daddy gone and taking care of house and home alone is a huge sacrifice and I love them all the more for it. Graduate education is not free. We saved and we paid semester by semester. I want to thank my wife for helping this happen, and together I am proud to say that we will walk away from this debt free.

Utah State University is a fine institution and I consider it a privilege to say that I am an Aggie. I want to thank all the people at Utah State University who are behind the scenes making possible an education like this to come to fruition. I must thank my professors who helped me through many credit hours of coursework, pushing me to think
deeper, write clearer, and push myself further than I thought possible.

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Before leaving Utah State University, Dr. J. Spencer Clark became a mentor and friend who quite frankly, made my decision to come to Utah State University an easy one. We have traveled together, published together, and broken bread together.

I would like to thank Dr. Jeffery D. Nokes for all his help with my graduate studies. We have worked side by side with the Driven 2 Teach program for several years. He has coached me and helped me become a better educator. I enjoy working with him and appreciate his friendship.

A warm and gracious thank you must go to Larry H. Miller for starting the Driven 2 Teach program and for Gail Miller for continuing it after his passing. I also want to thank Scott Anderson of Zion’s Bank for partnering with the Larry H. Miller Group of
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Hadyn Bowen Call
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CHAPTER I
INTRODUCTION

Mark Twain once wrote, “Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts.” He continued, “Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one’s lifetime” (Twain, 1879, p. 650). Twain’s intent was not to bolster the discipline of social studies, but he did when he iterated the importance of social interaction that can only occur through travel. It is that interaction specifically that informs this study. The experiences humans have with each other are building blocks for belief systems. As people travel and learn about others with others, they also learn more about themselves (Patterson, 2015). Educators throughout the U.S. enter classrooms with beliefs that influence their instructional decisions. Over the course of educators’ careers, they are exposed to new experiences provided in large part, through professional development. When professional development opportunities involve travel they have the potential to become site-based and experiential, and consequently, as this study demonstrated, more effective. Social studies education is a means to combat ignorance while developing an informed global citizenry that works collectively for the common good. On a smaller scale, but influential nonetheless, the Driven 2 Teach program provides history educators in Utah with the opportunity to travel together to increase their pedagogical content knowledge, and ultimately change instructional practices (Kortecamp & Steeves, 2006) to better help students learn.
Positionality and Influence

Moll (1992) explained, funds of knowledge are “the essential cultural practices and bodies of knowledge and information that households use to survive, to get ahead, or to thrive” (p. 21). Funds of knowledge are, therefore, the building blocks that make up who a person is. Those building blocks are overflowing with lived experiences and are central to the process of learning (Kolb, 1984). This helps us to know who we are and understand why. For these reasons, it is important to provide information about my own positionality and influence that have affected me as the researcher in this study.

At an early age, I fell in love with history. I was a fortunate youth who grew up as an Air Force brat traveling around the country and living in a variety of states. For example, I lived on the East coast in Virginia, the West coast in California, and on Oahu, one of the beautiful islands of Hawaii. It was not the history classroom that caused me to fall in love with history, although I had excellent teachers and attended successful schools. It was the experiences I gained by traveling, particularly to living history museums, that caught my attention and pushed me to study academically, the field of history. I can recall vividly participating side by side with Polynesians making fire and husking coconuts at the Polynesian Cultural Center in Hawaii. I can still hear the cadence of colonial minutemen walking through the streets of Colonial Williamsburg and smell the meat cooking on Native American built fires in Jamestown, Virginia. I remember the loud pings of a hammer on metal and the hot red sparks of the blacksmith in Nauvoo, Illinois. I can smell the smoke of musket fire and feel the softness of beaver fur at the rendezvous of Fort Buenaventura in Utah.
These site-based experiences changed my life and have, consequently, guided the path of my professional career and the education I have obtained to be able to do what I love. I still love to visit such places, and have added greatly to my list. I have visited all 50 states of the United States, as well Washington, DC, the nation’s capital. I have talked with pilgrims and mingled with the Wampanoag at Plimouth Plantation in Massachusetts, sat with the *penitentes* in their church at El Rancho de las Golondrinas in New Mexico, and pulled handcarts with Mormon Pioneers at This Is The Place Heritage Park, in Utah. As a historian and educator, I have come to value the wonderful influences that site-based experiences have on an individual’s growth and development. My own experiences have fostered a curiosity in the experiences of others and, consequently, have informed my area of expertise and research. This study’s purpose was to understand, through case study research, how history teachers perceive their pedagogical content knowledge as changing as a result of participating in the site-based experiential professional development program called Driven 2 Teach. I wanted to know how these history teachers’ beliefs about social studies education contributed to the changes in their pedagogical content knowledge and instructional practice and how these history teachers planned on changing instructional practices based on their new pedagogical content knowledge.

**History and Goals of the Driven 2 Teach Program**

The Driven 2 Teach program began in 2007 when Utah Jazz owner Larry H. Miller (1944-2009), as well as well-known historian David McCullough (1933-present),
discussed their concerns about teaching and education in K-12 schools across the U.S. (Miller & Robinson, 2010, pp. 208-213). Larry and his wife, Gail Miller, were in Boston, Massachusetts, attending a leadership conference, where David McCullough was the keynote speaker. They were impressed with his words, and immediately upon meeting, Larry and David became friends (see Figure 1).

After the conference, the three went out to lunch. It was at this luncheon where the inspiration came to Larry that he could help improve history education in Utah. The three talked about primary source documents, discussed America’s past, contemplated the state of education, and marveled about a successful program David had started for history teachers in Boston. With a desire to help history teachers in Utah and their students, Larry organized the program that is now known as Driven 2 Teach. Gail recalled Larry

![Figure 1. The Millers and David McCullough (from left to right: Larry Miller, Gail Miller, David McCullough, Heidi Miller, and Greg Miller).](image-url)
saying, “If they are going to be Americans,” referring to Utah’s students, “They need to know American history” (personal communication, August 15, 2015).

The Driven 2 Teach program’s goal aligns with Larry’s vision, “to make American history come alive in the classroom by taking Utah public school teachers to important historical sites” (Driven 2 Teach, 2017, 3rd paragraph). The program “takes teachers out of the classroom and to the very places where history happened—they travel there so they can teach it here” (Driven 2 Teach, 2017, 2nd paragraph).

**Program Details**

The Driven 2 Teach program is under the auspices of the Larry H. Miller Companies Special Events branch. There are no full time employees dedicated to the program exclusively, however, Driven 2 Teach does employ a dozen or so personnel that work with the program as needed. Online applications to participate are available starting in November of each year. Utah educators that teach U.S. History in particular, or other applicable curricula in general, are eligible to apply, regardless of the size of the district, or the type of school where they are employed. Preference is given to those who plan on staying in the profession and to those who thoughtfully, and articulately complete their application. Past participants may reapply every three years. By mid-December, the participants have been selected. By the end of the year, participants have been notified of their acceptance and are asked to commit to full participation in the program by completing assigned readings, attending meetings before and after the field experience, immersing themselves in the travel, and becoming an advocate for history education with
their colleagues and students throughout their careers.

Shortly after being accepted into the program, teachers start to receive materials that are intended to help them rethink the way they teach history. During the month of January, history teachers read an article by David McCullough, called “Why History?” The reading, followed by Cornel Notes (for an example of my notes from a 2012 field study, see Appendix A), allows teachers to ponder the importance of the discipline, how it can be better understood, and how it can be better taught. Both the reading and notes are completed before the preseminar, which is a meeting that takes place in February prior to field study. The preseminar lasts 5 hours. History teachers receive instruction from university professors and master teachers on content and pedagogy and how to assure a successful field study. They receive hundreds of dollars of materials including but not limited to: Visa gift card with stipend money to cover meals, books (content and pedagogy related), reflective journal, three ring binder (with supplemental materials including readings, email lists, contact information, an itinerary for the field study, assignments, expectations, a note section, etc.), back-pack/satchel (with the Driven 2 Teach logo), luggage tag (with the Driven 2 Teach logo), and name tag (with the Driven 2 Teach logo). After the materials are distributed and the history teachers know what is expected of them, they are divided into their field study groups and have the opportunity to mingle with those with whom they will be traveling, and officially meet their field study roommate. The itinerary is covered in detail with the individual field study groups, the groups of teachers traveling to the same destinations, and any questions/concerns posed by history teachers are clarified (to see the itinerary for this study’s participants,
see Appendix B). History teachers are then excused until June, when the field studies commence.

Between the preseminar in February and the field studies in June, history teachers do assignments that are to be completed before the field study begins. They read historical texts and books on pedagogy. They answer challenging and controversial questions and justify their answers with their readings. They write a research paper and prepare a presentation to accompany their findings (to see the syllabus for this study’s participants, see Appendix D). To ensure accountability, history teachers are required to register for EDUC 5920 through Weber State University (WSU) where they receive 3-6 credits upon completion of all assignments, the preseminar, the field study, and the post-seminar. The course costs $30-$60 and is paid out of pocket by each history teacher. A letter grade is then attached to their official WSU transcripts.

In June, history teachers meet with the university professors and master teachers and embark on the field study in which they have been chosen to participate. Each field study lasts approximately 7 days. They vary in location, and are on a 3-year rotation, meaning, each field study is repeated for 3 years at which time new ideas are proposed and new field studies emerge. Past field studies have traveled to states such as: Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Virginia, New Mexico, Colorado, and Montana. In each state, history teachers visit important historical sites, monuments, and museums in an effort to add to their academic, historical, and pedagogical background knowledge.

Participants in Massachusetts visit places like Plymouth Rock and Plimoth
Plantation, which give perspective on the life and experiences of 17th century colonists and Native Americans. They learn about 18th century life by exploring in great detail, the city of Boston, Lexington and Concord, and other outlying sites such as Braintree and Quincy. In New York, participants not only learn about U.S. history by visiting Federal Hall, the Statue of Liberty, and Ellis Island, but they also experience urban life first hand as they ride the subways of Manhattan, or catch a cab in the Bronx. They recall the events of 9/11 while standing at Ground Zero. In Pennsylvania, teachers enjoy places such as Philadelphia. In the city, they visit Independence Hall, the Liberty Bell, the Constitution Center, and even race up the “Rocky Steps” of the Philadelphia Museum of Art. Teachers enjoy the local cuisine and sites outside of town such as Valley Forge, and nearby Morristown in New Jersey. In Virginia, educators explore the streets of Williamsburg and the fort at Jamestown. They tour Monticello and Mt. Vernon. In Washington D.C., teachers visit the various Smithsonian Museums and the many monuments and historical sites that our country’s capital has to offer. In Colorado participants further their understanding of the Ancestral Puebloans by visiting Mesa Verde and in New Mexico, Chaco Canyon. They walk the streets of Santa Fe where historical sites from Europeans date back to the 1500s. They visit the modern Pueblo in Taos, and walk through their adobe neighborhood. In other areas of the West, participants hike trails and navigate rivers where men like Lewis and Clark explored, and women like Sacagawea called home.

After the field study, history teachers meet again in August for the post-seminar meeting. The purpose of the post-seminar is to debrief history teachers after the field
study and reiterate the importance of disseminating their experiences to their students in the classroom. History teachers reacquaint themselves with friends and colleagues, discuss shared experiences, look at photographs, participate in historical and pedagogical sessions, and finish with a catered dinner. The financial backers of the program—Gail Miller, owner of the Larry H. Miller Companies and Scott Anderson, President and Chief Executive Officer of Zion’s Bank—usually attend. Speeches and testimonials are proffered and the hope is that history teachers leave reinvigorated, with the promise that their experiences will benefit those that surround them, especially their students.

The program functions because of the history teachers whose presence is necessary for the program to exist. However, the Driven 2 Teach employees are responsible for implementing Larry H. Miller’s vision. The special events director coordinates the finances between those planning the Driven 2 Teach field studies and those funding the program. Working behind the scenes while teaching social studies part time, is the program director. She is in charge of recruiting history teachers, overseeing applications, and is the one who facilitates the pre and post seminars. The university professors and master teachers plan the logistics of the field studies and plan the content and pedagogical curriculum to be implemented in the preseminar, the field study, and the post-seminar. They assess each teacher, the level of participation, and the rigor of each assignment. Ultimately, the professors and master teachers post the academic grade earned by each participant. Professional photographers document the history teachers’ activities throughout the experience, web-designers keep the website, Driven 2 Teach.org, up-to-date, and many volunteers help on the selection committee, where each
application is read with care, and each answer scrutinized closely and thoroughly.

Collectively, the Driven 2 Teach team works toward the success of the program and the ultimate goal of improving history education in Utah.

**Personal Reflections**

I have been involved with the Driven 2 Teach program in various capacities since 2008, and I can say with the support of personal experience, that it has changed my perspective on history education, and has inspired me as a history teacher and instructional leader. It has been my goal to use a formal research study to see how others have experienced this program. I used both their experiences and my own to provide an analysis of the effects of site-based experiential professional development through Driven 2 Teach.

My first experience with Driven 2 Teach began in November of 2008 when I applied to be a participant in what was then called the “Larry H. Miller Education Project, Zion’s Bank History Seminar.” I had recently started teaching social studies, including U.S. History, at Millcreek Junior High School in Davis School District. I was new to the field, and had a half-year of full-time experience teaching Art Foundations at Syracuse Junior High School, also in Davis School District. I had been exposed to some learning theory as an undergraduate student of education at Weber State University, but nothing similar to the Driven 2 Teach program. In short, I witnessed first-hand, the power of site-based and experiential education and its impact on me, an adult learner. Nearly a decade later, my own academic and educational research is now focused on the
experiences of other adult learners, specifically dealing with their acquisition of pedagogical content knowledge through lived experiences, their beliefs as social studies educators, and the social implications of learning together.

I was accepted into the program for the 2009 Boston to New York to Philadelphia field study held June 9-17. The theme was “Revolutionary War: From the Boston Massacre to the Constitutional Convention.” All of the participants were notified of the preseminar in February, and looked forward to hearing from Larry H. Miller in person. During the introductory session of the preseminar, however, we were notified that Mr. Miller was unable to attend due to medical complications. He died shortly after on February 20, 2009.

With new books in hand, motivated, and energized, I left the preseminar eager to read, write, and thoroughly prepare for the field study in June. We traveled to Boston and walked the freedom trail. I imagined a city in chaos as red coats lined the streets. We visited New York and stood in the footsteps of Washington at Federal Hall. I felt the anxiety and fear of a newly formed government. We ended in Philadelphia, where I meditated in silence within the walls of Independence Hall, and envisioned men, inspired by Providence, to declare independence, and write our national Constitution. To be in those places, to learn through shared experiences with other educators, validated me as a history teacher and a historian. I experienced a change in pedagogical content knowledge and instructional practice (Kortecamp & Steeves, 2006) that could not be duplicated in any other way for me because it was site-based and experiential. My approach to teaching history changed, and I began to implement site-based and experiential methods with my
students. Driven 2 Teach also increased my self-efficacy (Bandura, 1997), as visiting these sites validated me as a history teacher and historian not only for myself but also to my students.

Since my first field study in 2009, I have been fortunate to share even more experiences with hundreds of other educators on field studies as a participant, an assistant instructor, and a pedagogy specialist. It is rewarding to witness in others, the same changes and paradigm shifts that I myself have experienced. It is also a valuable lesson to learn from those who view the program negatively. While certainly not discounting my own experiences with the program, I approached this study with an open mind realizing that the perspectives of others will likely be different from mine. While I cannot honestly think of a negative experience in connection with Driven 2 Teach, my involvement with the program for nearly a decade has allowed me to receive feedback from others whose perspectives were negative. While these negative experiences pale in comparison to those that have been positive, they merit a place in this study.

The reasons for the negative feedback vary, and range from minor inconveniences to major concerns. Complaints about food and accommodations seem to always arise, as well as inconveniences such as hauling luggage to a room or going without air-conditioning on a bus that has had a malfunction. Red-eye flights, waking up early, and going to bed late, cause some participants to murmur. Some have complained about the amount of academic work expected before, during, and after the field study, and I know of participants who felt the field study demanded too much of them physically. Others have felt isolated and alienated because they did not affiliate with the dominant religion,
meaning that most of the participants reflect the demographics of the state and are
members of The Church of Jesus Christ of Latter-day Saints. Some have expressed
care about the instructors' condescending and arrogant behavior. Others did not agree with
the choices of the sites visited, the assigned readings, or the pedagogical methods
presented. The positive feedback overshadows that of the negative, but these are concerns
that are taken seriously and have led to discussions and changes to some of the program
details over time. Despite some of the negativity, the ideas behind site-based experiential
learning, if applied, can be a major step toward professional development reform. This
was my inspiration for the case study research I conducted for this study, my doctoral
dissertation.

Overview of Subsequent Chapters

Chapter II: Literature Review

This chapter opens with a brief introduction followed by a history of social
studies education to provide context as to where this study fits within the field. Following
this brief history is relevant literature from six interconnected frameworks that guide this
study—professional development, experiential education, site-based learning,
pedagogical content knowledge, teacher beliefs, and professional learning communities.
At the forefront is professional development. As teachers seek ways to improve their
craft, the desired outcome is professional growth and development. Viewed through an
experiential lens, all learning involves lived experience and therefore falls under the
auspices of experiential education. Among the many types of experiential methods is site-
based learning. This section discusses its effectiveness in helping all students learn. The next sections discuss and define pedagogical content knowledge, teacher beliefs, and professional learning communities. In short, the literature demonstrates that highly effective professional development opportunities are an essential part of teacher growth.

Chapter III: Methodology

In this chapter I provide intricate details about the research methods that I used in this study. Included is a problem statement, explaining the need for this study to take place and the research questions that were answered. The methods section explains why the case study method with autoethnographic reflections is the best fit for this research. I then provide details on how I collected data, and analyzed that data to create meaning. I end the chapter talking about the limitations of this study.

Chapter IV: Elementary Findings

In this chapter I use thick descriptions to detail the experiences of the four elementary teachers’ experiences with Driven 2 Teach—Evelyn, Judy, Natalie, and Rachael. I then answer each of the four research questions posed for this study, but specific to the elementary teachers—How do elementary teachers perceive their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program? How do the experiences these elementary teachers had with Driven 2 Teach differ from other professional development experiences? How do elementary teacher beliefs about social studies education contribute to the changes in pedagogical content knowledge and instructional practice? How do these elementary teachers plan on
changing instructional practices based on their new pedagogical content knowledge? — with emergent themes from the data—Pedagogical Content Knowledge, Social Studies Professional Development, Teacher Beliefs, Instructional Practices, Social Learning Systems, Formal and Informal Professional Learning, and Transformational Experiences. The chapter ends with a conclusion about the findings.

**Chapter V: Secondary Findings**

The second part of my results focus on secondary teachers’ experiences with the Driven 2 Teach program—Albert, Hailey, Henry, Michael, and Mary. I then answer each of the four research questions posed for this study, but specific to the secondary teachers—How do secondary teachers perceive their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program? How do the experiences these secondary teachers had with Driven 2 Teach differ from other professional development experiences? How do secondary teacher beliefs about social studies education contribute to the changes in pedagogical content knowledge and instructional practice? How do these secondary teachers plan on changing instructional practices based on their new pedagogical content knowledge? —with emergent themes from the data—Pedagogical Content Knowledge, Social Studies Professional Development, Teacher Beliefs, Instructional Practices, Social Learning Systems, Formal and Informal Professional Learning, and Transformational Experiences. The secondary teacher experiences are following by elementary and secondary teacher disappointments. This section highlights some of the struggles teachers faced while participating in the program. The chapter ends with a conclusion about the findings.
Chapter VI: Autoethnographic Summary of the Findings and Conclusion

This final chapter begins with a comparison of the similarities and differences with secondary and elementary participants followed by an autoethnographic triangulation of the findings that corroborate the findings from the previous two chapters. I end with a discussion about the limitations of the study. The chapter ends with the implications this study has on social studies education and the corresponding literature as well as suggestions for future research.
CHAPTER II
LITERATURE REVIEW

Introduction

Driven 2 Teach is a site-based experiential professional development program for history teachers, and as such, falls under the auspices of social studies education. In order to contextualize this program’s place in the greater social studies arena, a brief history of the origin and transformation of social studies education is provided. Following the historical background of social studies education is relevant literature from six interconnected frameworks that guide this study—professional development, experiential education, site-based learning, pedagogical content knowledge, teacher beliefs, and professional learning communities. At the forefront is professional development. As teachers seek ways to improve their craft, the desired outcome is professional growth and development. Viewed through an experiential lens, all learning involves lived experience and therefore falls under the auspices of experiential education. Among the many types of experiential methods is site-based learning, an instructional strategy foundational to the goals of the Driven 2 Teach program and influential in changing teachers pedagogical content knowledge. As teacher knowledge changes, so do their beliefs about the discipline and the beliefs they have about themselves. When this happens in conjunction with others, through lived experiences at relevant sites, teachers form professional learning communities (PLCs). PLCs provide teachers with much needed support, and help maintain the changes that teachers made because of the
professional development they received.

**Historical Background of Social Studies Education**

One of the paramount goals of social studies education is to prepare students for democratic life and shared experiences (Barton & Levstik, 2004; Dewey, 1916). The purpose of social studies education in the U.S. since colonial times is “the preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in society” (Ross, 2006, p. 18). Current educators in my study echoed these sentiments when asked about their beliefs of the purposes of social studies education.

An eighth-grade U.S. history teacher commented, “Social studies…is where we teach kids how to be humans, how to interact with other people, what some of the repercussions of choices they make are, how to think” (personal communication, Albert, April 2, 2018). A fifth-grade teacher stated that the social studies “are to help us understand each other better. I think as a society it’s easy to have prejudices and things, but if you educate yourself, then you can analyze your biases” (personal communication, Evelyn, April 7, 2018). “Social studies education really gives students knowledge about their country…it helps them then turn around to be better citizens in their community and in their neighborhood “(personal communication, Natalie, April 6, 2018). A 12th-grade U.S. Government and Citizenship educator noted, “There’s no other way in my mind to adequately help kids to recognize how critical it is for them to be an active citizen, to want to be involved in the political process...to be a part of a pluralistic society and a vibrant, free country as we’ve known it for over 200 years” (personal communication,
Another fifth-grade teacher said that social studies education helps students “to be more understanding, helps break prejudices, helps educate them to new beliefs and religions and views and just the whole world” (personal communication, Judy, April 6, 2018). “We want to teach students to be good citizens...hopefully preparing students to be good citizens and make informed decisions as they get older” (personal communication, Hailey, March 26, 2018). In short, social studies education has the power to teach humanity to live in harmony.

While contemporary views of social studies education tend to lean toward civic engagement and preparing young learners for college, career, and civic life (National Council for the Social Studies [NCSS], 2013), historical perspectives differ greatly. Beliefs about the importance of social studies education, its purposes, goals, and even how the term should be defined have evolved. Like any period in history, interpretations change. This historiographical phenomenon is not unique, and, a closer look at the historical background of social studies education provides such an example while also contextualizing the beliefs of educators in my study, within the broader history of social studies education.

The term “social studies,” first emerged during the Progressive Era (Hertzberg, 1981). Reform movements demanded a better, more democratic society. Education, and particularly the social studies, emerged as a discipline specific curriculum encompassing history, government, economics, and sociology. The “social” in social studies was no accident. It was the new buzzword at the time (Hertzberg, 1981). The first person to publish the term “social studies,” was Thomas Jesse Jones who wrote an article for the
From Jones’ first use of the term in 1905 to the present, social studies has been defined and redefined and remains a contentious debate (Ross, 2006). Historically, social studies has been viewed in a variety of ways. Some viewed social studies as a general education college courses, the needs of society, anything dealing with social purposes, or simply, the social sciences (Hertzberg, 1981). The term remains ambiguous. The NCSS has set national standards and expectations for the discipline. NCSS defines the social studies as:

> The integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (NCSS, 1994, p. 3)

This definition is an amalgamation of historical and contemporary perspectives of the discipline. An in depth look into what R. W. Evans (2004, 2010) deems the “social studies wars,” will shed light on how this modern definition of the social studies came to be and why it is important, particularly in influencing social studies instructors’ methodologies.

Methods in teaching social studies and the disciplines that comprise it, predate the actual term. The emergence of social studies disciplines such as history and government became popular in common schools in the 1880s. Public schools, and the rising popularity of universities, along with national reform efforts, created the need for a
unified view of the social studies. Ideological battles ensued. Universities and later professional societies clashed on what disciplines should be taught (Hertzberg, 1981). The social studies wars produced five major competing groups jockeying for control over the social studies (R. W. Evans, 2004, 2010).

Traditional historians defined their approach in the 1890’s, and still have a strong presence today (R. W. Evans, 2004, 2010). These traditionalists favor the study of history over the other social sciences and prefer a chronological approach to learning content using textbooks. The second group, another subject-centered movement (Ross, 2006), view social studies as social science, and value a disciplinary structural approach. This shift took place during the new social studies movement of the 1960’s (R. W. Evans, 2004, 2010; Hertzberg, 1981). The third group consists of social efficiency educators with a civic-centered approach (Ross, 2006) to social studies. Their concern is curriculum standardization and career readiness. The fourth group, issue-centered (Ross, 2006) social meliorists, advocates social improvement by focusing on student reflection and cognition. The fifth group, social reconstructionists, also issue-centered (Ross, 2006), prefer a complete transformation of society in the U.S. (R. W. Evans, 2004, 2010).

Hertzburg (1981) identified two groups: federationists and unitarians. Federationists embraced the subject specific social studies curriculum while simultaneously valuing citizenship education. The unitarians desired a single or unitary social studies curriculum. With such differing perspectives on the roles of social studies education, a consensus on the definition of social studies and a social studies curriculum was difficult and rife with controversy. Scholars have interpreted these philosophies
differently but all conclude that the struggle has been for power over the curriculum (R. W. Evans, 2010).

The social studies wars were not just about competing groups and curricular control but also about historical periods that brought about episodic change in social studies curriculum. With these episodes and the competing curricular perspectives, another argument emerged about the social studies. Should social studies instruction be a means of transmitting or transforming the social order? While a proponent of transforming the social order, Stanley (2010) realizes that this is more complex than an either/or conception; “Democratic society is something we are always trying simultaneously to maintain and reconstruct, and education is essential to this process” (p. 18). The balance between transmitting and transforming has shifted throughout the various episodic changes in social studies history.

R. W. Evans (2004, 2010) introduced six critical episodes between 1916 and the 1980’s. Each episode coincided with prominent historical events. The first episode occurred during World War I. During that conflict, the National Education Association (NEA) published a 1916 report that received mixed reviews among the social studies aficionados. One concern was the NEA definition of social studies, which was, “the social studies are understood to be those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups” (NEA, 1916, p. 9). Following the definition came an explanation of the aims of social studies. Among those aims were social efficiency and training individuals as members of society. They also advocated loyalty to the city, state, and nation so as to
emphasize humanity as a global community (NEA, 1916). Controversies over the report, including a merged economic, sociology, and government course titled, “Problems of Democracy,” led to other critical episodes (R. W. Evans, 2010).

The second critical episode took place during the Great Depression and World War II, after a series of social studies textbooks rose in popularity. Written by Harold Rugg, these issues-centered books engaged readers and captured their visual sensors with illustrations, charts, and graphs. The books led critics to cry foul due to communist undertones and an un-American feel (R. W. Evans, 2010). Despite Rugg’s efforts to defend his work, he realized that most educators failed to challenge students to think for themselves as he had envisioned. They used his textbooks as a means to teach content only. The Rugg textbook controversy is a stand-alone lesson that education is extremely political (R. W. Evans, 2007).

During World War II, the third critical episode in social studies education occurred. This time, the attack targeted an insufficient U.S. history curriculum and the failure of secondary education in teaching its content. Allan Nevins, a Columbia professor of history at the time, led the charge. He was dissatisfied with what he believed to be an attack on national unity and patriotism. He felt this was due to a gross lack of legal requirements by states to implement compulsory American history courses in public schools. Critics argued that there were in fact nationwide requirements for history education. The damage had already been done, as Nevins’ attack undermined the importance of social studies education (R. W. Evans, 2010; Hertzberg, 1981).

The aftermath of World War II led to another critical episode in the social studies
curriculum wars. The fourth episode of the Cold War years was an attack on progressive education and a pushback to a discipline specific approach. Organizations such as NCSS made an effort to appease not just critics but the cultural ebb and flow of the nation (R. W. Evans, 2010).

The fifth critical episode occurred during the 1960s and 1970s. This era brought about a “new” social studies curriculum that encouraged students to emulate the scholars of the disciplines; history students as historians, geography students as geographers, and so on. From this period came the “newer” social studies and a revitalization of teaching by and through social issues. Social issues tended to challenge the status quo and cultural hegemony in an effort to transform rather than transmit knowledge, which brought criticism and debate about what can and should be taught in our public schools (R. W. Evans, 2010; Hertzberg, 1981).

The 1980s, with the Return to Conservatism movement brought about the sixth and final critical episode, the revival of history. Again, the definition of social studies came under attack as conservatives campaigned for a more standardized, disciplinary approach to social studies education. NCSS then created its national standards for social studies, revised most recently in 2002. The social studies curriculum had come full circle, returning to a traditionalist perspective of implementation (R. W. Evans, 2010). Even the field of social studies research has supported a history centered social studies curriculum. It is the second most researched subject, second only to civic education (Levstik & Tyson, 2008). With history on stage in social studies education came contentious debate about new history national standards that would influence what students learn about the
past. Those involved in drafting the standards debated the importance of multiculturalism and the perspectives to be included. Some argued that multiculturalism was a way to empower voices previously ignored while others believed it to be destructive to the unity of the nation (Nash, Crabtree, & Dunn, 1997). Cheney (1994), former chairman of the National Endowment for the Humanities, expressed her opinion about “National Standards for U.S. History” that were going to be released in the mid 1990’s in an article titled, “The End of History.” She wrote:

What went wrong? One member of the National Council for History Standards (the group that oversaw the drafting of the standards) says that the 1992 presidential election unleashed the forces of political correctness. According to this person, who wishes not to be named, those who were “pursuing the revisionist agenda” no longer bothered to conceal their “great hatred for traditional history.” Various political groups, such as African American organizations and Native American groups, also complained about what they saw as omissions and distortions. As a result, says the council member, “nobody dared to cut the inclusive part,” and what got left out was traditional history. (Cheney, 1994, p. A22)

With conflicting political agendas, it is not surprising that party politics played a role in choosing what students would learn about the nation’s past. Politics continue to play a role in curricular decisions, as does the battle of traditional vs. revisionist history.

Today, conservative traditionalism is being challenged in an effort to once again transform rather than transmit the social order. Important Supreme Court decisions have favored groups who have been historically marginalized (e.g., Obergefell v. Hodges). With the mobilization of solidarity movements, with the implementation of controversial executive decisions, and with a more globalized, interdependent world, it is not surprising that the field of social studies is once again reverting back (or forward) to an issues-oriented discipline. “Given that complex social problems do not simply disappear over
time...and that the appearance of new social issues is inevitable...life-long learning is critical to both the health of individuals and the nation” (Totten, 2015, p. 7). Within those parameters, scholars are advocating democratic education where multiple perspectives are included and where social justice flourishes (Agarwal, 2011; Bell, 1997; Camicia, 2015; Hackman, 2005).

Within a social justice framework are marginalized voices, and scholars have conducted studies as well as published articles to continue to challenge hegemonic norms found within the social studies curriculum, including analyses of the perspectives found in social studies journal articles and the possible impact upon democratic education and social justice (Clark & Camicia, 2017). King and Womac (2014) conducted a study analyzing the discourse of Black America through television. Findings indicate that token treatment of Black history is “seemingly inclusive curriculum that is in fact anything but inclusive” (p. 38). Vickery (2016) conducted a case study utilizing a Black feminist ethic of caring framework to research how three Black, female social studies teachers taught citizenship education to students of color. She found that, “Instead of conveying traditional notions of citizenship that value blind patriotism to the nation-state and individualism, they instead chose to teach citizenship as relational and centered on uplifting their cultural community” (p. 28).

Salinas, Rodríguez, and Lewis (2015) conducted a study using a figured worlds and critical historical inquiry framework to research the Tejano History Curriculum Project’s influence on bilingual educators and the depiction of Tejano history in Texas. Findings indicate that, “Participants’ examination of the dominant narrative led to
questioning the knowledge produced and promoted by the state and consequently opened up spaces for developing more inclusive narratives” (p. 181). These inclusive narratives better-connected fourth-grade Tejano students to their local history despite a Eurocentric Texas curriculum. “While a quick scan of the official state curriculum standards document may yield a list of Spanish surnames, the historical figures and events are clearly European” (p. 178).

Lapointe (2016) conducted a study that evaluated the queer teaching and learning practices of students in gay-straight alliances (GSA) and how such practices can be employed by their teachers to disrupt heteronormativity and cisnormativity in the social studies curriculum. Findings indicate that, “when educators follow the lead of GSA members they may enhance their approach to and engagement with LGBTQ topics, and expand the queer pedagogical potential of the Social Studies” (p. 205). In short, these studies (King & Womac, 2014; Lapointe, 2016; Salinas et al., 2015; Vickery, 2016) indicate the importance of an inclusive social studies curriculum that values multiple perspectives.

Several books that specifically address history education dealing with multiple perspectives are noteworthy. Zinn (1980) published *A People’s History of the United States*, a work that came about as a challenge to the Return to Conservatism movement and revival of history. The book approached the stories of the past with non-traditional sources that detailed the experiences of Native Americans, the enslaved, resistance leaders, and those fighting for the rights of others. The history he portrayed challenged social, political, and wartime decisions of the U.S. as well as nationalism, patriotism, and
exceptionalism.

Takaki (2008), in his book *A Different Mirror: A History of Multicultural America*, like Zinn (1980), uncovers the “Master Narrative of American History. According to this powerful and popular but inaccurate story, our country was settled by European immigrants, and Americans are white” (p. 4). Followers of this narrative were influential historians, including Frederick Jackson Turner, famous for his frontier thesis that argued, the Great American West had been colonized, representing the closure of a great historic migration. Frederick Jackson Turner’s influence was widespread, and consequently, historical misinterpretations (Takaki, 2008). Jackson even taught at the Utah Agricultural College National Summer School, now Utah State University, in the 1920’s (Utah State University, 2018). Of more concern perhaps, is how these narratives are continually perpetuated today. Takaki (2008) argues:

> The Master Narrative’s narrow definition of who is an American reflects and reinforces a more general thinking that can be found in the curriculum, news and entertainment media, business practices, and public policies. Through this filter, interpretations of ourselves and the world have been constructed, leaving many of us feeling left out of history and America itself. (p. 5)

Other works support Takaki’s (2008) perpetuation of the “Master Narrative of American History” (p. 4).

students to believe that history is facts to be learned” (p. 16). Loewen (1999) argued, “Americans like to remember only the positive things, and communities like to publicize the great things that happened in them” (p. 15). In regard to historical sites he explained, “It follows that the site will tell a story favorable to the local community, and particularly to that part of the community that erected or resorted it” (p. 15). Although his arguments are overly generalized, his points are well taken. As with all sources, both primary and secondary, consumers of history must be skeptic learners; producers of history should be more mindful of the multifaceted and complex narratives that collectively tell the story of the past. Most, if not all versions of history are incomplete.

The Driven 2 Teach program seeks to transform history education by challenging the perspectives and biases of its participants while simultaneously increasing their pedagogical content knowledge and self-efficacy so that all students learn. This desire is also reflected in the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and the National Council for the Social Studies C3 (College, Career, and Civic Life) Framework. Both works address the importance of multiple perspectives by highlighting important skills students need to develop.

The Common Core, for example, provides ten anchor standards for reading and writing that develop a multiple perspectives mentality. Among other things, the standards promote the close reading of texts, analysis and interpretation supported by evidence, assessment of points of view, and the evaluation of arguments to test for validity and relevance (Common Core State Standards Initiative, 2018). Similarly, the C3 Framework
encourages perspective taking. Dimension 2, Applying Disciplinary Tools and Concepts for the field of history, emphasizes change, continuity, and context, perspectives, historical sources and evidence, and causation and argumentation (NCSS, 2013). While not explicitly citing the need for multiple perspectives, the skills implicitly push learners to be skeptical connoisseurs of information, scrutinizing documents, corroborating evidence, and ultimately incorporating perspectives from various participants of the events of our past. From the inception of the term social studies at the turn of the 20th century to its contemporary meaning in the modern day, major gains have been made to better educate our children and prepare them for the future. It is still a work in progress and a noble one to pursue.

This study finds itself amidst the changing climate of social studies education. While the Driven 2 Teach program’s mission, vision, goals, and values align with the contemporary views of social studies education to prepare young learners for college, career, and civic life (NCSS, 2013), its approach is different. Privately funded, with a special interest in the history education of Utah’s youth, Driven 2 Teach targets not the students directly, but their teachers. In order to transform history education, the program has implemented an instructional method, site-based learning, for teacher professional development that this study has found to be effective. With such findings, it is my hope that this study will contribute to the betterment of social studies and history education, as well as more effective teacher professional development instructional methods. As we endeavor to help teachers, we in turn help the students under their charge.
Theoretical Framework

The theoretical framework for this study is based on six interconnected fields of inquiry as they relate to social studies education: Professional Development, Experiential Education, Site-based Learning, Pedagogical Content Knowledge, Teacher Beliefs, and Professional Learning Communities. This chapter will provide a review of the literature that pertains to this study in those fields.

From this framework’s perspective, teachers learn best when professional development fosters lived experiences. This is the essence of experiential education. Under the umbrella of experiential education are many different frameworks and perspectives. Among those that apply to this study are site-based learning and place-based education. Site-based experiential professional development changes both pedagogical content knowledge and teacher beliefs. These changes are sustained through professional learning communities. The interconnectivity of these fields is illustrated in Figure 2.

Professional Development

Professional development programs at historical sites and implemented by historical sites often include experiential education components for teachers (Blair, 2016). Such methods have been found to be extremely effective and increase higher order thinking skills (Ives & Obenchain, 2006). This is not surprising, but research has also shown that such successes are not guaranteed (Malewski, Sharma, & Phillion, 2012; Wilkison, 1998).
Figure 2. Relationship between fields of inquiry.

Professional Development
New social experiences are fostered through purposeful trainings that set out to change pedagogical content knowledge and teacher beliefs using site-based experiential methods.

Experiential Education
An instructional strategy used in certain types of professional development. People learn best through lived experiences. Experiences form perspectives, biases, and ideologies.

Site-based Learning
Type of experiential education that encourages the use of place to foster the experience.

Pedagogical Content Knowledge
Increased content and pedagogical knowledge based on site-based experiential professional development.

Teacher Beliefs
Dictate perspectives and views of the world, including the practice of teaching. Beliefs are formed over time because of accumulated experiences. Site-based experiential professional development add experience and change beliefs.

Professional Learning Communities
Social experiences fostered through purposeful trainings that set out to change pedagogical content knowledge and teacher beliefs using site-based experiential methods are sustatined over time through collaboration, common assessments, and shared data.
The way professional development is delivered matters. Literature on professional development reveals an abundance of characteristics that have been shown to be effective when implementing a program, conducting a workshop, or planning a seminar (Cormas & Barufaldi, 2011; De La Paz, Malkus, & Monte-Sano, & Montanaro, 2012; Glickman, Gordon, & Ross-Gordon, 2014; Gordon, 2004; Guskey, 2000; Hawley & Valli, 1999; Kortecamp & Steeves, 2006; Matherson & Windle, 2017). Professional development can have formal and informal components, both of which lead to important learning experiences (Thacker, 2017). Professional development “has been found to be effective when it enhances teachers’ subject matter knowledge, provides extended learning time, actively engage teachers, and links to what teachers are asked to do” (De La Paz et al., 2012, p. 496). Teacher educators have argued, “Teachers must have opportunities to learn and practice the specific teaching strategies that will enable them to support their students’ subject matter understandings” (De La Paz et al., 2012, p. 496). Matherson and Windle (2017) conducted a meta-analysis on professional development literature and found that teachers want professional development learning opportunities that:

1. Are interactive, engaging, and relevant to their students.
2. Show them a more practical way to deliver content.
3. Are teacher-driven.
4. Are sustained over time.

The purpose of professional development is to cause a change in instructional practice that impacts student learning (Blank, de las Alas, & Smith 2007; Darling-Hammond & Richardson, 2009; L. Evans, 2014; Kortecamp & Steeves, 2006; Matherson & Windle, 2017; Wenglinsky, 2000). Kortecamp and Steeves state, “Change in teacher knowledge and practice is the most significant outcome of any professional development
effort. If professional development efforts fail to alter teacher characteristics, little change in student outcomes can be expected” (p. 487). They also found that “professional development must be job-embedded and focused on content-specific learning rather than generic approaches” (p. 487). Therefore, “History teachers do not need the same professional development as English or art teachers, nor do first grade teachers need the same professional development as sixth grade teachers” (Kortecamp & Steeves, 2006, p. 487). These findings lead back to relevancy. In the case of Driven 2 Teach, the relevancy of professional development for history teachers is situated within the context of site-based experiential education.

**Experiential Education**

The intellectual origins of experiential education are found in the works of Dewey, Lewin, and Piaget. Fundamental to this perspective is “the central role that experience plays in the learning process” (Kolb, 1984, p. 20). The Association for Experiential Education (AEE) defines experiential education as “Challenge and Experience followed by Reflection leading to Learning and Growth” (AEE, 2018). In more detail, the AEE explains:

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Experiential educators include teachers, camp counselors, corporate team builders, therapists, challenge course practitioners, environmental educators, guides, instructors, coaches, mental health professionals...and the list goes on. It is often utilized in many disciplines and settings: outdoor and adventure education, non-formal education, place-based education, project-based learning, global education, environmental education, student-centered education, informal education, active learning, service learning, cooperative learning and expeditionary learning.
Experiential education, as expressed by AEE, has a broad scope. Any educational group, organization, or community can be experiential as long as they abide by experiential education’s foundational principles. These principles are as follows:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.

- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.

- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.

- Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.

- The results of the learning are personal and form the basis for future experience and learning.

- Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.

- The educator and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.

- Opportunities are nurtured for learners and educators to explore and examine their own values.

- The educator’s primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.

- The educator recognizes and encourages spontaneous opportunities for learning.

- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.

- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes. (AEE, 2018)
While all of these principles may not be found in all experiential education programs, most of them are an essential part of learning experientially. One of the most important principles has to do with the social implications of learning through experiences: “Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large” (AEE, 2018).

“Learning,” as defined by Kolb (1984), “is the process whereby knowledge is created through the transformation of experience” (p. 38). Experience does not occur solely in isolation. It is often a social phenomenon where communities of practice are foundational in creating social learning systems where competencies are increased and influenced by those within the organization (Wenger, 2000). “Organizations depend on social learning systems” (p. 226), and the most important organization a community can have is its education system. Wenger explains the tug-of-war between competence and experience that occurs if learning is to take place.

Whether we are apprentices or pioneers, newcomers or oldtimers, knowing always involves these two components: the competence that our communities have established over time (i.e., what it takes to act and be recognized as a competent member), and our ongoing experience of the world as a member (in the context of a given community and beyond). Competence and experience can be in various relations to each other—from very congruent to very divergent. As my two examples show, either can shape the other, although usually the process is not completely one way. But, whenever the two are in close tension, and either start pulling the other, learning takes place. Learning so defined is an interplay between social competence and personal experience. It is a dynamic, two-way relationship between people and the social learning systems in which they participate. It combines personal transformation with the evolution of social structures. (p. 227)

Driven 2 Teach participants, particularly on the field study, are constantly immersed in personal experience, albeit not in isolation. The learning for these educators is an
interplay, as described by Wenger. Experience is foundational to learning, and learning is defined by our community’s perceptions of competence (Wenger, 2000).

Experience is the primary factor in learning and therefore a necessary component of education. “Quite simply, experiential education is education (the leading of students through a process of learning) that makes conscious application of the students’ experiences by integrating them into the curriculum” (Carver, 1996, p. 9). While experiential education differs greatly across the curriculum, four characteristics emerge as a binding agent from one discipline to another: authenticity, active learning, drawing on student experience, and providing mechanisms for connecting experience with future opportunity (Carver, 1996). Some examples include:

- Wilderness-based adventure travel, ropes courses and “initiatives”
- Job training internships and apprenticeships
- Survival training and rescue training
- Service learning and programs focused on advocacy
- Art education and production
- Media production (newspapers, television, radio)
- Academic-oriented programs
- Community-based support programs (with a primary goal of providing youth with a safe environment and stable support system for day to day living; life skills)
- Early education programs
- T-groups (training-groups; interpersonal dynamics workshops) (Carver, 1996, p. 9).

Under the auspices of experiential education, learners participate in carefully...
chosen experiences that require reflection, critical analysis and synthesis. Learners are required to take initiative, make decisions, and take upon themselves responsibility for outcomes. Learners must be inquisitive and curious, and actively engage in problem solving, investigation, and connecting new knowledge with prior knowledge. Learners become engaged in the process of knowledge acquisition on many levels, including intellectually, emotionally, socially, politically, spiritually, and physically. Such learning typically involves interaction between learners and must include interactions between the educator and the learner. The educator, then, takes on the duty of supporting the learner by carefully crafting the experiences that ensue, and doing all that is possible to ensure physical and emotional safety. The educator also guides the learner in content, pedagogy, and reflection (Itin, 1999).

Few studies on social studies professional development programs exist, and those that do have focused on Teaching American History (TAH) grants (De La Paz et al., 2012). These grants were awarded by the Department of Education for over a decade since 2000. Of these studies, several had experiential components (De La Paz et al., 2012; Kortecamp & Steeves, 2006; Schrum, Kortecamp, Rosenfeld, Briscoe, & Steeves, 2016), but the research was not focused on experiential education. For example, Schrum et al. observed teachers participating in an activity where they performed the tedious task of removing seeds from cotton. De La Paz et al. (2012) encountered teachers “doing history” as modeled by invited guest Sam Wineburg. Kortecamp and Steeves (2006) witnessed teachers involved in historical research processes throughout their TAH experience. Of the three studies that included some forms of experiential education, two
had site-based components (Kortecamp & Steeves, 2006; Schrum et al., 2016) but again, that was not the focus of the two studies. Instead, these researchers were more interested in evaluating the TAH programs rather than focus on the specific experiences of the participants, like this study has done. This is an important distinction. This study’s focus is on participant experiences afforded by the site-based experiential professional development offered by Driven 2 Teach. It is not an evaluation of the program itself.

**Site-based Learning**

Embedded within effective professional development and the belief that people learn best through lived experience is the concept of site-based learning. At the root of site-based learning is the notion that location-specific objects and hands-on activities are a powerful way to engage visitors (Matherson & Windle, 2017; Schrum et al., 2016; Darling-Hammond & Richardson, 2009). With an emphasis on teaching history with museums, Marcus, Stoddard, and Woodward (2017) found that site-based learning, under the auspices of social studies education, usually provides learners with three types of resources: physical resources, human resources, and online resources. Physical resources cannot be replicated in the classroom as they provoke the senses. Likewise, human resources provide added expertise and differing perspectives that enrich the learning process by reinforcing or challenging prior knowledge. Online resources are available in the classroom and serve as an extension to the site-based experience.

Using the term museum to include “artifact and display-based museums, local history museums, historic forts, house museums, living history museums, memorials, monuments, and other heritage sites” (p. 6), Marcus et al. (2017) have found that
“Museum visits and the use of other museum resources can significantly contribute to the goals of preparing citizens for life in a democracy” (p. 12). Such visits can develop historical empathy (Endacott & Brooks, 2013), promote a critical and reflective stance toward the past, and connect the past and the present. Marcus et al. (2017) explain:

More than just the sites where things happened, or the place where “real” historical objects are preserved and venerated, or memorials to great events in the past, museums are ideal places for engaging students in thinking about how our ideas about the past are generated, mediated, and presented, and how the exhibits that tell us “where we came from” are often as carefully constructed as the institutions that house them. (p. 37)

For best results, museum visits should include pre- and post-visit activities, complement classroom resources, and collaborate with museum staff. Perhaps most important, “Museums should be approached with the same respect, but also with the same critical eye, as we would approach any historical source” (Marcus et al., 2017, p. 15).

Other studies corroborate the findings of Marcus et al. (2017). Rackard (2018) conducted a study of high school students’ experiences with traveling abroad. She found that “the study abroad led to greater comprehension of the history and art curriculums as history literally came to life” (p. 65). In one specific example, “A visit to the Anne Frank museum triggered a connection between history studied in the classroom and the trip experience” (p. 65). In another, “personally encountering art was more powerful than seeing it in textbooks or online” (p. 65). In short, site-based experiences enriched the academic experience of the travel abroad students.

Schrum et al. (2016) conducted a study that found that the site-based learning experienced by participating teachers had an immediate effect on their historical understanding. Sites in this study included the National Building Museum, George
Washington’s Mount Vernon, the U.S. Holocaust Memorial Museum, the National Museum of African American History and Culture at the National Museum of American History, Thomas Jefferson’s Monticello, and the National mall in Washington D.C. Schrum et al. (2016) found that site-based participants benefit most from experiences that begin with workshops that prepare teachers with background knowledge about the sites they will visit. It is important to orchestrate the site visit to include content and pedagogical experts. Free and structured time should be balanced, which is a finding in other studies as well (L. Evans, 2014; Matherson & Windle, 2017; Thacker, 2015), and time should be appropriated for questioning and discussion. Maximizing sensory experiences, providing ongoing follow-up after the experience, and incorporating school-based professional learning communities also contribute to the success of site-based learning. To be most effective, site-based professional development must directly connect with the content that educators currently teach (Schrum et al., 2016). Because the Driven 2 Teach program begins with preparatory seminars and balances formal and informal professional learning (Thacker, 2017) within the field study, this research corroborates and extends these findings.

Kortecamp and Steeves (2006) conducted a study and reported gains in teachers’ pedagogical content knowledge due to the professional development provided by the TAH grant. Sites in this study included the National Archives, Museum of the American Indian, and the Library of Congress. The site-based component of this training was only a small portion of the complete TAH professional development and the sites chosen were not picked for the site-based aspect of learning but for the resources that would aid
teachers in conducting historical research. This study’s focus adds to what we already know from the studies evaluating TAH grants by viewing sites and places as standalone tools for changing teachers’ pedagogical content knowledge.

Patterson (2015) conducted a study that analyzed the transformative effects of travel through an international professional development in China. He studied four participants, all of which were social studies teachers. His primary means of data collection were interviews and observations. Patterson stated, “engaged with the participants before, during, and after their completion of the international professional development” (p. 355). He elaborates:

As a participant observer, I immersed myself as much as I could into the culture of the study tour cohort: I participated in online discussions and a pre-trip orientation prior to leaving for China and interacted with the participants in naturalistic ways as they learned about China at cultural and historical sites. (p. 356)

His participation with and among those he was researching is very similar to the participation I had with those that I studied.

Patterson (2015) shared rooms with two of his four participants, ate meals with all four, and participated in all the activities that the study tour offered. With the exception of sharing a room, I ate meals with my participants and participated in all of the activities that Driven 2 Teach had to offer. This immersion allowed Patterson to build a rapport with his participants that made the interview process much better. Likewise, I could see that transition, particularly between the pre-field study interviews and the post-field study interviews.

Patterson’s (2015) methods were very similar to those of this research and his
findings reveal several items of interest. First, the experiences of the participants were not highly transformative, but rather reinforced prior knowledge. Other research suggests international study to be transformational (O’Reilly et al., 2014). Second, Patterson found that “whatever the participants wanted to gain from their participation, they ultimately found,” meaning, “the perceptual lens that each participant brought to this experience was the most significant factor in determining the outcomes of the study tour” (p. 366). Patterson claimed that the study tour was, in part, to blame for the lack of participant transformation. The shortcomings were little reflection time, limited contact with Chinese natives, guides intervening with participant culture shock, and the lack of any type of follow-up after the study tour. The Driven 2 Teach program, in contrast, required reflection and the accountability piece included a reflective journal. Participants had ample time and opportunities to engage with locals, and participants are required to attend a post-field study seminar.

In tandem with site-based learning is place-based education. However, one significant difference exists. Place-based education involves experiences within the local environment and therefore, the local community (R. T. Evans & Kilinc, 2013), while site-based learning can take place within or outside of a specific locale—site-based learning does not have to be based within the community. The literature for place-based education, otherwise falls under the same ideals of site-based learning.

For example, like site-based learning, place-based education is naturally fitting to the discipline of social studies and its curriculum (R. T. Evans & Kilinc, 2013; Resor, 2010), particularly in the field of history. The study of history provides countless
opportunities for teachers and students to engage in a place-based pedagogy. Field trips offer such opportunities and are relevant to this study because they are naturally site-based and often have experiential components. “Field trips can be exciting, motivating events that stimulate students’ learning in real life settings” (Noel & Colopy, 2006, p. 553). Noel and Cology found that “Children learn a great deal by interacting with people and objects in their environment” (p. 556).

Place-based education gets students out of the classroom and into such environments. Marcus, Levine, and Genier (2012) found, “Leaving the school to visit a museum or historical site allows students the opportunity to engage with a combination of artifacts, ambience, narratives, and other re-creations of the past; this combination is difficult to recreate in the classroom” (p. 68). Because classrooms do have major limitations, it is important to quite literally leave the school building in search of supplemental learning experiences. Marcus et al. also argue, “History museums’ artifacts, exhibitions, living history interpreters, recreated historical settings, and other materials can create experiences for teachers and students that complement the school curriculum” (p. 68).

Similarly, Percoco (2017), in his book, *Take the Journey: Teaching American History Through Place-Based Learning*, argues that students “learn much more from the physical world around them than they could from a textbook” (p. 4). As a history teacher, Percoco used the Journey of Hallowed Ground National Scenic Byway, a tract of land from Monticello, Virginia, to Gettysburg, Pennsylvania as his classroom, taking field trips to a myriad of places within 90 minutes of his school. The results were positive in
the realm of student learning and support other studies, such as Marcus et al. (2012), on the benefits of field trips for students of history.

Unlike field trips however, this study is not focusing on K-12 students but their teachers. Various works reveal much about the power of field trips for participating K-12 students (Marcus et al., 2012, 2017; Noel & Colopy, 2006; Percoco, 2017; Rackard, 2018) This study has offered findings that reveal the effects of such trips on participating teachers. Many historical sites not only provide programs for K-12 students, but also professional development for teachers (Blair, 2016).

Site-based learning, particularly with historical places, provides opportunities for participants to better engage in historical reasoning and thinking like a historian, which can then be modeled in the classroom for students (Baron, Woyshner, & Haberkern, 2014). Baron (2012) notes, “There are few places where the line between the past and our construction of it is less evident than at historic places” (p. 13). Schrum et al. (2016) argue, “Site based professional development has the potential to actively involve teachers in examining the ways in which history is told and taught” (p. 38). This potential was certainly reached by participants of the Driven 2 Teach program.

**Pedagogical Content Knowledge**

According to Shulman (1986), content knowledge “refers to the amount and organization of knowledge...in the mind of the teacher” (p 9). Content knowledge “requires understanding the structures of the subject matter” (p. 9). Shulman further explains:

Teachers must not only be capable of defining for students the accepted truths in a
domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing, and how it relates to other propositions, both within the discipline and without, both in theory and in practice. (p. 9)

Along with content knowledge, successful teachers are equipped with pedagogical knowledge.

Pedagogical knowledge is “a second kind of content knowledge...which goes beyond knowledge of subject matter...to the dimension of subject matter knowledge for teaching” (Shulman, 1986, p. 9). Pedagogical content knowledge is the marriage between content knowledge and pedagogical knowledge, and “embodies the aspects of content most germane to its teachability” (p. 9). Shulman (1986) elaborates:

Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, the ways of representing and formulating the subject that make it comprehensible to others. (p. 9)

Put more simply, pedagogical content knowledge is a teacher’s knowledge of a subject and the ability to effectively teach that subject to others. In the case of the Driven 2 Teach program and this study, pedagogical content knowledge refers to the participants’ knowledge of history and their ability to effectively teach history to their students.

Teacher Beliefs

One of the paramount goals of social studies education is to prepare students for democratic life and shared experiences (Barton & Levstik, 2004; Dewey, 1916). The purpose of social studies education in the U.S. since colonial times has been “the preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in society” (Ross, 2006, p. 18). An instructor’s beliefs
about social studies education become a major influence in her or his teaching methodologies. Such beliefs influence how a teacher organizes her or his class as well as her or his behaviors in the classroom. Teacher beliefs affect student learning (Chin & Barber, 2010). Those beliefs however, are often in conflict with the beliefs of other social studies teachers (Adler, 1984; Barr, Barth, & Shermis, 1977; Goodman & Adler, 1985). Studies have shown that what teachers believe about the purposes and goals of social studies are not always reflected in their classroom practices (Adler, 1984; Angell, 1998; M. Evans, 2006; Goodman & Adler, 1985; Hess & Avery, 2008; Johnson, 1990; Knowles, 2017; Mhlauli & Muchado, 2013; Wilson, Konopak, & Readance, 1994). This may be attributed to external pressures (e.g., standardized tests) that influence curricular decisions (Au, 2009; Cornett, 1990; Misco & Patterson, 2007; Van Hover & Yeager, 2004).

A recent study by Knowles (2017) surveyed over 700 Missouri social studies teachers in an effort to see if there was a relationship between teacher beliefs and their civic education ideology, which could also be viewed as how they identify politically. Findings indicated that there is a relationship between a teacher’s civic education ideology and her or his instructional preferences. For example, Knowles found that teachers with a conservative civic education ideology tended to be more prone to use teacher-led discussions and readings from the textbook than those with liberal or critical civic education ideologies. This group tended to be more male than female, and included more experienced teachers and teachers from rural areas. Teachers with a liberal civic education ideology or a critical civic education ideology tended to implement more
collaborative research-based instructional strategies. This group tended to be more female than male, and consisted mostly of newer teachers and teachers from suburban and urban locations. The importance of this study lies in the connection between bias and prior knowledge with instructional preferences. Other studies corroborate these findings.

A study by R. W. Evans (1988) provides specific examples of how beliefs relate to instruction in history education. Three teachers in his study had profoundly different views on the purposes of history and their practices reflected those beliefs. One teacher was a social activist and reformer who used history to help students solve contemporary problems. Another was a cosmic philosopher of the Bahai faith who used history to help students understand their unity with humanity. A third viewed history as a means to understand current events so that students became educated decision makers.

Several studies in citizenship education also merit attention. Anderson, Avery, Pederson, Smith, and Sullivan (1997), after conducting a national study on teachers’ views of citizenship education, found that four major perspectives exist: critical thinking, legalism, cultural pluralism, and assimilationism. Critical thinkers challenge the status quo and question schools and society. They use social studies curriculum to challenge students to think deeply and recognize the world community rather than merely the nation-state. Legalists promote a curriculum that teaches how the government functions and encourage students to respect and obey laws. Cultural pluralists teach students that our country is multicultural and that the acquisition of knowledge should reflect that diversity, incorporating multiple perspectives and experiences. Assimilationists, the most isolated of the four perspectives, want students to adhere to and support the cultural
hegemony found within the status quo. They want to create patriotic citizens who honor and respect stereotypical American values.

O’Reilly et al. (2014) found that international travel transformed participant perspectives, influenced teaching practices, and changed them as a person. Participants had stronger desires to learn new languages, and live and work in a country not their own. Castro (2010), after conducting a study on preservice teachers’ views of cultural diversity, found that participants who had extensive prior experience with cultural diversity supported multicultural education more than those with less exposure to people who were different from them. Similarly, Alviar-Martin (2010) found that transnational teachers’ experiences with various cultures influenced their methods and practices of teaching citizenship education. These teachers valued different perspectives and incorporated that ideology in their curriculum. They believed in a global citizenry and their teaching reflected that fact as they guided students in discussions about human rights (e.g., 2005 racial riots in Paris).

These studies that are focused on teacher beliefs, albeit in different ways and under differing contexts, found that bias and background knowledge, or a person’s funds of knowledge (Moll, 1992), influence the way a person perceives the experiences they have. This knowledge informs my research study greatly as it assumed that all participants brought with them important ways of knowing (Kasun & Saavedra, 2013), that contributed to their experiences and changes in pedagogical content knowledge.

Also of great importance to this study are teacher self-efficacy beliefs. Self-efficacy is “the exercise of human agency through people’s beliefs in their capabilities to
produce desired effects by their actions” (Bandura, 1997, p. vii). In teaching, self-efficacy is often perceived as the capability or skill to obtain educational goals (Dellinger, Bobbett, Olivier, & Ellett, 2008; Dundar, 2018; Skaalvik & Skaalvik, 2010). In tandem with Driven 2 Teach, and experiential learning theory, “Efficacy beliefs are structured by experience and reflective thought rather than being simply a disjoined collection of highly specific self-beliefs” (Bandura, 1997, p. 51). The Driven 2 Teach program provides participants with experiences and time to reflect upon those experiences with the requirement to write them down daily. This combination of experience and reflection creates an atmosphere where teacher self-efficacy can increase.

Experiences are always accompanied by prior knowledge. Bandura (1997) found that “Individuals who focus on the familiar aspects of new activities will display greater transfer of perceived self-efficacy.... (Bandura, 1997, p. 51). This coincides with findings of Schrum et al. (2016) and Marcus et al. (2017) that site-based participants benefit most from experiences that begin with workshops that prepare teachers with background knowledge about the sites they will visit. This background knowledge not only helps to change pedagogical content knowledge but serves to increase self-efficacy as well.

Bandura (1997) posited, “Efficacy beliefs differ widely in importance” (p. 51). Vocational self-efficacy is one of the most important because of the time people spend on developing professionally (Bandura, 1997). Higher self-efficacy gives way to higher job satisfaction, and less teacher burnout (Dundar, 2018; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010), which arguably leads to greater student learning. Because Driven 2 Teach focuses on developing vocational skills of professional educators, the self-efficacy
that may develop is of a higher importance than other goals that these participants may be pursuing. For most, their career is a means to their livelihood and consequently, of the highest priority. In regard to vocations, and extremely fitting to the teaching profession, Bandura (1997) states:

Effective functioning requires both skills and the efficacy beliefs to use them well. This calls for continuous improvisation of multiple subskills to manage ever-changing situations, most of which contain ambiguous, unpredictable, and often stressful elements. Preexisting skills often must be orchestrated in new ways to meet varying situational demands. Even routinized activities are rarely performed in exactly the same way each time. Initiation and regulation of transactions with the environment are, therefore, partly governed by judgments of operatives capabilities—what people believe they can do under given circumstances and task demands. (p. 37).

Because Bandura’s (1997) explanation does envelope the essence of teaching perfectly, effective teaching requires both skills, or pedagogical content knowledge, and high self-efficacy beliefs, or “beliefs in their capabilities to produce desired effects by their actions” (Bandura, 1997, p. vii). In order to better sustain the changes in pedagogical content knowledge and teacher beliefs, made possible by site-based experiential professional development, teachers must establish professional learning communities (DuFour, & Eaker, 1998).

**Professional Learning Communities**

According to DuFour and Eaker (1998), “The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities” (p. xi). DuFour and Eaker view a professional as an expert in a certain field, well educated, and a continual learner. They view learning as “ongoing action and perpetual curiosity” (p. xii), and by community,
they envision “an environment that fosters mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone” (p. xii).

While DuFour and Eaker (1998) are certainly focused on improving schools by implementing successful professional learning communities, the principles they teach are also useful for organizations outside of education, and for educators outside of specific schools that are united in some type of mission and vision. Mission or purpose, is the first building block. DuFour and Eaker (1998) pose several important questions when thinking about a group’s mission: “Why do we exist?... What are we here to do together?...What is the business of our business?” (p. 58). The mission is a reflection on the fundamental purpose of a group. The second building block is vision. Similar to mission, DuFour and Eaker pose questions that envelope the essence of a group’s vision: “What do we hope to become?... If we are true to our purpose now, what might we become at some point in the future? (p. 62). Vision is the future potential of a group. Despite coming from schools across the state of Utah, Driven 2 Teach participants and the Driven 2 Teach program share a common mission and vision. Most would agree we exist to better our world by effectively teaching young people about the past by making it relevant to today. This is the mission of Driven 2 Teach and its participants. We hope to become better at our craft so that students are prepared for college, career, and civic life. This is the vision of Driven 2 Teach and its participants.

DuFour and Eaker (1998) introduce two more building blocks. The third building block is values, and the fourth, goals. The question posed for values, is, “How must we
behave in order to make our shared vision a reality?” (p. 88). Values reflect the intent to fulfill the vision of the group. This includes the identification of specific “attitudes, behaviors, and commitments they must demonstrate in order to advance toward their vision” (p. 88). For the final building block, DuFour and Eaker ask, “Which steps will we take first, and when?” (p. 100). This is a call to establish priorities. Like the first two building blocks, participants of Driven 2 Teach and the Driven 2 Teach program share common values and goals. Within the context of the program, Driven 2 Teach participants make commitments, particularly with preparations made prior to the field study. Teachers prepare lessons, presentations, and assignments to share with one another. When they are unprepared, the whole group suffers. The core value of Driven 2 Teach follows the motto, be prepared. The goal is also precise; provide students with exceptional history instruction. The number one priority is student learning. By fulfilling their commitments, Driven 2 Teach participants can more fully accomplish their goals.

A common mission, vision, values, and goals are insufficient without communication. DuFour and Eaker (1998) state, “Effective communication is an essential component of the change process” (p.106). While this aspect of the Driven 2 Teach program may seem complicated due to the many schools from which participants come, many apply as teams and come with colleagues from the same school building. However, with current technology, these teachers are able to stay in constant communication, sharing via Google Drive, Canvas, social media, email, phone calls, and text messages.

DuFour (2005) highlights other important aspects of professional learning communities through three big ideas. Big idea #1 is “Ensuring That Students Learn” (p.
32). Educators must focus on student learning, not teaching. The major distinction is simple. If students are not learning, the educator is not doing their job. Big idea #2 is “A Culture of Collaboration” (p. 36). Collectively, teachers work to help all students learn. Educators use best practices to differentiate lessons and materials to meet the needs of diverse learners. Big idea #3 is “A Focus on Results” (p. 39). Professional learning communities rely on data as a way to judge their effectiveness. When the results are unfavorable, adjustments are made. When results are favorable, practices are shared and replicated. Ultimately, professional learning communities work collaboratively to help all students learn at high levels. In the field of social studies and history education, the Driven 2 Teach program and its participants, likewise, strive to help students of history learn at high levels.

This chapter began with a short introduction illuminating the site-based experiential approach Driven 2 Teach uses in delivering history professional development for Utah educators. I have contextualized the Driven 2 Teach program, its participants, and this study within the field of social studies by providing a brief history of social studies education, detailing the change of perspectives over time as well as current interpretations of the meaning of social studies education. I then provided relevant literature from six interconnected frameworks—Professional Development, Experiential Education, Site-based Learning, Pedagogical Content Knowledge, Teacher Beliefs, and Professional Learning Communities—and how they relate to this study. The following chapter will provide the details of this study, including a problem statement, research questions, methods, participants, and limitations.
CHAPTER III
METHODOLOGY

Problem Statement

Educational professional development among teachers has long had a negative connotation. Hours of “sit and get” lectures, “death by PowerPoint,” and irrelevancy to real world practices has filled hours of teachers’ precious time. The way professional development is delivered matters. The purpose of this qualitative study is to understand how history teachers experience professional growth and development, by participating in a site-based experiential professional development program called Driven 2 Teach. In this study, professional growth and development is defined as a change in pedagogical content knowledge and instructional practice (Guskey, 2000; Kortecamp & Steeves, 2006).

According to Noel and Colopy (2006), there is little research on the history field trip experiences of students. The research focused on the experiences of teachers on field studies is even more scarce. De La Paz et al. (2012) found, “Outside of TAH [Teaching American History] programs, conclusive research on teacher professional development is limited” (p. 496). Much of the research on travel and professional development concentrate on preservice teacher experiences and not on the experiences of practicing teachers (Patterson, 2015). No formal research studies have looked at the experiences history teachers have had with the Driven 2 Teach program, as well as the changes in their pedagogical content knowledge and instructional practice, which is the problem this
study addressed. This study also provided the program with empirical data that led to an understanding of history teachers’ experiences and their perceptions on their own professional growth. A formal research study was necessary in order to situate the Driven 2 Teach program within the applicable literature, to justify its continued implementation, and with its found success, to encourage other states, districts, schools, and organizations to implement similar programs for history and social studies teachers. Because this study sought to derive an up-close and in-depth understanding of a single case (Yin, 2014), the Driven 2 Teach program, the case study method was used and supported with my own experiences through autoethnography.

**Research Questions**

The research questions for this study were: How do history teachers perceive their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program? How do the experiences with Driven 2 Teach differ from other professional development experiences? How do history teacher beliefs about social studies education contribute to the changes in pedagogical content knowledge and instructional practice? How do these history teachers plan on changing instructional practices based on their new pedagogical content knowledge?

**Methods**

This qualitative study used an embedded single-case study design (Baxter & Jack, 2008; Creswell, 2013; Yin, 2012, 2014) and autoethnography (Adams, Jones, & Ellis, 2019).
2015; Hughes, Pennington, & Makris, 2012; Wall, 2006) to examine teacher professional learning experiences while participating in the Driven 2 Teach program. The case for this study was the Driven 2 Teach program. The embedded units of analysis were the individual teachers (four elementary, four middle/junior high, and one high school) that were studied within the program.

Because no research is implemented in an apolitical vacuum, this case study was supported by autoethnographic reflections (Camicia, 2016). According to Hughes et al. (2012), autoethnography is a hybrid term “intended to name a form of critical self-study in which the researcher takes an active, scientific, and systematic view of personal experience in relation to cultural groups identified by the researcher as similar to the self (i.e., us) or as others who differ from the self (i.e., them)” (p. 209). This type of critical self-study helped to extend the sociological understanding of this research (Sparkes, 2000; Wall, 2006). According to Wall, “the freedom of a researcher to speak as a player in a research project and to mingle his or her experience with the experience of those studied is precisely what is needed to move inquiry and knowledge further along” (p. 3). Wall also states, “The use of autoethnography alongside other well-known qualitative research methods is suggested” (p. 5). For these reasons, this study incorporated case study and autoethnographic research.

The theory or lenses used to guide the analysis were experiential education, site-based learning, teacher beliefs and professional development. The case study approach with autoethnographic reflections was selected in an effort to provide thick descriptions (Yin, 2014) and insightful explanations of teachers’ experiences, as well as my own, with
the Driven 2 Teach program that other approaches may not be able to afford. The use of autoethnography as a guide, according to Camicia (2016), sheds light on patterns of culture as narratives and counternarratives become texts of dialogue. Autoethnography “makes contributions to either established or new knowledge and/or practical concerns by highlighting the individual’s understanding of existing structures, theory, and scholarship” (Hughes et al., 2012, p. 212).

Yin (2012, 2014) introduces three different research methods that fall under the auspices of the case study method of qualitative research: descriptive, explanatory, and exploratory. Although there is overlap among the three methods and the line to determine which is to be used is not always sharp (Yin, 2012), descriptive case studies typically seek to answer what is happening or what has happened. Explanatory case studies often seek to answer how or why something happened (Yin 2014). Exploratory case studies seek “to determine whether a topic is indeed worthy of further investigation” (p. 5). This study followed the descriptive model since the research questions led to answers about what was happening in regard to professional growth and development with history teachers participating in the Driven 2 Teach program.

In selecting participants of the Driven 2 Teach program to serve as the embedded units of the case study (Yin, 2014), a purposeful sampling technique based on accessible cases and differing perspectives was used (Creswell, 2013; Marshall & Rossman, 2011). The criteria, within the limits of the Driven 2 Teach program participants were that the individual teachers first, were attending the same field study as me so that I could gather the necessary data for this research (Patterson, 2015), particularly through direct
observations, interviews, and participant-observation (Creswell, 2013; Yin, 2014). There were three field studies in June. One field study was geared toward high school teachers and the 11th-grade curriculum for U.S. History, specifically dealing with the Civil Rights Movement. Another field study was tailored specifically for elementary and middle/junior high teachers and the fifth-grade/eighth-grade U.S. History curriculum involving the Civil War. Only one field study included curriculum that fit the elementary, middle/junior high, and high school curricula for U.S. History, with a focus on Founding Fathers and founding principles of the U.S. This Boston to Philadelphia field study was the one that best fit the purposes of my research and was the trip that I participated in as a researcher and participant-observer. This choice narrowed the participants from approximately 84 to 28. These 28 participants, after providing informed consent (See Appendix J), were given a face-to-face questionnaire (see Appendix A for the questionnaire and Table 1 for the questionnaire data). The order of the questions in the questionnaire did not reflect the importance of the information used for the criterion sample. However, the data from the questionnaire did provide the information necessary to choose the proper nine participants that became the embedded units of the case study.

With the questionnaire data in an Excel spreadsheet, I could then easily sort the data based on criterion I was interested in at the time (see Figure 3). I first looked at the response to whether they had participated in a site-based experiential professional development program such as Driven 2 Teach (Patterson, 2015). My desire was that the people I observed did not have such an experience. This assured a fresh perspective on site-based and experiential professional development. Of the 28 participants, only five
had been involved in a similar type of professional development opportunity. This narrowed the participants down to 23. Out of the nine teachers selected in the end, none had participated in this type of professional development, and later I found that many of these teachers, particularly those that teach elementary, had ever had a history specific professional development opportunity at all.

Before picking specific teachers based on years of experience, I sorted participants based on the grade levels they taught. Individual teachers had to be split among the three levels of K-12 schools found commonly in the state of Utah: elementary,
middle/junior high school, and high school. The purpose for such a distinction follows the embedded single-case study model. It allowed data analysis within the subunits (e.g., within case analysis of elementary teachers), between the different subunits (e.g., between case analysis of elementary and middle/junior high teachers), and across all of the subunits (cross-case analysis of the similarities and differences between the elementary, middle/junior high, and high school teachers), all of which fall under the Driven 2 Teach program (Baxter & Jack, 2008). The assumption was that elementary school teachers’ professional growth and development would differ from middle/junior high school teachers, and high school teachers respectively. This also takes into account teacher background knowledge and specialization (or lack thereof). Originally, I had planned on having three teachers from each level of education, however, an adjustment had to be made when only one participant selected for this field study was teaching high school level students. The school itself is 7-12, and the teacher teaches a range of subjects in those grade levels, including high school curricula. This participant was chosen immediately based on that data so that all levels of education were involved in this research.

The third data point I reviewed was the years of experiences of each participant. Individual teachers had to have varying years of experience since teachers go through different stages throughout their careers (Fessler, 1995; Huberman, 1993, 1995) and view professional development differently throughout those various stages (Huberman, 1993). Teachers with varying degrees of experience have also been found to have differing civic education ideologies, or self-identify politically, differently than teachers with less
experience (Knowles, 2016) This is significant because years of experience affects teachers’ beliefs. The underlying assumption for this study was that years of experience also affect professional growth and development. The years of experience ranged from 1 year to 23 years. The mean was 7.32 years, the median was 5 years, and the mode was 4 years. Because of the range of years of experience, I was able to review other data points that could be used to diversify the sample while simultaneously selecting teachers with a variety of years of experience. Of the nine participants selected, two teachers had 1 year of experience, two teachers had 4 years of experience, one teacher had 6 years of experience, two teachers had 8 years of experience, one teacher had 14 years of experience, and one teacher had 23 years of experience.

Another data point of interest was racial identity, however, all 28 participants identified as White. Gender identity was another factor. Twenty-three of the 28, or 75%, of the participants were female; five of the 28, or 25%, were male. In order for my sample to be similar to the population, yet incorporate as much gender diversity as possible, of the nine participants chosen, six were female (67%), and three were male (33%).

Age difference also played a role in choosing the participants. While the age of the participant did follow the general trend in years of experience, there was not a direct correlation. The age range of the 28 original participants was 24 to 46 years. The range of the nine selected participants was the same. Of the 28 original participants, the mean age in years was 38.43, the median was 40, and the mode was 40. Of the nine selected, the mean age in years was 38.78, the median was 42, and the mode was 42. From youngest to
oldest, the nine participants ages were 24, 25, 32, 39, 42, 42, 43, 46, and 56.

The questionnaire asked participants if the community in which they taught was rural, suburban or urban. Of the original 28 participants, none stated that they taught in an urban community. This is not a surprise since there are very few urban schools in the state of Utah, a few being in the capital, Salt Lake City and the others in the more northern city of Ogden. Nineteen (68%) selected suburban and nine (32%) selected rural. Of the nine chosen participants, six (67%) selected suburban, and three (33%) selected rural. The type of community reflected the counties in which these teachers teach.

There are 29 counties in the state of Utah (see Appendix B). Of the 28 original participants, eight counties (28%) were represented: Davis, Duchesne, Iron, Salt Lake, Summit, Tooele, Utah, and Washington. Of the nine participants selected, seven (25%) were represented: Davis, Duchesne, Iron, Salt Lake, Tooele, Utah, and Washington. It was important for me to choose teachers from different counties throughout the state. I felt that this would better represent the state as a whole rather than a specific county or school district. All nine (100%) of the selected participants live in the same county in which they teach. Only two teachers (7.14%) out of the original 28 participants live in a different county than where they teach.

Finally, I was interested in the level of education that each participant had. The highest degree recorded by the original 28 participants was a Master’s. Eight (29%) of the original 28 had a Master’s degree; the remaining 20 (71%) had a Bachelor’s degree. Of the nine chosen participants, two (22%) had earned a Master’s degree and seven (78%) had earned a Bachelor’s degree. The level of education was not an essential
criterion for this study; however, the data was still useful in better understanding the participants and their backgrounds. For a more detailed illustration of the criterion sampling data see Table 1 and Table 2.

In following the logic that, “the more cases (or experiments), the greater confidence or certainty in a study’s finding; and the fewer the cases (or experiments), the less confidence or certainty” (Yin, 2014, p. 9), this study had, with the previous criteria met, nine embedded units of analysis: four teachers from the elementary level, four teachers from the middle/junior high school level, and one teacher from the high school level. This number was chosen specifically to account for participant dropout at any time throughout the study and to provide a robust dataset (Patterson, 2015). With participant safety the number one concern of this study, opting out was a viable option at any time for any reason no questions asked. The minimum number of participants that would have been acceptable for this study was six. To account for dropout, nine were chosen with the assumption that no more than 1/3 or 33.33% would drop, leaving at least six participants for the study. Fortunately, no participants dropped. If during the purposeful sampling, criteria could not be met with nine participants, then the process would have been repeated with adjustments made as necessary (Baxter & Jack, 2008; Yin, 2014).

**Data Collection and Analysis**

The main data collection from this study took place over the course of seven months, from February 2018 to August 2018 (see Tables 3 and 4). Applications for participation in the program opened in the fall and participants had been selected by mid-
Table 1

Questionnaire Data for the Original 28 Participants

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Table 3

Data Collection Techniques

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Table 4

*Data Collection Relevancy*

<table>
<thead>
<tr>
<th>Data</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Autoethnographic reflections</td>
<td>Autoethnography allows the researcher to use personal experience to better understand the experiences of others. It leads to a deeper cultural understanding (Pelias, 2003; Wall, 2006).</td>
</tr>
<tr>
<td>Formal Interviews</td>
<td>Formal interviews allow the researcher to engage in open-ended conversations with participants of the study (Yin, 2012).</td>
</tr>
<tr>
<td>Observations/Field notes</td>
<td>Field notes allow for different sources of evidence (e.g., observations, document review, dialogue) to be recorded by the researcher in a methodical manner (Yin, 2012).</td>
</tr>
<tr>
<td>Reflective journal/Thank you letters</td>
<td>The reflective journal is a type of document, which is a commonly used source of evidence, in case study research (Yin, 2012) that allows teachers to formulate written, unsolicited ideas and impressions about what they have experienced on the field study.</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>With large cases, Yin (2014) recommends two analytic strategies, one of which is the use of a questionnaire. This questionnaire will provide information that leads to a purposeful deduction in participants.</td>
</tr>
<tr>
<td>Driven 2 Teach survey</td>
<td>Complementary methods of data collection can enhance case study research, including the use of survey data (Yin, 2014). Implemented by the program, this survey will provide a means to triangulate other data collected in this study.</td>
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</table>

December. First, data were collected during the one-day preseminar on February 24, 2018. This included field notes, consent forms, and the initial questionnaire (see Appendix E). Second, data were collected after the preseminar and before the field study, March 26, 2018 to April 7, 2018. This data included prefield study interviews. Third, data were collected throughout the seven-day field study, June 10-17, 2018. This data included observations and field notes, reflective journals and thank you letters, as well as other sources such as photographs, book notes, lesson plans, and autoethnographic reflections. Fourth, data were collected between the field study and one-day post-seminar on August 11, 2018, from June 26, 2018 to July 10, 2018. This data included post-field
study interviews, Driven 2 Teach surveys, and a blog post shared with my by one of the participants. Data were collected during the one-day post-seminar on August 11, 2018. This data included field notes. Finally, data were collected through several follow-up conversations, member checks (Creswell, 2013), and random contact leading into December 2018. All data were collected in the context of the Driven 2 Teach program.

The six common sources of evidence in doing case studies, according to Yin (2014), were utilized for this study: Direct observations, interviews, documents, participant-observation, physical artifacts, and archival records. Archival records were utilized in the form of teacher reflective journals logged by the participants during the field study experience as well as through a survey provided by the Driven 2 Teach program (see Appendix F).

Direct observations were recorded using field notes throughout the field study, as needed. Such observations were analyzed in three distinct ways: as objective and neutral, through the lens of the participant, or as a deliberate interpretation of what has been observed personally (Yin, 2014). In an effort to be consistent and true to the nature of observations, personal deliberate interpretations of what is observed were recorded in field notes to create a fluid narrative of the events that transpired (Yin 2014). Participant observations, as opposed to strictly pure observation or pure participation, entailed times where passive, moderate, and/or active participation occurred with those being studied (DeWalt & DeWalt, 2011). The purpose for utilizing participant observations was not to “go native” in the sense of becoming a complete participant (DeWalt & DeWalt, 2011), but as a means to occasionally empathize with (Larson & Keiper, 2011), and, therefore,
better understand, the participants’ perspective. Autoethnographic reflections were
incorporated at the end of each embedded unit’s thick description.

Structured interviews were conducted once prior to the preseminar (see Appendix
G) and once prior to the post-seminar (see Appendix H). The interview questions, based
on history teacher perceptions, were inspired by the conceptual framework and focus on
the history teachers’ experiences prior to and after the field study. Pilot interviews were
conducted with several history teachers to field-test and refine the interview questions
prior to the actual study (Denzin & Lincoln, 1994; Kvale & Brinkmann, 2009, Noel &
Colopy, 2006).

Ongoing and informal conversations between the researcher and the participants
during events and amidst experiences (Yin, 2014) were recorded in field notes. Because
of this, field notes were the most prominent data source in this study, followed by
interviews, participant reflective journals and thank you letters, and autoethnographic
reflections. The various data collection techniques served as a way to triangulate data and
ensure validity (Creswell, 2013; Kortecamp & Steeves, 2006), to strengthen the findings
(Fraenkel & Wallen, 2000), as well as represent possible instructional changes and
changes in pedagogical content knowledge (Kortecamp & Steeves, 2006).

Data were coded, using NVivo computer software for “meaning condensation”
(Creswell, 2013) and pattern-matching (Miles & Huberman, 1994; Mills, 2000) during
the First Cycle coding (Saldaña, 2013). This allowed for inductive themes to arise (Kvale
& Brinkmann, 2009) as well as key emergent issues that aid in answering the research
questions. Data were analyzed to learn how pedagogical content knowledge changed
among participants (Kortecamp & Steeves, 2006) and how this social studies professional development compared to previous experiences with professional development. Data were analyzed to see how teacher beliefs about social studies education and teacher self-efficacy were reinforced, challenged, or changed and how social learning systems (Wenger, 2000) influenced the learning process. Data were analyzed to check for both formal and informal professional learning (Thacker, 2015) as well as transformational experiences (O’Reilly et al., 2014; Patterson, 2015). Finally, data were analyzed to reveal if and in what ways teachers plan on transferring new content knowledge and pedagogical strategies into classroom instruction, as well as describe perceived changes in pedagogical content knowledge and instructional practices (Kortecamp & Steeves, 2006). Initial coded data were then re-examined, recoded, and re-categorized during the Second Cycle coding so as to not only label data, but to link it, or fit it together, as well (Saldaña, 2013).

Participants

All nine participants of this study identified as White and heterosexual. All were raised as members of The Church of Jesus Christ of Latter-day Saints and still identify as such except Albert, who is agnostic. None of the participants had participated in a site-based professional development prior to their experience with Driven 2 Teach. Four participants are currently elementary school teachers, and five are currently secondary social studies teachers.
Elementary Teachers

Evelyn is a fifth-grade teacher in a suburban community north of Salt Lake City. She has taught for 1 year, is 24 years old and has a Bachelor’s degree. Judy is a fifth-grade teacher in a suburban community south of Salt Lake City. She has taught for 23 years, is 46 years old and has a Master’s degree. Natalie is a fifth-grade teacher in a rural community southeast of Salt Lake City. She has taught for 4 years, is 39 years old and has a Bachelor’s degree. Rachael is a fifth-grade teacher in a suburban community north of Salt Lake City. She has taught for 6 years, is 43 years old and has a Bachelor’s degree.

Secondary Teachers

Albert is an eighth-grade U.S. History teacher in a rural community west of Salt Lake City. He has taught for 8 years, is 42 years old and has a Bachelor’s degree. Hailey is an eighth-grade U.S. History teacher in a suburban community south of Salt Lake City. She has taught for 4 years, is 25 years old and has a Bachelor’s degree. Henry is an eighth-grade U.S. History teacher in a suburban community in southern Utah. He has taught for 8 years, is 33 years old and has a Master’s degree. Michael is a 12th grade U.S. Government and Citizenship teacher in a rural community in southern Utah. He has taught for 14 years, is 56 years old and has a Bachelor’s degree. Mary is an eighth-grade U.S. History teacher in a suburban community in the Salt Lake City area. She has taught for 1 year, is 42 years old, and has a Bachelor’s degree.

Limitations

As with all research, there were limitations to this qualitative study. The historical
sites, museums, and other interpreted sites can and do present skewed and blatantly false information that can distort and negatively affect teacher pedagogical content knowledge that then is transferred to their students (Loewen, 1999). Perhaps the most troubling, such experiences could potentially reinforce negative stereotypes and misconceptions found within the biases of participants (Patterson, 2015).

There were time constraints due to the limited window of opportunity to gather data. Ideally, this process would be repeated on different field studies, with different participants, and over the course of several years. Ideally, this research would follow teachers into the classroom after they had participated in the program. There, more observation and field note data, and further interviews, would enrich the findings.

The number of participants as embedded units could also be construed as a limitation. Because it is a researcher preference, the nine participants I used could prove insufficient to other researchers based on their perspectives and preferences, despite many other qualitative studies having included less participants (Patterson, 2015).

Budgetary restraints were another type of limitation. These budgetary restraints were directly tied to the time constraints as funds were not limitless nor could research be infinitely continuous. All research, even when ongoing, typically has a synthesis with a beginning, middle, and end.

Ultimately, because I am the researcher, the context of the narratives, understandings, and interpretations provided within this research study place me as the primary author (Patterson, 2015). For this reason, I have protected validity through multiple data points, and tried and tested qualitative analytics.
CHAPTER IV

ELEMENTARY SCHOOL TEACHER FINDINGS

The findings included in this chapter reflect the experiences of Evelyn, Judy, Natalie, and Rachael, the participants that teach at the elementary level. Each section begins with the individual (e.g., Evelyn’s Experience) and a brief description of my interpretations based on my interactions with them. The experience each individual had is described based on an adaptation of the four research questions that this study aimed to answer and uses these questions as the main subheading to the individual’s experience:

- How do elementary teachers perceive their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program?
- How do the experiences these elementary teachers had with Driven 2 Teach differ from their other professional development experiences?
- How do elementary teacher beliefs about social studies education contribute to the changes in pedagogical content knowledge and instructional practice?
- How do these elementary teachers plan on changing instructional practices based on their new pedagogical content knowledge?

Following each research question is a subheading (see Figure 4) that represents an emerging theme developed during the data analysis phase of this research study (Creswell, 2013; Saldaña, 2013). Each code was subsequently categorized under, or paired with, one of the four research questions. Each emerging theme or code served as an answer to the question with which it was paired, or categorized under. Following the code is a thick description of the experience of the individual based off of the various forms of data collected, my interpretations (Yin, 2014), and member checks with each participant to ensure that they agree with the interpretations (Creswell, 2013).
According to Shulman (1986), content knowledge “refers to the amount and organization of knowledge per se in the mind of the teacher” (p. 9). Pedagogical knowledge is “a second kind of content knowledge...which goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching” (p. 9). Pedagogical content knowledge is the marriage between content knowledge and pedagogical knowledge, and “embodies the aspects of content most germane to its teachability” (p. 9). Put more simply, pedagogical content knowledge is a teacher’s knowledge of a subject and the ability to effectively teach that subject to others. In the case of the Driven 2 Teach program and this study, pedagogical content knowledge refers to the participants’ knowledge of history and their ability to effectively teach history to their students.
Evelyn’s Experience

Evelyn is a fifth-grade teacher in a suburban community north of Salt Lake City. She has taught for 1 year and is 24 years old. She has a Bachelor’s degree and has not participated in a site-based professional development prior to her experience with Driven 2 Teach. I noticed early on that Evelyn was passionate about social justice and the issues that arise in the world and in education about equity, White privilege, and specifically with treating Muslims with respect. Having a good friend who is Muslim has helped Evelyn see these injustices through a lens much different from her own. Throughout her time with the Driven 2 Teach program, Evelyn was thinking deeply how to bring the values of social justice into a classroom full of fifth-grade students (field notes, June 6, 2018). Fortunately for her, social studies education is a forum where these types of conversations can and should take place (Banks, 2004; Camicia, 2015, 2016).

How Do Elementary Teachers Perceive Their Pedagogical Content Knowledge as Changing as A Result of Participating in the Driven 2 Teach Program?

Evelyn increased her pedagogical content knowledge (Shulman, 1986) because of her participation in the Driven 2 Teach program. Evelyn mentioned how reading the books prior to the field study (even though she finished reading one after the field study but before the post-seminar) built up a foundation of knowledge that made the field study even more impactful. In particular, she grew to understand the Founding Fathers better, and was able to adjust her views about them based on the new evidence presented to her by the books she read, as well as the sites and people she interacted with on the field
study (Evelyn, personal communication, July 5, 2018). In short, new knowledge led to new interpretations.

With very little training in history specifically, Evelyn learned about historical events that she had little or no knowledge about prior to this professional development with Driven 2 Teach. She wrote in her reflective journal on Friday, June 8, 2018:

Morristown and Jockey Hollow were an important site we visited because I learned of the improvements Washington and his soldiers made in this winter encampment after the devastation of Valley Forge the previous winter. Even in this small example – it shows the huge difference it makes to learn from our experiences and our previous mistakes, and from the mistakes of others. Although it was the coldest winter on record, far fewer died of poor hygiene (disease) and exposure (to cold) than had at Valley Forge. (Evelyn, reflective journal, June 8, 2018)

Not only does this passage represent a new found content knowledge of Morristown as compared to Valley Forge, but it also illustrates a connection to the present and the importance of learning not only from the past, but from our own mistakes, and the mistakes of others. Evelyn also made a distinction between learning about the past the traditional way, and learning about the past through professional development that is site-based and experiential (Allison & Pomeroy, 2000). Referring to the field study she stated, “It’s so much more memorable than just reading it in a book or looking it up on Google and seeing a picture of it… it reinforces the memory of the things that happened” (Evelyn, personal communication, July 5, 2018). She then provided an example of what she meant:

Like seeing where the Boston Massacre happened, and then discussing how that became kind of a propaganda item. Like there were a lot of attacks and stuff before that, but this was one of the bigger ones, and so the Americans used that as fodder for getting all the revolutionaries to get together and actually want to do the revolution. Because I’ve learned about it on a shallow level my whole life.
You have fifth grade American history, and eighth grade, whatever. And then you touch on it in college. But it’s a lot more memorable, and I think it’s going to be more long-lasting for me, so that I can continue teaching it and building on it for my students. (Evelyn, personal communication, July 5, 2018)

Standing in the intersection of where the Boston Massacre happened in the literal shadow of the Old State House in downtown Boston while analyzing the image of the perceived massacre in a contemporary newspaper article together with other like-minded educators did more for Evelyn’s long-term memory than reading about it on the Internet (James & Bixler, 2008).

It is one thing to understand the past, and another to be able to teach about it. Evelyn manifested a desire to change how she would approach the teaching of social studies. For example, after asking Evelyn how her experiences with Driven 2 Teach has helped her as a teacher and historian she stated:

As a teacher, just seeing the variety of teaching methods that my colleagues used on the trip, and that the instructors used to not make social studies boring—because that’s always the fear, right? History is so boring—but to shake it up, and do something different every day. Whether it’s trying to do something immersive, or looking at a document. Getting students to jump into that historical perspective, so that it is important to them, and exciting for them. Not just oh, it’s a bunch of dead people that I won’t remember. (Evelyn, personal communication, July 5, 2018)

According to Evelyn, the biggest takeaway in reference to pedagogy and instructional practice was learning about and doing document-based questions. Seeing Dr. Nokes use various primary source documents and adjusting their content based on the targeted audience helped Evelyn realize that she too, can do this with fifth-graders, including those that are not at grade level cognitively (Evelyn, personal communication, July 5, 2018). She explained:
So it’s good to see some tools for making it accessible to them, and making it something that they feel like they can understand and discuss, even though they are only at the level of fifth graders. So that was the biggest one for me, doing document-based questions, and giving them that information. And whether it’s a painting or a writing piece, and then discussing it and digging into it, and doing a deeper dive with things than just like, here’s your timeline of facts, let’s move on. (Evelyn, personal communication, July 5, 2018)

How Do the Experiences These Elementary Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?

It is not surprising that Evelyn has not had a lot of professional development in any field because she has taught for only 1 year. The little training that she has had focused on more general types of learning in reading and technology. These trainings were provided by the school district she works for, and according to Evelyn, helped her. She enjoyed the autonomy that the trainings afforded, allowing her a choice between several breakout sessions (Evelyn, personal communication, April 7, 2018). When I asked her about social studies opportunities, not much could be discussed.

The only social studies professional development that Evelyn had received prior to participating in the Driven 2 Teach program was hardly professional development at all. In her own school building, a district supervisor came for thirty minutes to talk to the teachers about some maps, globes, and a couple of other resources that were purchased for the school over a decade before. None of the current fifth-grade teachers at the school were aware of these supplies, and the remainder of the time was spent in search of these materials in storage closets throughout the school (Evelyn, personal communication, April 7, 2018).
The Driven 2 Teach program was Evelyn’s first exposure to social studies professional development. When I asked her why she applied, she mentioned that her colleague Rachael had heard about it from another teacher and they decided to apply as a team. Despite little, if any training in social studies, Evelyn had high expectations for the program. These expectations stemmed from an earlier life experience as a high school student (Evelyn, personal communication, April 7, 2018). She stated:

I went on a close-up Washington, DC, thing as a high school kid and I loved that and so I knew this kind of experience would just be so educational and to do as a teacher, to be able to take it back to my classroom would be really helpful. (Evelyn, personal communication, April 7, 2018)

It turns out that her expectations were met. Evelyn plans on applying for another Driven 2 Teach field study in 3 years, and would recommend that other social studies teachers do as well (Evelyn, personal communication, July 5, 2018).

**How Do Elementary Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?**

Evelyn believes that social studies education is extremely important, but her teaching practices have not reflected that fact (Knowles, 2017). Her reason for this is valid, particularly because she is a provisional teacher, but it’s the children that suffer when social studies are neglected. Evelyn stated, “I’ve just been trying to survive,” then mentioned her love for the social studies, including psychology, sociology, and political science (Evelyn, personal communication, April 7, 2018). Talking with Evelyn after her experience with Driven 2 Teach has brought about changes in her plans and her PLC’s plans for the coming school year (Evelyn, personal communication, July 5, 2018).
In general, Evelyn believes that the purpose of social studies education is to help people understand the perspective of others, “whether that’s psychology and knowing how the mind works and why people are the way they are, or history and how we’ve gotten to this point in civilization” (Evelyn, personal communication, April 7, 2018). In a later conversation, Evelyn explained that without getting to know each other through perspective taking, where we can truly understand the reasons behind people’s decisions, then, “there’s not really much of a purpose to all the other things that we do.” She then provided an example in the form of a question. “Why would we want to do all of the medical interventions that we do if we don’t even understand each other (Evelyn, personal communication, July 5, 2018)?

Even though Evelyn’s beliefs about the importance of social studies education have not changed dramatically, the implementation of social studies education in her classroom has, as evidenced by her future planning and work with her PLC. “I definitely am resolved to do a lot better this year with social studies teaching” (Evelyn, personal communication, July 5, 2018). She further explained how the field study and the experience with the Driven 2 Teach program has motivated her to make social studies a priority in her classroom and with her PLC:

“I’ve always thought social studies is important, even when I was a student, so it’s not like I went from not thinking it was important to thinking it was important. But I think it just impressed more upon me how important it is. And I love what Jeff taught us in the pedagogy session, when he said keep it relevant in teaching skills. So...it changed my perspective in that way...we can’t cut it from our curriculum, because...there’s just that general push to want to cut social studies, because that’s the not tested thing and it’s not important. But it is important...So I think it’s changed my perspective in that...it’s not just about teaching the past, but teaching relevant skills for the present and the future too. It makes it a relevant thing so we don’t need to cut it. (Evelyn, personal communication, July 5, 2018)
Evelyn then provided an example of how she can implement the social studies curriculum within other disciplines like English Language Arts. She does want to teach social studies on its own terms, and made that clear when she said, “I want to explicitly have a social studies lesson where we’re teaching history, or getting into what happened” (Evelyn, personal communication, July 5, 2018). However, she wants to extend that beyond the time allotted for social studies education. She explained, “But also, doing more document-based questions and integrating more non-fiction reading that has to do with social studies into the language arts curriculum too” (Evelyn, personal communication, July 5, 2018). Her beliefs now match her practice (Knowles, 2017).

**How Do These Elementary Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?**

**Instructional practices.** Teaching is an extremely difficult profession and often unappreciated (Shulman, 1986). It is most difficult in its infancy, when a teacher is new and developing. Evelyn has completed 1 year teaching and is precisely in that difficult stage. Not many fifth-grade teachers, especially one with so little experience, would consider themselves historians just by the nature of their profession. Evelyn did not perceive herself as a historian. When I asked her how this field study changed her as a historian, she said, “I don’t know if I even thought of myself as a historian before this. But I guess now I do more….” (Evelyn, personal communication, July 5, 2018). She then explained:

I enjoyed being with Jay and Jeff, and you, and the historians that you are, and being able to see what does a historian do. So it was cool to see that I need to do
more with my students, like pick documents and important things that they need to be able to read, whether or not it’s on their level, put it on their level. And then help them to become historians themselves. (Evelyn, personal communication, July 5, 2018)

Evelyn’s perspective shifted because of her experience with Driven 2 Teach. Beyond being solely a fifth-grade teacher, she also wears the hat of a historian; an important lens if one is to teach history and social studies. One of the main changes that has occurred with Evelyn and her instructional practice, which is the most important part of any professional development (Kortecamp & Steeves, 2006) is to include a social studies curriculum in her classroom. When I asked her what would change in her teaching practices because of this field study, she replied:

I’m definitely going to make more of an effort to block out specific time for social studies. Because in the past...it was kind of like where we can squeeze it in.... And then that disappeared because everything else takes too long. (Evelyn, personal communication, July 5, 2018)

Prioritizing social studies in an elementary classroom is a major shift in instructional practice, and from a social studies perspective, an extremely important change.

Fortunately for her, one of her colleagues, who will be discussed later, was also a participant of the Driven 2 Teach program and one of my “favorite 9.” Evelyn plans to implement more social studies instruction in her classroom, and make it more of a priority within her professional learning community with Rachael. Evelyn mentioned:

So I want to, Rachael and I are working on, we want to do more teaching social studies until Thanksgiving, and then do our science, and then come back to social studies after testing is over. But have time blocked out every single day. Like an hour for social studies. And then that time will be flipped over to science when we’re focusing on science. But not make it inserted by accident, there’s going to be something for sure. But like I mentioned, I want to do DBQs and throughout the year, whether we’re on science time or social studies time of the year, work those into like language arts instruction. I didn’t do a whole lot last year, so...
everything’s going to change. (Evelyn, personal communication, July 5, 2018)

With social studies a new priority, having a robust understanding of the content and how to teach that content becomes more important. Evelyn was able to find that support with Driven 2 Teach.

**Social learning systems.** Participants recognized the power of learning together, experientially, at sites and places that are relevant to the history curriculum taught (James & Bixler, 2008). Evelyn took that a step further when she told me, “I think we all became friends” (Evelyn, personal communication, July 5, 2018). It is one thing to be able to work with someone, but another to become friends. Like Evelyn, I noticed camaraderie among the participants and an inclusiveness that reached beyond grade level, or any other division (field notes, June 9, 2018). Evelyn expounded on this, and the interplay among secondary and elementary teachers:

We kept telling Jay and Jeff, just take this exact group on a trip again in 3 years... we all meshed really well. And then it was cool; we had high school down to fifth-grade teachers, and everywhere in between. And to see how each person would apply it differently. Like the secondary teachers are able to go more in depth, because that’s just their focus, is social studies content only. Versus being able to be there with elementary teachers, and talk about how we would integrate it with language arts, and fit it in so that it is there and does matter, and doesn’t get run over by another content area. And then it was good to network and get ideas from everyone…. Being able to go talk to some more experienced teachers that have been there, done that, taught that, see what works and doesn’t work for them. (Evelyn, personal communication, July 5, 2018)

I asked Evelyn if the experience would have been different if she traveled to the same places with her husband instead of with the teachers to coax out any more information about learning experientially in a social context with other history teachers (James & Bixler, 2008). She stated, “It would not have been as deep of how much knowledge I
gained. I would not have gained as much” (Evelyn, personal communication, July 5, 2018). The explanation that followed illustrated the power of a social learning system (Wenger, 2000). She explained:

Being there with you and Jeff and Jay, and being at a site and being able to talk all about what happened, and the relevance of it historically.... I feel like even when you go on a tour that you’ve paid for, the tour guide only knows so much...if it was just me and my husband, we can’t really rely on the commercial tour guides to know as much history as was known in our group. We were able to share all of that, collectively. (Evelyn, personal communication, July 5, 2018)

The joint enterprise, mutuality, and shared repertoire of these teachers created a community of practice that was foundational to their successful social learning system (Wenger, 2000).

**Formal and informal professional learning.** The elementary teachers who participated in this study benefitted from both the formal and informal professional learning (Thacker, 2015). The itinerary for this field study (see Appendix C) built in many formal professional learning experiences, but also allowed for ample informal professional learning. Evelyn was able to go with several other teachers and tour Harvard University’s campus, explore Little Italy and China Town in Boston, and explore the streets of Philadelphia. Evelyn wrote about several of these informal experiences in her reflective journal. In one entry she wrote, “At dinner (in Boston’s Little Italy), we had an insightful discussion about HISTORICAL EMPATHY” (Evelyn, reflective journal, June 6, 2018). She then explained:

It is not enough to view history through our present lens. We must step back into the shoes of those who faced issues like revolution and slavery and see and consider and discuss history from their perspectives. Hindsight is not as clear as 20/20 when we try to analyze historical issues from our view in the present. Follow their thought process. What lens am I looking through? (Evelyn, reflective
These unstructured and informal experiences did not happen as often as those that were structured, but they were significant nonetheless (Thacker, 2015).

**Transformational experiences.** Within a 7-day period, two experiences emerged as transformational within the data collected for this study (O’Reilly et al., 2014). The first took place at Plimoth Plantation in the Wampanoag Village in Plymouth, Massachusetts, the second at the Tavern and Independence Hall in Philadelphia, Pennsylvania. While Evelyn enjoyed both experiences, the latter had the most impact on her academically, emotionally, and historically.

When I asked her to tell me about her most memorable and impactful experience, she realized she was not alone in her thoughts. She started off by saying, “I hesitate to say this one because I’m sure a lot of your people have said this” (Evelyn, personal communication, July 5, 2018). She then continued, “But the Saturday night when we went to Independence Hall after hours, and to that City Tavern dinner, was awesome. And I think it touched all of us” (Evelyn, personal communication, July 5, 2018). This experience, according to Evelyn, changed her preconceived biases about Thomas Jefferson specifically, and the founding fathers generally (Evelyn, personal communication, July 5, 2018).

At dusk on Saturday, June 9, 2018, participants gathered at the City Tavern in historic Philadelphia for a meal and a nighttime tour called “Independence After Hours.” Participants chose from three historical meals, turkey pot pie, beef pie, or paillard of salmon, and drank shrub while historical re-enactors mixed and mingled, and put on a
show. After the meal, an interpreter led participants to Independence Hall where the program continued. It was at the City Tavern however, where the man impersonating Thomas Jefferson delivered a speech, explaining so eloquently how a man could own slaves, recognize the error, continue the practice, yet believe within the depths of his heart that all people are created equal. Drawing from Locke and other earlier philosophers, this Thomas Jefferson interpreter continued to reason that while all humankind are created equal, they are not treated equal, which is the great task of government. Dr. Jay Buckley, a Jefferson scholar in his own right, was equally impressed by the historical accuracy of the speech, the seamlessness of the message, and the way in which Jefferson was portrayed as a man in conflict, but intelligent enough to understand that change, true change, takes place over many generations (field notes, June 9, 2018). Evelyn described her experience with the Independence After Hours program and the thoughts that this experience provoked in her mind throughout the field study:

Throughout the whole trip, I’d kind of been back and forth on Thomas Jefferson. Like did he mean all men are created equal or not, because he had a bunch of slaves. You know, you kind of aren’t sure exactly what his thoughts were on it. But that really reinforced to me all the hard work he put in to make sure that the things he believed integrally were included in the Declaration. And how he explained like, I pulled from John Locke, and I pulled from these great philosophers so that people wouldn’t change that phrase, because it meant so much. And I didn’t want it to be just my words, but the words of history so that people would, the signers and those who were debating it would respect the wording that he had used, so that he could get the ideas across that he wanted across. Such as men are created equal, and then the actor explained to us, I want it to be that men are treated equal, but we’re still not there yet. We’re getting there, and that’s the climb that we’re on. (Evelyn, personal communication, July 5, 2018)

Ultimately, the conflict within Evelyn subsided. She mentioned, referring to the speech that the Thomas Jefferson re-enactor gave:
That one definitely changed my bias a lot. And changed how I think about...the founders and the climb that they embarked on, and how we’re taking that forward. Things seem hard, and we have to change things now, but it’s going to continue to be that way, that’s just what America is, right, just always trying to move forward. Two steps forward, one step back. But that’s okay; we shouldn’t be discouraged about it. (Evelyn, personal communication, July 5, 2018)

**Judy’s Experience**

Judy is a fifth-grade teacher in a suburban community south of Salt Lake City. She has taught for 23 years and is 46 years old. She has a Master’s degree and has not participated in a site-based professional development prior to her experience with Driven 2 Teach. Judy is the most experienced teacher of my “favorite 9,” and is one of the most educated, but these factors did not affect her willingness to learn, to participate, to reflect, and to change her instructional practices to become a better educator. When Judy is not in the classroom, it is not uncommon to catch her on a horse. She is a passionate person in general, and teacher specifically. As one of the most energetic participants of this field study, Judy benefitted from the experience, and did not want it to end. On the last day of the field study, prior to heading to the airport, she told me sadly, “I am experiencing party let down” (field notes, June 10, 2018). After the field study I asked Judy what her least favorite part was about the experience, she stated, “That it had to end” (Judy, personal communication, July 5, 2018).

**How Do Elementary Teachers Perceive Their Pedagogical Content Knowledge as Changing as A Result of Participating in the Driven 2 Teach Program?**

Like her fellow participants, Judy’s knowledge base in both content and pedagogy
increased due to her participation in the Driven 2 Teach program. Her 56 pages of Cornell Notes taken from the readings prior to the field study built a solid foundation for the experiences she had on the field study. That foundation was later built upon as Judy visited the places she read about, and walked in the same footsteps of the characters in those books. She was exposed to further enlightenment by the BYU professors leading the field study, the other guides at many of the places visited, and through both formal and informal discussions with fellow participants engaged in the shared experience.

From the data provided by Judy, the most learning came not only from a knowledge gain in content but the application of that content in new ways in the classroom. Her interview and reflective journal data particularly are heavy on the pedagogical side of pedagogical content knowledge. Shulman (1986) reminds us that this “embodies the aspects of content most germane to its teachability” (p. 9). Judy took this seriously. While standing at the base of the Robert Gould Shaw and the 54th Regiment memorial in Boston, Dr. Nokes shared an instructional strategy with the participants on how to best utilize monuments when teaching social studies (field notes, June 5, 2018). Judy explained in her journal, “Jeff told us that we need to remember three dates. The date of the event, the date the memorial was erected and the current date and how the memorial relates to our students today” (Judy, reflective journal, June 5, 2018).

The three dates that Jeff shared while standing at the base of an iconic monument, proved to be impactful to the participants in this study (field notes, June 5, 2018). The first date to be recognized, which represents the time period being memorialized, is important because it provides historical context. The second date, which represents the
time in which the memorial was constructed or dedicated, is important because it helps to establish historiography—how interpretations of the past change over time—of the time period being memorialized. The final date is the present day, which also adds to the historiography of the time period being memorialized, by providing a modern interpretation of the monument itself, and the time period it represents. Judy understood how this activity could elevate student learning by introducing context, and allowing students to analyze, interpret, and evaluate others interpretations of a time period in history.

**How Do the Experiences These Elementary Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?**

While there are several contributing factors to why Judy has had very little professional development, and even less that specifically focused on social studies (e.g., the rural setting in which she teaches, and the level at which she teaches) she nevertheless has had little training in social studies education despite 23 years of teaching experience. According to Judy, most of the professional development she has received were done by her school or school district and took place in the district’s boundaries. Most were one or two day conferences with breakout sessions, and although enjoyable, Judy struggled with implementing what was taught. She explained, “I feel like it’s hard to take a one-day or a two-day course and then take it back and actually make effective improvements” (Judy, personal communication, April 6, 2018).

After the field study experience, I asked Judy if there was a better type of
professional development than the Driven 2 Teach program for history teachers. She responded very quickly, “No!” and then explained:

I think really, by traveling to these spots, and having the experience of being there first-hand is the best. If we could do that with our students, wouldn’t that be great? I think they would be so much more interested in history if we could make that happen for them more. So I think by us being able to bring our experiences back to them is better than not. (Judy, personal communication, July 5, 2018)

Judy realized how influential the field study was on her learning and recognized how those same experiences would benefit her students. Noel and Cology (2006) remind us of the many benefits of a field trip done right. The human environment interaction alone increases student learning (Noel & Cology, 2006). Marcus et al. (2012) also argue that student learning increases when students are exposed to experiences outside of the classroom. These experiences “complement the school curriculum” (Marcus et al., 2012, p. 68).

**How Do Elementary Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?**

In alignment with the National Council for the Social Studies definition of social studies, “to promote civic competence” (NCSS, 1994, p. 3) are Judy’s beliefs about social studies education. Likewise, Ross (2006) argues that social studies education’s purpose is to prepare youth so that they are actively engaged in the affairs of their communities. Judy explained her perspective on the matter:

I think social studies education is designed to teach kids and our community where we come from, where we’re headed. Kind of our belief system. I also think social studies helps, because the more we learn about other cultures and other people, I think then it helps us be more open-minded and understanding of each
other. So it makes people better citizens, because we can interact more productively. (Judy, personal communication, July 5, 2018)

Judy’s beliefs about the purpose of social studies education did not change from before the field study. Prior to the field study she stated:

So I believe social studies, your objective with teaching kids social studies is to teach them about the world, broaden their perspectives, teach them about their world, and I think by teaching kids about different cultures...helps them to broaden their minds and introduces them to a whole new world...I think it helps them to open the door to different perspectives...Different beliefs...it helps them to be more understanding, helps break prejudices, helps educate them to new beliefs and religions and views and just the whole world...I think it’s really important that they have those understandings of not everybody thinks like we do. Not everybody’s been raised the way you have. And until you’re educated, I think sometimes we have tunnel vision or it’s hard to empathize with somebody else until you understand where they’re coming from. And I think that’s so important...I don’t think people are tolerant of other people’s beliefs as much...there’s a lot of conflict in the world right now. And I think if we were all a little more understanding and can say, “Oh, I see where you’re coming from or I understand that you don’t view things the way I do—” I think we could all live a little more in harmony. (Judy, personal communication, April 6, 2018)

Although her beliefs did not change about social studies education, they were reinforced to the point where social studies has become a higher priority for her and will be implemented more in her classroom because of her experience with Driven 2 Teach.

**How Do These Elementary Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?**

**Instructional practices.** Judy, despite teaching for 23 years, has a desire to change her social studies teaching practices based on her experiences with Driven 2 Teach. She wrote, “Teach kids to think about things and processes. Teach in way so students have skills to remember and apply content. (Ah-ha!)” (Judy, reflective journal,
June 6, 2018. What Judy is referring to is a transition from content-based rote memorization to skills-based strategies using historical content. Not only does this benefit students more because the skills they learn are transferable across the curriculum and in real life, they also learn the content better. After the pedagogy session with Dr. Nokes, she quoted him in reference to teaching pure content when she wrote, “They will forget by the time we get back from spring break” (Judy, reflective journal, June 8, 2018). She then followed that up with, “What the hell are we doing?” (Judy, reflective journal, June 8, 2018). This realization helped Judy abandon the “banking model” (Freire, 2014, p. 57) approach to teaching. Within this outdated and ineffective model, “Learners are seen as empty vessels, devoid of any knowledge, and the educators’ job is to fill the empty accounts by making deposits of knowledge” (Auerback, 2002, p. 283).

With a new focus on skills-based instructional practices, Judy began to not only learn new content from all of the experiences of the field study, but more importantly how to teach that content to her students with social studies skills. In her journal she wrote down some of those skills. One example references three strategies used by historians when dealing with primary and secondary sources. She made note:

1. Sourcing – thinking about sources (author involvement, credentials, audience, purpose, proximity to event, genre)

2. Corroboration: compare and contrast with other evidence (discrepancy, omissions, inclusion, wording, commonalities, cross checking)

3. Contextualization (location, social condition, people). (Judy, reflective journal, June 7, 2018)

Taking these strategies a step further, Judy wrote down the steps of a document-based lesson plan to be used with her students. She wrote:
1. Build background knowledge
2. Ask historical question
3. Provide students with evidence
4. Give some strategy, instruction for working with evidence
5. Allow student to develop their own interpretive answer
6. Share interpretive answer for peer review
7. Debrief. (Judy, reflective journal, June 7, 2019)

With this change in instructional practice (Korecamp & Steeves, 2006), Judy posed the question, “How can we teach students so they don’t forget by [the] end of spring break?” (Judy, reflective journal, June 7, 2018) and then answered it with a series of notes:

History is (interpretations) not just set in stone. Teach students skills to think about and analyze history. Teach students skills! Teach them to read text. Code breakers. Meaning maker. Text critics. Text user. History is a process. (Judy, reflective journal, June 7, 2018)

Because “little change in student outcomes can be expected” when “professional development efforts fail to alter teacher characteristics,” this study likewise supports the argument that, “Change in teacher knowledge and practice is the most significant outcome of any professional development effort” (Kortemcamp & Steeves, 2006, p. 487). Judy stated:

I know that because of this field experience, I am going to design my lesson plans differently this year. I’m going to present it differently than I did last year. And I know that my background knowledge, my level of confidence with what I’m presenting to my students is going to be different. And I’m going to be a whole lot more excited. I think that will change my students’ attitude towards history also. (Judy, personal communication, July 5, 2018)

**Social learning systems.** One of the more influential aspects of the field study experience for Judy was being an active participant in the Driven 2 Teach professional learning community. Communities of practice of this nature that focus on learning collaboratively increase the learning for all involved (DuFour, 2005). Judy’s favorite part
of the field study experience had to do with the social learning systems (Wenger, 2000) made possible by the Driven 2 Teach program. She explained:

My favorite part about the field study was interacting with everybody that was there. I think we all brought different things to the group. So I think my favorite part about the field study was our group. The people, and the conversations that were had about different teaching moments at school, or being able to be certain places and have people share their insights. I think I was learning every minute that we were there. (Judy, personal communication, July 5, 2018)

Later in our conversation about the field study, the benefits of working collaboratively to improve learning (DuFour, 2005) once again surfaced. Judy noted:

Well I think that human bond, and that human relationship, that’s what social studies is. And we’re all such different people, and we all come from such different backgrounds, and we all come from different teaching backgrounds. We came from different places in the state. You know, we all had so many differences. But when we came together, and when we learned about each other, we became a cohesive group...I felt like I formed a lot of great friendships.... But we experienced, we came together from all of our different backgrounds and differences, came together to form a cohesive, awesome, great, effective group. And then we went on our way, and I think we take a little bit of that from each other, and it changes us to be different people in the future. And really, I think on a small scale, that’s what social studies is. You learn about all these different backgrounds, you learn about all these different cultures, you learn about events that happened in history, and they come together and they create who we are. And they affect us, and it changes our future. (Judy, personal communication, July 5, 2018)

Judy then transitioned her thoughts from her own professional learning community to the learning communities of her students. Having fun while learning collaboratively inspired Judy to make learning fun for her students. In her own words she stated:

So I think with the Driven 2 Teach, it was a really neat experience to get to do that. To have an opportunity to learn from each other, and to learn at these wonderful sites, and then to have amazing professors that were super knowledgeable about what they were teaching us. And then my big thing too, I kept saying, I didn’t realize I was going to have so much fun. I knew I was going to learn, and I knew it was going to be a great experience, but I didn’t anticipate how much fun I was going to have. And I kept saying that over and over again.
I’m having so much fun. And I think we can create that for our students when we’re teaching in our classroom. And while they’re learning, they can have so much fun. And they can really enjoy learning about history, and those events that came before. (Judy, personal communication, July 5, 2018)

Judy captured the essence of the program in her above statement. Learning is a collaborative endeavor that can and should be fun. Enhancing the social aspect of learning in a fun way is influenced by the site-based, experiential nature of the program.

**Formal and informal professional learning.** Participants of the Driven 2 Teach program are engaged in formal professional learning and all have the opportunity for informal professional learning (Thacker, 2015). Despite a long red-eye flight from Salt Lake City, Utah, to Boston, Massachusetts, Judy took advantage of any free time provided by Driven 2 Teach to enhance her informal professional learning, even after a long day that included many miles of walking. Judy recorded the following in her reflective journal:

After the tour we debated going back to the hotel to crash but changed our minds and pushed on. We ventured to the North End to visit Mike’s Bakery where we bought many yummy creations then went to Regina’s for pizza. This was an amazing decision. The pizza was delicious, cheap and the atmosphere delightful! We navigated the T and arrived safely back at the hotel where we ate our pastries and tried to keep our eyes open. (Judy, reflective journal, June 4, 2018)

Judy’s “North End” visit is referring to Boston’s little Italy section of the city, where, like at Mike’s Bakery, many pastries, like cannoli, are sold fresh and the pizza hot. While this may not seem to be a groundbreaking learning experience, it allowed Judy and those she was with, to experience contemporary Boston, and consequently broaden their knowledge of others. Along those same lines, Judy was able to experience east coast weather, local public transit, television pop culture, local seafood cuisine, as well as witness first-hand,
the good graces of people from afar. She was even reminded of home when she encountered missionaries from The Church of Jesus Christ of Latter-day Saints. To her, it was a fun learning experience. She wrote:

It started pouring rain. We rode the ferry back to Boston and went and ate at the Cheers restaurant. The lobster roll was delicious! From there we went to the movie. We had a lot of cool things happen. Brooke lost her phone and we were able to get back because someone turned it in. Robyn lost her wallet and someone turned it in. We ran into the missionaries several times. I had so much fun today! We learned so much and laughed a ton! (Judy, reflective journal, June 5, 2018)

The following evening Judy went to a Red Sox game in Fenway stadium. She noted in her journal, “Red Sox won!” (Judy, reflective journal, June 6, 2018). They played the Detroit Tigers and won 7-1. For a sports fan, it does not get much more historic. It was a memorable experience for Judy (field notes, June 7, 2018).

**Transformational experiences.** Like Evelyn, Judy’s most transformational experience involved the Independence After Hours program in the City Tavern and Independence Hall. When I asked her to describe her most memorable moment on the field study, she recognized that there were many, but then returned to the evening of June 9, 2018:

I loved the part where we got to do the role-play, and the interaction with Thomas Jefferson and Benjamin Franklin at the final night. And to hear the passion in Thomas Jefferson’s speech that he gave. And to hear his beliefs. Because I’ve heard so many conflicting things about equal rights and all men, and did that include slaves. And to have him talk about his belief on that, and that yes, it’s all men are created equal, and how it’s a process. And his whole goal was eventually to have the slaves freed and everything. I really enjoyed that experience. And bringing it, having it be brought to life. (Judy, personal communication, July 5, 2018)

Not only was the Independence After Hours program inspirational to Judy, but the actual edifice of Independence Hall. Before Judy even knew what that building was, she saw it,
felt a reverence, and said that she needed to go there. In my field notes I wrote:

Judy: “I can’t wait to go to Independence Hall. When I came out from seeing the Liberty Bell, I saw a building and said, we need to go there. I was just drawn to it. Then my friends said that’s Independence Hall, we go there at 3:50pm.” It seemed to me that she had some type of spiritual experience that drew her to want to go to Independence Hall. (field notes, June 9, 2018)

Independence Hall was not the only place however, where Judy felt a reference and appreciation for the sacrifices of those who preceded her, and made possible for her to live in a free country. She stated:

I think the experience that I come back to over and over again is the feeling I had with Independence Hall. And I think walking on the trail in Morristown, and some of those places where it was just an awe, a reverence, and you got the feeling and the implications of what was sacrificed in these places. And what the people gave up so that we could enjoy the freedoms that we have today. (Judy, personal experience, July 5, 2019)

These experiences are transformational in several ways, but most pertinent to this study is the increased retention of the memory of that event and its implications for changed instructional practice. It is likely that Judy’s students will learn about Independence Hall this school year and the many future school years that she will teach.

The other rival experience that proved transformational to a lot of the participants was at Plimoth Plantation in the Wampanoag Village. Although Judy did not reference that when I asked her about her most memorable moment on the field study, she asked a question that day that influenced the way others came to remember that experience.

While sitting together in a rebuilt Wampanoag long house on white-tail deer skins and black bear hides, smelling the aroma of camp fire smoke, participants eagerly listened to the words of a Native American, not much older than a recent high school graduate. Then Judy asked, “Can you tell us about the artwork on your clothes and can you sing us a
song?” The interpreter responded, “You want me to sing?” Everyone said yes and he sang a song that was mixed, meaning it was first in a native tongue and then he ended it by singing in English so we could understand the intended message from the song (field notes, June 6, 2018).

Natalie’s Experience

I have never met a bigger parental fan of a child’s sports team than Natalie. If there was a split second where Natalie could check the score of her daughter’s competition softball game that she was missing, she did. She even had a phone application that showed a softball diamond and all the real-time statistics of the game. Traveling across the nation did not stop this mother from being involved with her family, but it did make Natalie a better teacher. When I asked her if she would recommend the program to other teachers, she responded:

Absolutely! I think it gives you a chance to just step away from your crazy, busy life, and...immerse yourself in history in a way that you will never, ever have if you try and do the trip on your own.... And so it’s just a chance for them to forget about obligations, and the main focus is on history, and how to improve and how to be a better social studies/history teacher for your students. (Natalie, personal communication, July 1, 2018)

Natalie is a fifth-grade teacher in a rural community southeast of Salt Lake City. She has taught for 4 years and is 39 years old. She has a Bachelor’s degree and has not participated in a site-based professional development prior to her experience with Driven 2 Teach.
How Do Elementary Teachers Perceive Their Pedagogical Content Knowledge as Changing as A Result of Participating in the Driven 2 Teach Program?

Natalie recognized quickly, the power of site-based experiential instructional methods (Schrum et al., 2016) while on the field study and how it contributed to her pedagogical content knowledge (Shulman, 1986). After the first day, on Monday evening, June 4, 2018, and despite a red eye flight beginning the night before, Natalie reflected on the day’s experiences and wrote, “Found myself today being able to recall facts, dates because they meant more to me because I was actually there” (Natalie, reflective journal, June 4, 2018). As she continued to think about the sites she had visited and the experiences that emerged because of the hands-on learning that took place, she wrote, “Things mean more to me. I found myself listening and trying to retain what I just learned to share with my students” (Natalie, reflective journal, June 4, 2018). A desire emerged within Natalie to be more focused on her personal learning because of the site-based experiences than if she had been reading a book or in a sit and get (Freire, 2014) type of professional development. Two days later, Natalie again reflected on her learning. She made note, “You gain a deeper understanding of something when you’re immersed in it” (Natalie, reflective journal, June 6, 2018).

Natalie’s pedagogical content knowledge grew because of her involvement with Driven 2 Teach. Not only did she recognize the power of site-based experiential professional development (Schrum et al., 2016) while on the field study, but she also understood how the program sustains that development over a seven-month period of time. She stated, “I like professional development that is continued over time. So that’s
why I really appreciated the fact that we have an opening meeting and then we go on the trip and then we have a closing meeting.” (Natalie, personal communication, April 6, 2018).

Natalie’s experience with Driven 2 Teach and the preparations that were made prior to the field study with the readings and assignments supports the findings of Schrum et al. (2016), which state that site-based participants benefit most from experiences that begin with workshops that prepare teachers with background knowledge about the sites they will visit. Natalie took excellent notes of each book she read, completed all of her assignments, and quickly created her own professional learning community (DuFour & Eaker, 1998) by networking with those on the trip. These factors enhanced Natalie’s learning while on the field study. In the First Parish Church in Braintree, Massachusetts, Natalie was amazed to learn, “Pews sold for revenue? I have never heard that before” (field notes, June 4, 2018). She obviously did not pick that information up by reading Stephen Waldman’s *Founding Faith*, but the two combined helped Natalie better understand religion in New England during the American Revolution.

Time and again, Natalie referenced the impacts that site-based learning had on her. She appreciated the tidbits of social history that are often lacking in broad histories written for textbooks or other classroom settings. She wrote in her journal, “Winter 1779, 13,000 soldiers. We hear so much about just the generals or higher ups in the military. The common regular person or soldier, what was it like for him. Nice to see that at Morristown” (Natalie, reflective journal, June 9, 2018). That same day she noted:

West Point was so much fun! How can you teach about the chain and West Point without seeing it? It was so great to see how the Hudson River Valley looked and
why it was important to do that in person is amazing. It makes a huge difference. (Natalie, reflective journal, June 9, 2018)

She then added, “It would have been hard to understand the geography of West Point or Paul Revere’s ride without seeing it firsthand” (Natalie, reflective journal, June 9, 2018).

Earlier in the week Natalie had learned some interesting information about how the colonial militia communicated in an era without cell phones, computers, and Wi-Fi. She wrote:

Line of communication for the colonist militia. How do they know what is happening in Lexington at North Bridge. They don’t know what went down or how they are. Totally going off of the plan. Would have been hard. Wouldn’t understand that unless you would have came on Driven 2 Teach. See the distance firsthand. (Natalie, reflective journal, June 7, 2018)

Her ultimate understanding of the importance of site-based learning emerged in this passage, when she posed the question, “What can you learn from visiting these historical sites?” and then answered, “Greater understanding of the people. Brings the event to life more than a textbook can. I have seen primary sources documents, journals, letters, memorials. Causes you to reflect and really think about the event and people” (Natalie, reflective journal, June 9, 2018).

**How Do the Experiences These Elementary Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?**

Elementary teachers in Utah are not being provided sufficient social studies professional development. Social studies has become less of a priority to teach at the elementary level (Heafner & Fitchett, 2012), and consequently, less likely to be supported by professional development. Heafner and Fitchett, (2012) found that “testing
is the most significant determinant of what is taught” (p. 70). Social studies is not tested.

Other than her experience with Driven 2 Teach, Natalie has had no other social studies specific professional development. She stated, “I had a few [professional development opportunities] through just our school district...I never attended anything that would be connected to history or social studies” (Natalie, personal communication, April 6, 2018). To follow up with her comment, I asked for some clarity by repeating the fact that she never had had any professional development related to history or social studies. She replied “No!” and then explained:

So I really like when there’s professional development that I can turn around and use the very next day in my classroom...I like hands-on stuff, so that’s why I’m pretty excited about Driven 2 Teach is that it’s hands-on. I’m going to actually be in some of these places. So I guess my dislikes would be those things. If it’s not something that’s really relevant or something that I can use...I guess I hate to sit through professional developments that are kind of bragging about some great school or some great thing that they do. I like to know—hey, this works. Try it. And it kind of motivates me to be better at what I do...I kind of like those kind of professional developments where you make a connection with someone and you really have something relevant to use the next day in your classroom. (Natalie, personal communication, April 6, 2018)

The Driven 2 Teach program met her professional development expectations. I asked if she planned on applying again and she quickly responded, “Yes, of course!” and then explained why:

I have just walked away with this better understanding, with this greater knowledge, with better methods to teach my class. Lesson plans. I mean, I am so excited, because that Google Drive, I can just pull stuff from the other teachers that they put together, and use it. There’s not a better teacher prep, in my opinion, because it’s got all those components mixed together. You’re learning from other teachers, you get the content, the pedagogy, of course you get a pretty cool trip. So of course, if I ever get a chance to make it work, I would definitely re-apply. (Natalie, personal communication, July 1, 2018)
How Do Elementary Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?

Natalie believes that teaching her fifth-graders about social studies and history is an important way for them to gain an understanding about their country, the U.S. of America, which is foundational to becoming a good citizen (Natalie, personal communication, April 6, 2018). In a later conversation, Natalie explained what becoming a good citizen entails:

I think they need to be educated so when they’re older, they can make good, informed decisions for our future and for their community that they live in. So I think they need to appreciate the world that they live in, and know how it was developed or formed, and what struggles had to happen for them to have the freedoms that they have today. (Natalie, personal communication, July 1, 2018)

Similar to other participants, Natalie’s beliefs about social studies education and the importance of good citizenship did not change, but they were reinforced. The important change that is a result of the experience with Driven 2 Teach is the promise to make social studies a teaching priority. Prior to the field study Natalie stated, “I hate it that it’s [social studies and history education] kind of pushed in the curriculum to be something that you only get to if there’s time. I hate that” (Natalie, personal communication, April 6, 2018). After the field study, Natalie had come up with a solution to the problem of putting social studies aside. She stated that social studies, “has to be applied cross-curricular so that you can fit it into your day. Or some days it just doesn’t happen” (Natalie, personal communication, July 1, 2018).

After observing the interaction between the teachers and Native Americans in the Wampanoag Village at Plimoth Plantation in Plymouth, Massachusetts, I witnessed this
change, of making social studies a teaching priority, first-hand. The teachers were excited to incorporate Native American perspectives into their units and lessons. They wanted this to be ongoing throughout the year, not merely tacked on the end of some random unit or specific time period. Hearing these young people say that they want teachers to tell their students that “we are still here” and “teach the truth” were influential. Although the experience was specific to Native American history and culture, I witnessed a priority shift, particularly with the elementary teachers, which put social studies on their list of teaching priorities (field notes, June 6, 2018). Natalie was no exception. She wrote in her reflective journal, “It will be fun this year to spend more time teaching about the Wampanoag” (Natalie, reflective journal, June 6, 2018).

How Do These Elementary Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?

Instructional practices. With social studies and history being more of a priority, so too would be highly effective instructional practices. For Natalie, this was true. In her reflective journal, Natalie made note of this after giving it much thought. To her, the way that history is presented matters, and can be a tool for developing new perspectives and change in the right direction. She wrote:

They are getting opinions and ideas from home about current government or politics. Give them a chance to learn how our country was founded and why it is great. Let them learn from the past and realize that not all things are perfect. We have to start somewhere and work towards where we want to be. (Natalie, reflective journal, June 9, 2018)

Perhaps more profound was Natalie’s increased self-efficacy (Bandura, 1997). She wrote,
“I can make a difference….” She noted that if she can help her students acknowledge the positive aspects of their country and its past, they in turn would be better citizens. She then wrote, “I could have an impact on not just one generation but many if I teach history in a way that helps them understand our country….” (Natalie, reflective journal, June 10, 2018).

Specific to instruction, Natalie learned the important distinction between teaching content, versus teaching social studies skills using historical content. This shift, not unique to Natalie, was an important change in many of the participants teaching methods. It was clear that Natalie gave this much thought. She wrote the following in her reflective journal:

Students…. Become more active when they think of history as a process...don’t just lecture get them active. Retain content/when active learning is happening, not just lecture, applied to all subjects, reading texts. We want to teach kids there are different stories. Each person will perceive something different – kids coming in from playground with different stories. Let them see biases. How to gather sources and put together opinion. (Natalie, reflective journal, June 7, 2018)

In this one paragraph, she reiterated the importance of history as a process, as a means of presenting perspectives, a forum to present arguments and support them with evidence, and also that the skills found in social studies education are useful across the curriculum. Specifically, Natalie wants to incorporate more document-based lessons. She made note of the following:

Document based lesson plan

1 – building background and knowledge
2 – ask historical questions
3 – provide students with evidence
4 – allows students to develop their own interpretive answer
5 – let them share with peers
Debrief at the end. What did we learn, self-reflect. (Natalie, reflective journal, June 7, 2018)

With documents, she wrote, “History students need to 1 – think about source of text 2 – corroboration – compare/contrast with other evidence, cross check 3 – contextualization – location, conditions, people” (Natalie, reflective journal, June 7, 2018). When talking to Natalie about her newly found passion in teaching with documents, she excitedly gave me a specific example dealing with Thomas Jefferson. She stated:

...as he was writing the Declaration of Independence...he had different drafts and how he’d edit it in his own handwriting...I...looked that up on the Library of Congress...It’s there, you can print it, and you can show your kids. And you know, even the best writers have to go back and edit their text, to fix it and make changes. So I thought that was kind of neat to use those documents. (Natalie, personal communication, July 1, 2018)

**Social learning systems.** Natalie understood the importance of learning together, and did not take for granted the opportunities she had with fellow teachers at historical sites, in museums, at a baseball game, or while eating a meal together. Referring to Driven 2 Teach, she wrote, “It all comes down to relationships,” and then likened it to the history she had just learned about. Referring to the Founding Fathers that met at Independence Hall she wrote”

They respected enough about each other to work together to form the Declaration. They had to put aside small differences and focus on a greater cause. They realized they all believed in a god and could work together, debate, argue and form a plan all because of the relationships they had. (Natalie, reflective journal, June 10, 2018)

Like the Founding Fathers, Natalie also found common ground with the other participants of the Driven 2 Teach program. On the first evening in Boston, Natalie wrote the following in her reflective journal:
Realized every teacher has the same issues, problems, struggles as I do. Dinner was so much fun, was able to get to know 3 other teachers. During dinner it was fun to share and bounce ideas off of each other, laugh about crazy behavior issues we all had. Learn neat things. (Natalie, reflective journal, June 4, 2018)

I talked with Natalie about her experiences with the other teachers and how communities of practice benefit the learning for all (DuFour, 2005). Like Judy and other participants, the social learning systems (Shulman, 1986) made possible by the Driven 2 Teach program increased Natalie’s ability to learn new information and apply that learning into her teaching practices. This new professional learning community (DuFour & Eaker, 1998) did not end with the field study. In a conversation we had, Natalie stated:

I think teachers always are full of knowledge, about anything and everything. And so it’s nice to spend time with other teachers, where you can pick their brains and get information from them. And I’ve been in contact with a few of them from the trip. And I did feel like through email I can still have that connection, so they can ask me questions, I can ask them questions. We’re all going to – did you know this – we’re all getting together that same week in June each year in Salt Lake. And...not just our little group, I think it was all 30 of us. So I feel like there’s always a teacher that I can contact to get help or learn more about something that I’m needing information on, if that makes sense. (Natalie, personal communication, July 1, 2018)

Whether or not the gathering each June takes place, it seems likely that many of these teachers will stay in touch, and that they will continue to provide each other with instructional support.

**Formal and informal professional learning.** As evidenced by Natalie’s change in pedagogical content knowledge and instructional practices, this site-based experiential professional development was successful. Natalie’s success supports the findings of other research. Kortecamp and Steeves (2006), for example, found that the most significant professional development outcomes for teachers are changes in instructional practices
and knowledge.

Like the formal professional learning opportunities, Natalie also benefited from informal professional learning (Thacker, 2017). Eraut (2004) defines informal learning, “as learning that comes closer to the informal end than the formal end of a continuum” (p. 250). He then describes this continuum: “Characteristics of the informal end of the continuum of formality include implicit, unintended, opportunistic and unstructured learning and the absence of a teacher. In the middle come activities like mentoring, while coaching is rather more formal in most settings” (p. 250). With the absence of a teacher during unstructured times, Natalie continued to learn.

Unlike Thacker (2017), however, I did not find that teachers in general, and Natalie specifically, found informal professional learning more valuable than the formal professional learning, but I did find that the informal professional learning enriched the formal. In earlier sections of Natalie’s Experience, Natalie’s informal interactions during her time with Driven 2 Teach proved valuable. During the first evening in Boston, she was able to get to know three other teachers more intimately. In doing so she realized they had similar issues, problems, and struggles. They shared teaching ideas and strategies, learned from each other and had fun (Natalie, reflective journal, June 4, 2018). She has kept in contact with several teachers as well, and according to Natalie, many are going to have a reunion each June (Natalie, personal communication, July 1, 2018). She built relationships with other teachers, and with that trust shared meals, conversations, ideas, and emails. They explored city streets together, tasted the culture, and even went to a Red Sox game.
Transformational experiences. Natalie’s description of her experience with Driven 2 Teach is in itself arguably transformational (O’Reilly et al., 2014). She wrote, “What a trip! I can’t even explain the feelings of patriotism that have been stirred up inside of me. I love my country. What a blessing we have to have a place where we have our freedoms and can worship how we choose” (Natalie, reflective journal, June 10, 2018). With a reaffirmation of her patriotism and gratitude for liberty, Natalie left the Driven 2 Teach program motivated to incorporate social studies skills and content across the curriculum and to make it a priority in her classroom.

When asked specifically what part of the field study was the most meaningful, Natalie, like many others, mentioned the Independence Hall After Hours program. This was not surprising, not only because other teachers felt the same, but also because of Natalie’s deep rooted patriotic sentiments of her country. She is proud to be an American, and this experience has deep roots in the founding of the United States. Independence Hall was the meetinghouse of the Second Continental Congress, the building where the Declaration of Independence was edited, ratified, and signed, and the edifice where the Constitution of the U.S. was conceived, ratified, and signed. In that same building many of our nation’s first presidents met, including George Washington, John Adams, and Thomas Jefferson. However, after giving Natalie more time to reflect on her overall experience with Driven 2 Teach, she could not help but mention West Point. She stated, “I absolutely loved West Point. I thought that was so cool. I liked the campus, I liked seeing the Hudson River, I liked learning about what happened there in history. Just the military mindset of that place…. (Natalie, personal communication, July 1, 2018).
Curious, I asked her to explain more, of why it was so fascinating to her. Her explanation was revealing, and what stood out to me more than anything was that she did not know a lot about West Point before going there, and that she was going to make sure her students knew about West Point. She explained:

I guess because it felt like they were ahead of their time. Like they really, the military mind is like, in his mind, George Washington, to come up. I know he was surrounded by great people around him, that were also probably very intelligent. But to put together that game plan, and having used that positioning in the war, just really stood out to me. And I guess probably because it was new to me. I didn’t know a lot about West Point, I didn’t know a lot about the history of what happened there. So that’s probably really why that stood out to me, because I’d never really learned about it, and I’d never really taught that part of it. So oh, my kids are going to know what West Point is this year. (Natalie, personal communication, July 1, 2018)

If the intent of professional development is to cause change in instructional practice that impacts student learning, as argued by many (Matherson & Windle, 2017; L. Evans, 2014; Darling-Hammond & Richardson, 2009; Blank, de las Alas, & Smith 2007; Kortecamp & Steeves, 2006; Wenglinsky, 2000), then Natalie’s experience at West Point was indeed, transformational.

**Rachael’s Experience**

Rachael is a fifth-grade teacher in a suburban community north of Salt Lake City. She has taught for 6 years and is 43 years old. She has a Bachelor’s degree and has not participated in a site-based professional development prior to her experience with Driven 2 Teach. Rachael is a passionate person and her experiences with Driven 2 Teach were, in her own words, “Life-changing” (Rachael, personal communication, July 2, 2018). This opportunity was once in a lifetime in her mind, and she treated it as such. The first
night in her reflective journal she wrote, “I never get to travel. This for me is an opportunity I would never get to have if someone else wasn’t willing to share it with me.” (Rachael, reflective journal, June 4, 2018). That appreciation and passion has stayed with Rachael, and the data supports that it was life-changing.

I’ve never been back east. I’ve never ever been back east and I would never have had the opportunity to do this on my budget to go and do what we did. I just wouldn’t cause single mom, single salary, you know. And I’m a teacher on top of that, so there just never would be any extra for me to be able to do it. And so this was like winning the lottery. This was like literally winning the lottery for me. And having experienced that and having the [indifferent] attitude [about history] that I did before I went...Having the attitude that I did before I went, I can only guess that they [my students] probably have the same attitude—maybe. Maybe some are my little history buffs and they really get into that, but I don’t think that you can fully appreciate it until you can see it for yourself. I don’t know why that is. I really don’t. But I just—I had connections while I was there. I mean, I don’t know if you noticed but halfway through I got really quiet. I just was very reflective. So anyway…stop crying…. (Rachael, personal communication, July 2, 2018)

To say the least, Rachael’s perspective about the importance of social studies and history education shifted, putting its importance above other disciplines. Her experience with Driven 2 Teach has changed her. In a thank you letter written to Gail Miller, Rachael expressed the following:

You must know that this experience has been life-changing for me. It will influence the way I teach about our great country’s history for years to come. Right now I am overcome with excitement and anticipation for the upcoming school year. My only regret is that I wasn’t able to begin my first fifth-grade year with this experience to help guide my teaching practices. From the bottom of my heart THANK YOU! (Rachael, thank you letter to Gail Miller, June 10, 2018)
Rachael’s pedagogical content knowledge increased due to her participation in the Driven 2 Teach program. Like the research findings of Noel and Colopy (2006), Rachael understood the importance of properly preparing for the field study to make it more meaningful. She explained, “So I knew...with the books that we read, those were invaluable to have that basis of information...Just having read the Mayflower and then going and visiting...Plymouth Village and the Wampanoag Village, it just set the stage” (Rachael, personal communication, July 2, 2018). She then stated, “Okay, I know exactly what they’re talking about” (Rachael, personal communication, July 2, 2018), but quickly realized that there was more to learn by being there. The book was by itself insufficient. By mixing and mingling with Native Americans in the Wampanoag Village at Plimoth Plantation and participating in the lectures of Vicky Oman and Darrias Cooms, Rachael’s knowledge of Native American involvement in early European colonization increased, and for the first time, she came to realize that Native Americans were taken as slaves, not only from one tribe to another, but also by European colonists. Referring to the European colonists she stated, “I had no idea that they took Native Americans as slaves. That was mind-blowing...even having read the Mayflower” (Rachael, personal communication, July 2, 2018).

Rachael appreciated the power of site-based learning and how those experiences enhanced retention, relevancy, and the importance of social studies education. In her reflective journal she expressed her feelings about the field study:
All of these things brought what seemed so far away much closer. The gap between past and present began to close for me. What seemed to be so abstract became much more concrete as I imagined J.A. sitting in his library of 12,000 books, smoking a pipe or cigar while reading Shakespeare in his favorite chair. (Rachael, reflective journal, June 4, 2018)

Rachael stood in John Adams library that day.

Toward the end of the field study experience, participants went to the Museum of the American Revolution in Philadelphia, Pennsylvania. Rachael wrote the following in her reflective journal:

Wow, amazing, exciting, humbling, interactive, hands on! So many things to see and hear. Favorite was the Native American exhibits until we got to the “Washington’s War Tent”. The movie presentation was great and then they unveiled the actual tent and wow, tears! (Rachael, reflective journal, June 10, 2018)

This museum stimulated the senses, including the emotions of its visitors. Rachael was no exception. Rachael’s content knowledge of the American Revolution and General George Washington grew, and because this happened experientially, it was more meaningful to Rachael, and consequently, more retainable.

Rachael left the field study with more effective teaching strategies that she can use in her classroom. While gaining a deeper understanding of historical content is an important part of the field study, equally important is the ability to transfer that knowledge to students (Shulman, 1986). One strategy that Rachael learned, like her colleagues on the field study, was how to utilize monuments in teaching about history. In her reflective journal, Rachael wrote, “Shaw Memorial. Three important dates. Date 1 – When and what is it depicting. Date 2 – When and why was it built. Date 3 – How does it apply to today” (Rachael, reflective journal, June 5, 2018). After the field study, I asked...
Rachael how her pedagogical knowledge increased based on her field study experience.

The monument strategy came to mind, and she explained:

The...three dates...with the memorials...That’s where Jeff Nokes was talking about...at the Shaw Memorial and he said, there’s three important dates. The date that it’s depicting what’s happening and then the date that it was erected and then today’s date how it applies to us. (Rachael, personal communication, July 2, 2018)

She then took that strategy and began to tell me how it might look in her classroom and how it was impactful because it was sit-based. She referred back to an earlier experience on the field study in the Wampanoag Village at Plimoth Plantation:

I wouldn’t have gotten that had I not, you know, gone and done that experience. Because of that I took a whole bunch of pictures of different things so that my kids could look that stuff up. I’m going to see if this works, but I want—I took a picture of the Wampanoag structure. I just want to throw that out there and say, “Does anybody know what this is?”...“Go see if you can figure it out. Go see if you can find it. Tell me what you think it might be. What would it be used for?” (Rachael, personal communication, July 2, 2018)

Rachael’s experience at the Robert Gould Shaw Memorial in Boston, Massachusetts led her to create a discovery learning activity using what she learned in the Wampanoag Village at Plimoth Plantation in Plymouth, Massachusetts. The Wampanoag structure Rachael referred to is interesting, and I, like Rachael, have not learned of this except by being at Plimoth Plantation. She explained how she learned new content that may be simple, but very fascinating (see Figure 5):

There was that structure in the middle of the garden.... I said, “What the heck is that for?” So nobody knew. So I walked over and asked one of the Native Americans that was wandering around. I said, “So what is that doing in the middle of your field?” And he said, “Well, you guys have scarecrows. We have kids.” I said, “What are you talking about?” He said, “It’s a jungle gym for kids. They can practice shooting or pottery or climb on it or whatever and it keeps the birds out.” I mean, really? I mean, I know that sounds...not really historically profound, but still. I mean, there just were things that I learned about them as a culture that I
wouldn’t have—I don’t think is in any history book. And having, being able to talk with people who are from those bloodlines and then being immersed in their culture still, that’s priceless. You just can’t get that information anywhere else. (Rachael, personal communication, July 2, 2018)

Figure 5. Wampanog Village garden and jungle gym, Plimoth Plantation, Plymouth, Massachusetts, June 9, 2009.

The way Rachael approaches teaching has changed because her pedagogical content knowledge has increased. She later admitted, referring to her pedagogical content knowledge prior to the field study:

I knew nothing—next to nothing. I knew way less than I thought I did, let’s put it that way. And I would say that was next to nothing. So as far as knowledge goes, huge boost, especially when...reading the books and then going and experiencing that, that was big....” (Rachael, personal communication, July 2, 2018)
How Do the Experiences These Elementary Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?

Like her fellow elementary participants, Rachael has received very little social studies professional development. She did attend one, one-day training on document based questions and thoroughly enjoyed the strategies she learned from it, but it just was not enough. All of her other professional development experiences had to do with reading and math (Rachael, personal communication, March 30, 2018). I asked Rachael why she applied to be a part of the Driven 2 Teach program. She told me that when she heard about the Driven 2 Teach program from a colleague she had worked with in a previous school district, she took full advantage of the opportunity. She explained that Driven 2 Teach:

Was highly referred or highly suggested by a colleague of mine that I worked with.... I researched it and I saw the opportunity to be able to go back east and be able to experience and walked where people walked and see what people saw...that’s just something I’ve always wanted to do just to be able to experience it for myself and to be able to bring that back into the classroom and just to have that...wealth of knowledge as far as what happened back there. So that was probably the biggest reason was just to be able to gain experience and bring it back to the classroom. (Rachael, personal communication, March 30, 2018)

I then asked her how this experience compared to her other professional development opportunities. Rachael did not believe there would be a comparison. As a visual and kinesthetic learner, the site-based experiences were to Rachael, very effective. She stated:

So to be able to see and touch and feel and smell, you know, the places where these historical events took place. And just being able to map it out in my mind, too. That’s probably the biggest thing. It’s like, okay, this happened in Boston. This was in Philadelphia...Yeah, physically map it out. And then just hopefully get to experience more of the history hands-on versus from afar. (Rachael, personal communication, March 30, 2018)
During the field study and after, I talked with Rachael about her original perceptions of
the program and the expectations she had. She was not disappointed. When asking if she
would recommend the program to others, her answers were revealing, and also profound.
Jokingly she stated, “I don’t want anyone else to know about it because I want it all to
myself” but then continued:

No, I’m kidding. I actually have talked with several teachers and I talked with a
few teachers before I went and I was like, “Yeah, we’re doing this Driven 2 Teach
thing it sounds really cool.” “Wow, that sounds really awesome.” You get to go
back to Philadelphia and Boston. I was like, “Yeah.” Not a vacation. I said it’s a
field study. And none of them really believed me. But since I’ve been back I’ve
actually talked with several other teachers and now I can just go, “You’ve gotta
do this. Hands down, you have got to do this. (Rachael, personal communication,
July 2, 2018)

Rachael is correct; the Driven 2 Teach field studies are not a vacation. Teachers work
hard before, during, and after, and while on the field study, they get up early, go to bed
late, and walk many miles. It is physically and intellectually demanding. Most
importantly however, it is effective. To Rachael, no other professional development
opportunity could have provoked the senses, flushed out emotions, or pack in as much
learning as her time with Driven 2 Teach (field notes, June 5, 2018).

**How Do Elementary Teacher Beliefs About Social Studies Education Contribute to the
Changes in Pedagogical Content Knowledge and Instructional Practice?**

One of the fundamental beliefs about social studies education is to prepare
students to become productive citizens in society (Barton & Levstik, 2004; Dewey, 1916;
Ross, 2006). True with all the elementary participants of this study, Rachael wants to
prepare her fifth-grade students to contribute to the social world in which they live, and
for later civic engagement. When I asked Rachael why it was important for her to teach social studies, she responded, “Hopefully it gives them a broader understanding of what it means to be a citizen in a free country” and then wanted her students to reflect on the following questions: “What type of a person am I going to be? What type of a citizen am I going to be? How am I going to treat the person that’s sitting next to me?” (Rachael, personal communication, March 30, 2018). Ultimately, Rachael’s desire is for her fifth graders to have an enduring understanding of the reality of the past in an effort to make the present and future better (Rachael, personal communication, March 30, 2018). These beliefs were strengthened through participation in Driven 2 Teach. More importantly however, was how her personal connection with the past was ignited; creating within Rachael a passion for social studies education that never previously existed. She explained:

I guess from a personal standpoint with the trip that we took before we went, I was like, “Oh, yeah. That’s great. This date—this happened this date. That happened. Whatever, blah, blah, blah.” I didn’t have any personal connection to it. And then when we went back east I found more personal connections to it and I don’t even know how to explain it. It just lit a fire that was never—I mean, it wasn’t even smoldering before I left. It lit a fire in me going back there and being able to experience those places that it really happened. But then also I mentioned a couple of times and Marbury [Anne] Hutchinson is a direct descent of mine and I didn’t know anything about her. And I learned a few things about her when I was there, but when I got home I dove in and I actually found connections to the Mayflower, direct descendants to the Mayflower. So there’s just a lot of things to see where you came from to help you see where you’re going...Learning about those people—it just makes it more real...Like I said, looking at the past I think helps us to see where we came from and then where we are and then where we do want to go from there...I just found personal connections and I want my kids to do that. I want my fifth graders to be able to find those personal connections to the past so that it makes it more real for them and it’s not just, oh, yeah, great. These are the 50 states. And you know, this is George Washington...Anyway, I just want them to experience what I did...But it’ll help me be able to articulate better to them those events and those things that happened and the why behind it and the
The fire that lit within Rachael was in large part, an increased self-efficacy (Bandura, 1997) that produced more confidence to teach the social studies curriculum. Her increased pedagogical content knowledge (Shulman, 1986) from the site-based experiences on the field study changed her beliefs about her own abilities as a history teacher and historian. This in effect, made social studies education a higher priority for Rachael. In her own words about social studies, Rachael explained:

I have more passion about it now. And the fact that I’ve been home for—has it been a month already? It’s been a month. Oh, my gosh, since we started...And I haven’t been able to stop thinking about it. So not that it’s invading my life or anything like that. But if I’m in bed laying awake at night it’s like, “Okay, I’m going to do this and this and this for this lesson.” I can’t go to sleep. But in fact, I was looking up books...just from Mayflower on up to Revolutionary Wartime stuff to assign to my students. (Rachael, personal communication, July 2, 2018)

How Do These Elementary Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?

Instructional practices. With increased self-efficacy beliefs (Bandura, 1997) as a history teacher and historian, and with social studies a high priority for Rachael, it is not surprising that she intends to change her instructional practices. This, of course, is the main purpose of professional development (Kortecamp & Steeves, 2006). Rachael’s first planned change in instructional practices will be to include social studies education in her curriculum. She no longer wants it be included if there is time at the end of the year after testing. Not only does she want social studies to be given priority, she wants it to be found in other disciplines, such as reading, since social studies skills are beneficial
regardless of what subject matter one is learning (Rachael, personal communication, July 2, 2018).

As previously mentioned, one strategy that Rachael took to heart was introduced at the Robert Gould Shaw Memorial by Dr. Jeffery Nokes of BYU. She recorded in her journal, “Three important dates. Date 1 – When and what is it depicting. Date 2 – When and why was it built. Date 3 – How does it apply to today” (Rachael, reflective journal, June 5, 2018). This concept, although perfect for monuments, is also useful when thinking about historiography. Interpretations of the past change over time, as illustrated by the monument activity.

Rachael’s desire is to use instructional strategies that are more hands-on and discovery based. When I asked her what will change, she stated:

How I approach social studies. Rather than just spewing out facts, which I hate doing that anyway—and facts and dates—I want them to go and find it for themselves. We will do as many virtual field trips as we possibly can. We got the information...He was that cute Wampanoag Indian with the black, curly hair. I can’t remember his name now. Anyway, we got personal information from people that we can skype with. So that the kids can interact with them. We got the information of that one man that was on that U.S.S. Constitution so we can skype with him...it’s just going to be way more of a hands on approach...Yeah, it’ll be way more hands on and just more engaging. I hate spewing dates and facts anyway. (Rachael, personal communication, July 2, 2018)

The perfect example on how this new approach might look, as mentioned previously, was her discovery-based activity where she would provide students with a photograph she took, and then have them work collectively to see if they could find out how the structure in the photograph was used. She explained, referring to the Native American jungle gym:

I took a picture of the Wampanoag structure. I just want to throw that out there and say, “Does anybody know what this is?”...“Go see if you can figure it out. Go see if you can find it. Tell me what you think it might be. What would it be used
After working together to answer those questions, then perhaps the students could ask the Native Americans working in the Wampanoag Village at Plimoth Plantation questions themselves, through Skype. By doing this, not only do fifth graders learn about the innovative, dual purpose jungle gym, but also that the Wampanoag people are still here, are contributing members of society, and have funds of knowledge (Kasun & Saavedra, 2013; Moll, 1992) worth sharing in a Utah classroom with fifth graders.

Along those same lines, Rachael purchased historical replica artifacts to use in her classroom. This included a deck of cards, a tricorn hat, a musket ball, a colonial food recipe book, political flags, and even a tea brick from the Boston Tea Party Museum (field notes, June 4, 2018). She purchased these materials as engagement tools. She explained:

I bought two flags. One was the Join or Die and the other one was Don’t Tread on Me. And I can almost guarantee that the kids coming in won’t have any idea what those are about. And so they will be an engagement tool. What is this? What does it mean? How come there’s only eight colonies that are displayed on this flag? The first week that we have school it’s early out for those 3 days, but then that following Monday we’re on regular schedule and social studies is going to start that day. So we’re going to talk about what’s a democracy versus a republic and that’s just kind of how we’ll start it out...But then, you know, look around the room. What are some of the things that you notice? What do you know about it? But it would be a conversation piece and then a reminder. After they know about it, it will be a reminder. (Rachael, personal communication, July 2, 2018)

With new tools in hand, and armed with pedagogical content knowledge, Rachael plans on teaching social studies all year long with her fifth graders.

**Social learning systems.** One of Rachael’s favorite parts of the field study experience with Driven 2 Teach was the company in which she was with. Very quickly
Rachael recognized that being a part of a social learning system (Wenger, 2000) enhanced the learning for all involved. The Driven 2 Teach professional learning community, like other PLC’s, has become a successful network of teachers that share ideas, and help each other figure out what they want students to learn, how they will know if they have learned, what they will do when students have learned, and what they will do if they do not learn (DuFour, 2005; DuFour & Eaker, 1998). Rachael explained that, “Being able to network with teachers across grade levels was fantastic and...I just feel like we were very cohesive right off the bat.” She then stated, “Everyone was involved in each other’s thoughts. And we talked and we listened and we cried and we shared...” (Rachael, personal communication, July 2, 2018).

When Rachael mentioned sharing, she did not only mean lesson ideas and teaching strategies. During the trip, one particular teacher had revealed over time, her obsession for Abigail Adams. Over the course of the week, all of the participants were aware of this teacher’s passion for Mrs. Adams. While at the gift shop in the National Constitution Center in Philadelphia, Pennsylvania, another teacher saw an expensive bust of Abigail Adams for sale and began a collection to purchase this for the teacher who loved Abigail. In short, it took but ten minutes to collect nearly one hundred dollars. The bust was then presented to this grateful teacher who accepted the gift with tears streaming down her face. It was a special moment (field notes, June 9, 2018). Rachael referred to this as we talked about the importance of communities of practice (Matherson & Windle, 2017).

I think that if our group would have been more separate it would have been less enjoyable. It was way more enjoyable because we had someone to share it
with...plus we had that commonality of, we’re all teaching history...I think that just pulled and bonded us all together. When we...were doing a group fund so that she could get her Abigail Adams bust. You know, just stuff like that, I just thought it was awesome...So that aspect made it ten times better than I think it would have been had we not done that. (Rachael, personal communication, July 2, 2018)

Collectively pooling money so that one teacher, who otherwise could not afford the Abigail Adams bust, could have something unique from the trip was an incredible act. It happened to be one of my favorite moments of the trip, and one of my favorite field note entries. For Rachael, the relationships that developed were important. She mentioned to me prior to the post-seminar, “I can’t wait to see our group again...It was just amazing. It was an amazing trip. I will never forget it” (Rachael, personal communication, July 2, 2018).

**Formal and informal professional learning.** The relationships fostered on this field study took place in both formal and informal settings and were important to the professional growth of the participants (Thacker, 2017). Without doubt, the formal professional learning was more influential on Rachael as evidenced by the data. Although Rachael’s reflective journal and interview data are not wrought with entries or comments about the informal pieces of her experiences with Driven 2 Teach, they were a valuable part of her trip.

All learners participate in communities of practice, which can be both formal and informal (Thacker, 2017; Wenger, 1998). Relationships are more likely to develop during informal time simply because it is unstructured and facilitates more personal conversation. Rachael enjoyed many moments of unstructured time—eating with colleagues, roaming the city streets of Boston and Philadelphia, and spending time with
her bunkmate in the room at the hotel. These opportunities are important in that they help participants build trust, which is foundational to the learning process (Kieschnick, 2017).

**Transformational experiences.** From the previous sections, it is apparent that mixing and mingling with the Native Americans of the Wampanoag Village at Plimoth Plantation was a transformational experience for Rachael. Rachael wrote in her reflective journal:

Plymouth. Wampanoag – “We are still here!” An opportunity to learn about a people who were once nearly extinct that I couldn’t get anywhere else. True ancestors of the indigenous peoples of this country. They take their culture very seriously. Excited to take this information back to my fifth graders. Hoping to make the Wampanoag more real, bring them to life. (Rachael, reflective journal, June 6, 2018)

Rachael’s interest in Native American history and culture grew after wandering the Wampanoag Village with the other Driven 2 Teach participants. She later wrote:

I won’t ever look at Native American the same again. The way they have been portrayed in American society is a travesty. They are intelligent, family oriented, tolerant. Not that I didn’t know these things before, but through the reading and touring I have come to have a greater appreciation for their culture and ideas. (Rachael, reflective journal, June 6, 2018)

Later in a conversation with Rachael, she mentioned how underrepresented Native Americans are in our country’s history. She explained:

In my classroom you see George [Washington] and you see the Statue of Liberty. I can’t find Massasoit. I can’t find representations of them [Native Americans]. So I’m just going to have to find something, you know, so I can put it back on my other bulletin board to represent them as well because they were a huge part of what happened in our past.... (Rachael, personal communication, July 2, 2018)

This fifth-grade teacher made an important, and arguably transformational, observation. There are groups, in this case Native Americans, which are underrepresented in the classrooms of our nation’s schools. Their perspectives are being silenced, and through
omission, the truth about the past is not being told. This was the plea of one man from the Wampanoag Village, “Tell the truth” (field notes, June 6, 2018).

Rachael, like other participants of the Driven 2 Teach program, also felt that their interactions at Independence Hall, prior to and during the Independence Hall After Hours program were transformational. In Rachael’s case, divine intervention enhanced her experience as her heart was touched by something inexplicable. She wrote, “Today I felt much the same way that I did when walking around Boston. A sense of reverence for the past, as it was speeding up to catch up with the present” (Rachael, reflective journal, June 9, 2018). She then continued, specifically pointing out Independence Hall:

Stepping into the lecture room felt like stepping through a portal. There was a heaviness about. There were many more people gathered in that room than could be seen. I felt a sense of familiarity as we moved about the courtroom and then into the signing room. I’ve never been here before and yet I have...I understand the divinity behind these miraculous events, and why the plan was laid out as it was. I think that if the people and names we’ve come to know because of this revolution were changed the story might be different, but the outcome would still be the same. We would still be free and have the right to life, liberty and the pursuit of happiness. (Rachael, reflective journal, June 9, 2018)

Different people may explain the reverence that Rachael felt in different ways, but the unifying factor in this case was that the experience was site-based and experiential. Although it cannot be argued that all site-based experiential professional development opportunities are transformational, it can be argued that transformational experiences are possible when professional development incorporates site-based experiences, such as those provided by the Driven 2 Teach program.
Conclusion

Elementary teachers perceived their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program. With exposure to new content while simultaneously learning skills, elementary teachers increased their pedagogical content knowledge (Shulman, 1986). Of particular importance were the site-based and experiential methods used that helped with retention, engagement, and relevance (De La Paz et al., 2012; Matherson & Windle, 2017).

The experiences these elementary teachers had with Driven 2 Teach differed from their other professional development experiences. While it was apparent that these elementary teachers had few professional development opportunities, experiences with social studies specific trainings were essentially nonexistent (Heafner & Fitchett, 2012). The few opportunities that elementary teachers did have to grow professionally, did not compare to the Driven 2 Teach program’s site-based and experiential instructional methods, nor to the size and scope of the program’s implementation of a preseminar, a seven day field study, and a follow up seminar that concluded the social studies specific, history education professional development.

Elementary teacher beliefs about social studies education contributed to the changes in pedagogical content knowledge and instructional practices. The elementary teachers’ experiences with Driven 2 Teach reinforced their beliefs about social studies education. Elementary teacher beliefs revolved around civic engagement, and their purpose is to prepare students to become productive citizens in society (Barton & Levstik, 2004; Dewey, 1916; Ross, 2006). With increased pedagogical content
knowledge, elementary teachers self-efficacy beliefs (Bandura, 1997) also increased, providing them more confidence in teaching about history, and consequently, making teaching social studies a high priority, both as a standalone discipline, and as a means to teach other subjects (e.g., using a historical novel when teaching English Language Arts), despite external pressures to teach in other areas (Au, 2009; Cornett, 1990; Misco & Patterson, 2007; Van Hover & Yeager, 2004).

Elementary teachers plan on changing instructional practices based on their new pedagogical content knowledge. With increased pedagogical content knowledge and self-efficacy beliefs came increased confidence and a resolution to make social studies a priority in the classroom. Changes in instructional practices, the most important part of professional development (Kortecamp & Steeves, 2006), also included plans to use primary source documents, hands-on artifacts and accouterments, monuments, and a variety of strategies acquired through participation with Driven 2 Teach. Other factors also contributed to changed instructional practices. Elementary teachers benefited from traveling with peers. These social learning systems developed into functional professional learning communities with a common mission, vision, goals, and values (DuFour & Eaker, 1998). Elementary teachers had both formal and informal professional learning opportunities that proved valuable, increasing pedagogical content knowledge, and ultimately leading to changes in instructional methods. Elementary teachers had transformational experiences, one of which led to historical empathy (Endacott & Brooks, 2013), the other toward a multiple perspectives mentality (Takaki, 2008; Zinn, 1980), and again, contributing to changed instruction.
CHAPTER V
SECONDARY SCHOOL HISTORY TEACHER FINDINGS

The findings that are included in this chapter reflect the experiences of Albert, Hailey, Henry, Michael, and Mary, the participants that teach at the secondary level, in middle/junior high and high school. Each section begins with the individual (e.g., Albert’s Experience) and a brief description of who they are based on my interactions with them.

The experience each individual had is described based on an adaptation of the four research questions that this study aimed to answer and uses these questions as the main subheading to the individual’s experience:

- How do secondary history teachers perceive their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program?
- How do the experiences these secondary history teachers had with Driven 2 Teach differ from their other professional development experiences?
- How do secondary history teacher beliefs about social studies education contribute to the changes in pedagogical content knowledge and instructional practice?
- How do these secondary history teachers plan on changing instructional practices based on their new pedagogical content knowledge?

Following each research question is a subheading (see Figure 6) that represents an emerging theme or code developed during the data analysis phase of this research study (Creswell, 2013; Saldaña, 2013). Each code was subsequently categorized under, or paired with, one of the four research questions. Each emerging theme or code served as an answer to the question with which it was paired, or categorized under. Following the code is a thick
How do secondary history teachers perceive their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program? 
1. Pedagogical Content Knowledge

How do the experiences these secondary history teachers had with Driven 2 Teach differ from their other professional development experiences? 
2. Social Studies Professional Development

How do secondary history teacher beliefs about social studies education contribute to the changes in pedagogical content knowledge and instructional practice? 
3. Teacher Beliefs

How do these secondary history teachers plan on changing instructional practices based on their new pedagogical content knowledge? 
4. Instructional Practices
5. Social Learning Systems
6. Formal and Informal Professional Learning
7. Transformational Experiences

Seven Emerging Themes (codes) that answer the research questions.

Figure 6. Relationship between the emerging themes and the research questions they help answer for secondary history teachers.

description of the experience of the individual based off of the various forms of data collected, my interpretations (Yin, 2014), and member checks with each participant to ensure that they agree with the interpretations (Creswell, 2013).

Albert’s Experience

Albert is an eighth-grade U.S. History teacher in a rural community west of Salt Lake City. He has taught for 8 years and is 42 years old. He has a Bachelor’s degree and has not participated in a site-based professional development prior to his experience with Driven 2 Teach.

Albert has bad knees and I worried about his wellbeing on the field study because of it. There were days where different iPhones or fitness trackers recorded that we had
walked over ten miles per day, and for several days. Albert may never have led the pack, but he managed to stay with it, without any complaints, during the whole field study. One time he even had a bad fall, split open his eye, and bruised badly his arm (field notes, June 9, 2018). When there was informal professional development time (Thacker, 2015), he participated rather than call it quits and go to the hotel. One of the evenings in Philadelphia, Albert, one other participant, and I ate at four different cheesesteak eateries (including the famous Pat’s and Geno’s Steaks), dividing each sandwich and devouring it together so that we could experience more than just one, from one place. We walked a lot, experienced the culture and night life of Philadelphia, talked about teaching, and enjoyed each other’s company (field notes, June 8, 2018).

How Do Secondary History Teachers Perceive Their Pedagogical Content Knowledge as Changing as a Result of Participating in the Driven 2 Teach Program?

Albert’s pedagogical content knowledge increased because of his experience with the Driven 2 Teach program. He received an A for his grade that will be posted to his Weber State University transcripts. This is significant because it means that he completed the required assignments that were included in the syllabus. He read all of the assigned books, sufficiently enough to take copious notes on each. This included six books, five of which were non-fiction, one of which was a historical novel. He completed his two lesson plans and presented them to his colleagues. This included using one of the GIFT ideas (see Appendix I), which helps teachers with the pedagogy side of teaching, but also requires sufficient background in an assigned area of history, and consequently, the need
to do more reading and writing about a certain topic from the past. But for Albert, it was not about the content knowledge and it was hard for him to recognize his own growth with historical content knowledge. When asked what historical content knowledge he gained he responded:

You know, I’m sure that there’s some little bits of content knowledge here and there that I gained from the field study, but I think that it wasn’t really about that or I didn’t really consider it about that. I mean, content knowledge you can get from books. Whatever. Content knowledge I can get from the Internet, I can get from books. It’s about meeting the people, being in the places, having the feeling of being there, experiencing emotions and experiencing the stories of other people. I think that that was the more relevant thing that I took from this than a piece of content knowledge. (Albert, personal communication, June 26, 2018)

Albert is correct. A lot of content can come from the Internet or books. What Albert may have not remembered at the moment of the interview were the six books that he did read in preparation for the field study and the notes he took on those books.

Content knowledge however, does in fact go beyond what you can learn online or in a book. Albert realized this (Allison & Pomeroy, 2000). Referencing the field study, he stated, “what you’re not going to get out of a book is relative size, location, walking around Boston” (Albert, personal communication, June 26, 2018). One of the major eye openers for participants, including Albert, is how the field study’s site-based teaching approach creates a newly found geographical awareness. Yes, books, maps, the Internet and a myriad of other sources help us understand geography, but not in the same way as when you are learning by traveling to the very places where you seek that understanding. Albert came to this conclusion himself. He stated:

Geography, the distance...I was thinking about the Battle of Bunker Hill and, you know, how the British didn’t attack until three because they were waiting for reinforcements from their main group there across the island. And we’re like,
wow, that was—we just walked that in, like, half an hour? How come it took them three hours to get their reinforcements there? So help pose questions and help put things more into context. (Albert, personal communication, June 26, 2018)

Albert’s knowledge about the Battle of Bunker Hill changed. He had a greater contextual knowledge due to his ability to understand distance because of his experience walking from Boston to Charlestown. And like any good learner, as his knowledge increased, so did the questions he posed. Perhaps most important however, was how the site-based, experiential nature of the field study helped Albert with retention and interpretation. He wrote:

Being in Boston from the start at Boston Common felt special. It felt like hallowed ground and the American spirit was strong, mostly being in these places that I talk about every year gives me a better understanding of what I’m saying. (Albert, reflective journal, June 5, 2018)

The feelings Albert felt while standing in the Boston Common could hardly be replicated in a book or on the Internet. The senses that site-based experiential professional development provoke, foster better retention and encourage new historical interpretations based on such experiences.

Although Albert’s content knowledge did increase due to his participation with the Driven 2 Teach program, in his case, the increased pedagogical knowledge was more impactful to him. The greatest determiner of successful professional development for teachers is changed instructional practices (Kortecamp & Steeves, 2006). The way Albert wants to approach history teaching after the field study differs substantially from his methods prior to the experience. He realized the impact of site-based and experiential professional development. He stated:

Pedagogy is teaching from experience rather than teaching from something I’ve
read...that’s a big difference. It’s a difference in engagement between the students when you can tell the students, “I’ve been here, I’ve seen this. I walked it. I did this.” I think that’s a difference in engaging the students between that and, “I read about this in a book.” I think that there’s a difference in where you’re coming from with that and how you can engage your students. (Albert, personal communication, June 26, 2018)

Albert appreciated the constant reminders of the purpose of the field study. That it was not for him, but for his students, and therefore he needed to always be thinking about how the things he did applied to the classroom. Dr. Nokes, pedagogy specialist, helped the participants stay focused on their students and the ways that the learning could be brought into the classroom. Albert stated:

   It’s easy to be there and be on vacation and be a fan, a historian and be thinking about yourself but having Professor Nokes there to, “Okay, we’re here for a purpose. This is great that you’re having this experience, but how are you going to use it?” And I think it made you think about that more than you would have if he wasn’t sitting there. (Albert, personal communication, June 26, 2018)

Those reminders kept Albert focused on pedagogy—the method and practice of teaching. What Albert overlooked was the fact that every time his focus was on teaching in a new way, that new way included specific content that he was learning simultaneously, the consequence of which was increased pedagogical content knowledge because of his experiences with Driven 2 Teach.

**How Do the Experiences These Secondary History Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?**

   Despite the fact that Albert has taught for 8 years, he has not had a lot of professional development opportunities, and the opportunities he has had were those he sought out. In the realm of social studies or history-specific professional development,
those opportunities were even less. One social studies specific professional development that Albert has received was attending the Utah Council for the Social Studies (UCSS) annual conference two times. He enjoyed the conferences but recognized the limitations (personal communication, Albert, April 2, 2018). One limitation in particular was the length of the training. The UCSS conferences are currently once a year (in the past they had a spring and fall conference each year) from 8:30am to 2:30pm. Included in that time is lunch, and about four hours and fifteen minutes of breakout sessions with around four or five options for each breakout. In essence, teachers receive a total of about four hours of training, one hour on four completely different topics.

A second opportunity Albert had, that was sponsored by his school district, was a one-day training on the new social studies core that the state of Utah came out with in 2017. This was a 1-day training led by Dr. Nokes, and although it was done well, it was one and done with no follow-up. Albert stated, it “wasn’t really enough on the new core—it’s just so radically different” (Albert, personal communication, April 2, 2018). He then added, “And then especially with some of these older ingrained teachers...changing that mindset from fact-based core to a skills-based core is just such a radical change that I think that most of the day was not as effective as it could be because people were still kind of trying to process that change” (Albert, personal communication, April 2, 2018).

With the few experiences with professional development, Albert made an important observation. “What I find interesting about a lot of professional development is that they try to teach you a lot of times to do things in a different way than they’re
teaching you.” He continued:

You know, they try to teach you with lectures and power points on how you’re not supposed to use lectures and power points to teach cause kids don’t respond to that. And that always kind of baffled me how they, you know, use methods that they say don’t work to try to teach you how to do something. So that’s where the drawbacks are. (Albert, personal communication, April 2, 2018)

This “do as I say not as I do” professional development is ineffective, and Albert saw that first-hand.

I asked Albert how he thought the Drive 2 Teach program would differ from the other types of professional development he had had previously. What he said was profound, and proved to be true:

All the professional development tells us hands-on is the best way to learn, right? And so actually being there to be engrossed in something. You know, we’re taking a week where we’re pretty much going to be closed off from the rest of the world and just dealing with history and being able to suck it up and focus on that. You know, not have any other distractions I think it’ll just make it more meaningful. I think even having the extra time, you know, traveling and afterwards where you’re with everybody. I mean, usually in a professional development you’re sitting there for an hour and you all go your separate ways. But to be able to bounce ideas back and forth with other educators, you know, right after you’ve done it, right after you’re in it I think will provide something valuable. (Albert, personal communication, April 2, 2018)

Albert revealed how true professional learning communities function during professional development (DuFour, 2005; DuFour & Eaker, 1998). Professional development is more meaningful to teachers when it is interactive, engaging, and relevant to their students, shows them a more practical (or effective) way to deliver content, is teacher driven, and sustained over time (Matherson and Windle, 2017). The Driven 2 Teach program meets much of this criteria. Albert came to realize this too.

After the field study was over, I asked Albert if he would recommend the Driven
2 Teach program to other history teachers. This question is important because it not only answers if he felt it was valuable for him, but if he thinks it would be valuable for other teachers as well. His immediate response was “Definitely!” (Albert, personal communication, June 26, 2018), but then he went on to explain how the program helped him find his passion for teaching again, that in education it is easy to forget why you are in the profession. He elaborated by stating:

> Spending a week locked up with other educators, you know, helps you to remember why you’re there. And sometimes you forget it’s an easy profession to leave. People do it every year. I still think about it all the time. And so when you push that edge you burn out and I think the timing of it [Driven 2 Teach] is really good, too. Like, right after a [school] year is over just to, you know, remind you there’s a reason you’re here. There’s a reason you love history. There’s a reason you love teaching. (Albert, personal communication, June 26, 2018)

The Driven 2 Teach program allows participants to apply every 3 years. The purpose behind this decision is to allow as many history educators as possible in the state of Utah have an opportunity to be a participant of the program. With nearly a decade of experience with the program, I have heard countless participants state that they are going to apply the next year anyway, and that they are not going to tell anyone about Driven 2 Teach so that they have less competition when applying again. Albert was no exception. He does plan on applying again and asked, “Can I apply as a team and get by that 3-year rule?” (Albert, personal communication, June 26, 2018).

This professional development has changed Albert, and even his status within the social studies community in the state of Utah. He has been talking about the field study experience ever since he returned, with friends, family, colleagues, and really, the world, through a blog that he posted (see Transformational Experiences below). He said:
I’ve been talking about it since and it’s funny because it’s kind of like a society of people who have been on the trip. I brought the bag. I have the bag with me and people are like, “Oh, you’ve been on Driven 2 Teach? Oh, did you just go this year? Oh, I went on that and blah, blah, blah…” And you know, I think things are out there that either you don’t know are there or you don’t think are for you or you don’t think I’m going to put in the effort because they’re not going to choose me. And you know what? The thing is if you don’t put in the effort to apply, no one’s ever going to choose you for anything. And you know, these programs aren’t there to not choose people. You know, they want people to be part of it and if you can go and do something that’s going to change you, it’s going to inspire you, it’s going to make you a better teacher and it’s going to be more beneficial for your students, if you don’t want to be part of that, why are you in this businesses? You know, why are you—you know, you’re either Driven 2 Teach or you’re not, right? (Albert, personal communication, June 26, 2019)

**How Do Secondary History Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?**

Foundational to Albert’s beliefs about social studies education is civic engagement. This belief mirrors those of many educators that are passionate about the discipline and understand the importance of its implementation (Ross, 2006; Barton & Levstik, 2004; Dewey, 1916). The field study experience did not change Albert’s beliefs about social studies education it reinforced them. Prior to the field study, Albert stated:

Social studies I think is where we teach kids how to be humans, how to interact with other people, what some of the repercussions of choices they make are, how to think. I think we teach kids the thought process, coming up with their own ideas about things and, you know, what the process is of being your own person, you know, separate from the identity that you were raised with, the person that maybe your parents were trying to mold. You know, your parents tried to teach you what’s right and wrong. We teach you have to decide what’s right and wrong for yourself, you know? And how to act for yourself based on your own set of values. (Albert, personal communication, April 2, 2018)

He wants students to be able to successfully participate in society by contributing, as individuals, to the common good. After the field study, Albert reiterated:
I think the purpose of social studies education is to teach students how to be citizens, teach them how to interact, teach them civic engagement, how to have discussions and disagreements with their fellow citizens and how to be a part of a local state and national community. (Albert, personal communication, June 26, 2018)

Again, his beliefs reflect the ideals of civic engagement, working as individuals but supporting a larger community that lives in harmony, supporting the common good.

While Albert’s beliefs about the purposes of social studies education were reinforced, his self-efficacy beliefs (Bandura, 1997) changed. He wrote in his reflective journal:

What an amazing day. These people sharing the history with us in such an amazing way is inspiring. I can be like this when I am sharing history with my students and I can bring others into my class to share their stories with my students. (Albert, reflective journal, June 6, 2018)

When a teacher leaves a professional development training with more confidence to engage students in the learning process, then that training was a success.

**How Do These Secondary History Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?**

**Instructional practices.** The Driven 2 Teach program was a factor in changing Albert’s planned approach in teaching social studies. He no longer wants to be the teacher that focuses on rote memorization of content. He wants to focus more on skills and discovery learning with the help of primary sources. He wants to hold students to a higher expectation and push them to be more analytical (Albert, personal communication, June 26, 2018). This is not unique to Albert, as the previous chapter, Elementary Findings, illustrates, but is a considerable shift in the right direction nonetheless.
He has also gleaned some techniques that will help in shifting his instructional practice to be skills-based. Specifically, with primary source use, Albert struggled worried that students, particularly his eighth graders, would just struggle too much with certain historical documents. During the pedagogy session on the field study however, Dr. Nokes presented to the group, a couple of ways to modify primary source documents (Wineburg & Daisy, 2009) to make them easier to understand for the intended audience (field notes, June 7, 2018). This is exactly what Albert needed to hear and see demonstrated. He needed permission to do this by someone with authority, and that someone was Dr. Nokes. Albert stated, referencing making modifications to primary source documents, “And I buy into what he [Dr. Jeffery Nokes] said and he’s got the doctor next to his name, so it’s all official and if somebody asked I can say, he told me to do it” (Albert, personal communication, June 26, 2019).

**Social learning systems.** Before the field study Albert stated, “usually in a professional development you’re sitting there for an hour and you all go your separate ways. But to be able to bounce ideas back and forth with other educators, you know, right after you’ve done it, right after you’re in it I think will provide something valuable” (Albert, personal communication, April 2, 2018). He was correct in his assumptions. The social learning system (Wenger, 2000) that developed because of Driven 2 Teach increased the overall learning and positive experience that the participants had (James & Bixler, 2008).

After showing Albert a picture of all of the participants gathered around a monument just outside of Independence hall, he stated:
What comes to mind is that these teachers who a week ago we didn’t know each other at all just had such a great, shared experience. And not that we’re probably ever going to feel that way necessarily again, but you know, we just felt such a camaraderie at the end and a unified purpose. And I think that represents our unified purpose in being there and in our shared experience. (Albert, personal communication, June 26, 2018)

Albert appreciated the social interactions, and even wished there were more opportunities for collaboration. When I asked him if he had any recommendations for the program to make it better, he said that he would have liked to be able to meet together as a group each evening to debrief, to discuss the day’s events and how they could all improve their teaching because of it. He also explained how the unity of purpose really elevated the experience that could only take place with other history teachers (James & Bixler, 2008). He stated:

To have everyone else there with a shared purpose that you can bounce ideas off of and have that shared goal. You know, it’s even better that you’re all—it wasn’t like a wide range of teachers from second grade to 12th grade. No, we had fifth-grade and eighth-grade teachers and that’s really it. And so you have all the same struggles. You’re doing all the same things and so you understand each other. You understand where each other are coming from. I mean, with the obvious separation of the elementary school teachers from the secondary teachers. But you know, you’re all in pretty much exactly the same place trying to do exactly the same thing. And so sharing that I think is just making everybody better. (Albert, personal communication, 2018)

Formal and informal professional learning. Like the elementary teachers, secondary teachers who participated in this study benefitted from both the formal and informal professional learning (Thacker, 2015). There were several opportunities for teachers to go out on their own (with their own groups) to experience the history and culture of the places we traveled at their leisure and in their own way.

Albert was one of several participants who traveled together to a Boston Red Sox
game against the Detroit Tigers on June 5, 2018. Fenway is in and of itself a historical site, and one can even pay for a guided tour of the stadium and go inside the “Green Monster.” For a group of history teachers this is an important site, particularly those interested in sports, because they realize the historical significance of the American game of baseball, and the most extreme of history teachers interested in sports have most likely watched the Ken Burns PBS documentary called, “Baseball.” In short, going to the Red Sox game in Boston at Fenway Stadium was an influential historical and cultural experience for those involved, including Albert.

Like the formal professional learning opportunities that were structured by the program, Albert learned new content and pedagogy side by side with other participants that enriched the experience even further. After the game, several participants went to dinner at a local Mexican restaurant. There, participants talked about baseball, sports, teaching and learning, and ultimately how this would benefit their students (field notes, July 5, 2018). Although these informal opportunities were not as prevalent as those that were formal, they were nevertheless, just as influential (Thacker, 2015).

**Transformational experiences.** Of the two most transformational experiences for participants of this field study (Patterson, 2015)—conversing with natives in the Wampanoag Village and interacting with Thomas Jefferson during the evening Independence Hall program, Albert was most influenced by Native Americans of the Wampanoag Village (Albert, personal communication, June 26, 2018). After the field study, Albert called me to tell me I might be interested in a blog he wrote that summed up his experience with Driven 2 Teach. I was extremely interested of course, particularly
because this data source was completely voluntary. This was not an assignment connected with the program or even a request from me, the researcher. His words were created out of a personal desire to share his experience with the world and inspired from within. This is what Albert had to say:

“We’re still here,” the answer of the Native American speaking to us in front of the fire in the nush wetu (long house) when asked what was the one thing he wanted us to teach our children about the Wampanoag people; that and “tell the truth.” This was perhaps the most impactful moment in a week filled with mind blowing moments. As teachers we often say that teaching is a calling or we are driven to teach, The Larry H. Miller Group and Zions bank sponsor a program in Utah that celebrates that notion for history teachers. In 2007, inspired by a conversation with Author David McCulloch, Miller founded the Driven 2 Teach program. This program takes Utah history teachers out of the classroom and to the important historical sites around the country. “Travel There to Teach it Here” the tagline on the website says. It sounded interesting so I signed up. A week after school ended I was on a plane to Boston for the experience of a lifetime. The time I spent on this trip was the most inspirational professional development I have ever been a part of. The field study I chose was the “Founding Fathers” study which toured sites from Boston to Philadelphia with a concentration on the American Revolution. Being in Boston where the actions that would launch our nation began felt special. Sharing this experience with 28 other history teachers and two Brigham Young University professors as tour guide was amazing. Jeff Nokes and Jay Buckley were a fountain of knowledge throughout the trip, not just about historical facts but they provided suggestion on how we could bring our experiences back into the classroom. Yes history teachers are going to love spending a week touring historical sites, but that may leave the question of how does this impact the students. Going back to the story from the Wampanoag Village, it was not just one of the Native Americans that said that but all 3 that I spoke to said the same thing. These people want to tell their story, they are in a place right next to the recreation of the Plimoth Colony which cause so much strife to the ancestors to make sure their side of the story gets told. As the new school year begins I will be reaching out to the Native Americans in my area and inviting them to speak to my students. The experience of being there was great and it will help me in times say when talking about the Battle of Bunker Hill to have been standing there on Breed’s Hill and staring towards Boston imagining what Captain Prescott was feeling as the British troops advanced up the hill, but the real takeaway for me was the people I met everywhere and their passion for the stories they relayed. Aside from the Wampanoag Village there were the reenactors at Plimoth Colony who never broke character even when talking to each other, the tour guides and park rangers at the historic sights who were
experts on their subjects, and the reenactors at City Tavern and Independence Hall who not only had their parts down but ad libbed [sic] answers to our questions with passion and knowledge. It is these professionals that have inspired me to find the same passion that they have, despite talking about the same subject every day, in my classroom as I share information with my students. The experiential learning I was a part of thanks to the Driven 2 Teach program is something that will forever alter the way in which I teach history. I will strive to bring as much experiential learning into my classroom as possible and see if I can change my history students into historians. (Albert, blog post, July 2, 2018)

In the blog he wrote, “The time I spent on this trip was the most inspirational professional development I have ever been a part of.” The program changes teachers, and it changed Albert.

### Hailey’s Experience

Hailey is a fun person with a great sense of humor. Inside of the National Constitution Center, there is a room called Signers’ Hall. Dr. Nokes told Hailey and Mary to look for the Thomas Jefferson statue so they could see how tall he was. After looking around for a while, they came and asked me where he was. After chuckling at the not so obvious joke, I told them he was in France. The two laughed right along with me, realizing Jefferson was not present to sign the Constitution, and that Dr. Nokes had pulled a fast one on them (field notes, June 9, 2018).

These encounters demonstrate how quickly relationships are fostered when traveling together, while also highlighting the advantages of traveling with a group of history teachers and historians. No one else would understand the joke, let alone laugh when they realize they had forgotten Jefferson was in France during the Constitutional Convention. Twenty-five-year-old Hailey, who has taught eighth-grade U.S. History for 4
years, has a Bachelor’s degree, and has not participated in a site-based professional
development prior to her experience with Driven 2 Teach, also realized this. She
explained that her pedagogical content knowledge increased more than it otherwise
would have because she traveled with a group of people that were interested in the same
things that she was, and that they were all focused on history (Hailey, personal
communication, July 5, 2018). Commenting on the influence of site-based experiential
education, she further explained the impact of her own learning:

I learned. I learned a ton! I think it’s kind of cool, because like I said, I thought I
knew a whole lot before. And I did, it’s not like I didn’t know anything. But it
just...deepens your understanding of the things you’re actually going to teach to
your students. And so...I think especially as we’re going around and taking
pictures, and buying stuff and looking at cool maps and artifacts and all kinds of
stuff, it’s...a motivation to...go back and show this to my class. Look how cool
this is...it makes me really excited that I am part of something bigger than
myself…. (Hailey, personal communication, July 5, 2018)

The experiences made possible by the Driven 2 Teach program made Hailey feel like she
was part of something greater than herself. At this moment, Hailey understood that
effective professional development, in this case, site-based and experiential, would
impact students for generations to come. In a thank you letter to Gail Miller, she wrote:

Your generosity has given me the knowledge and experience to bring history to
life and engage Utah students for generations to come! Without this program, I
don’t know if I would be able to visit the places we did and gain the insights I did.
The students of Utah and especially myself thank you so much!

How Do Secondary History Teachers Perceive
Their Pedagogical Content Knowledge as
Changing as a Result of Participating in
the Driven 2 Teach Program?

One of the most impactful influences on Hailey’s learning was how traveling
informed her geographical awareness. In her reflective journal she noted, “We went to 4 diff. states! Connecticut, New York, New Jersey, and Pennsylvania! WOAH!” (Hailey, reflective journal, June 8, 2018). In less time that it would take to drive through Utah’s north to south, Hailey traveled through four eastern states, stopping in key historical places affiliated with colonial American history and the foundation of the U.S. of America. She later explained:

I think the geography was really big. I don’t know why that stuck out to me, but it really did. Just like the terrain and the layout of the different places. And again, I know you can look at maps and different things, but to be there is just different. Like for instance, we were walking the Freedom Trail, we walked over to Charlestown, and we looked back over at the Old North Church, and I was like wow. That makes so much sense.... And again, it’s not like I can’t look at a map and see that, but it’s just different. It just didn’t click with me how close they were, and how close all the states in general really were together, and how that affected everything...the geography was just huge. (Hailey, personal communication, July 5, 2018)

Hailey’s content knowledge was enhanced through travel, and her newly found geographical awareness. Her pedagogical knowledge also increased, particularly with the use of primary source documents. During the pedagogy session where Dr. Jeffery Nokes provided many examples of how to incorporate social studies skills in the history classroom, Hailey paid particular attention to his instruction on using primary source documents in the classroom, regardless of what grade level participants taught. Her notes included two major headings, “How to Use Sources” and “Document-Based Lessons.” Under “Document-Based Lessons” Hailey wrote down the steps of a typical document-based lesson where students build background knowledge through teacher led instruction, think about a historical question posed by the teacher, use evidence to come up with possible answers to the historical question, develop their own interpretations of the
evidence, and review their findings with peers. As a subheading, she wrote, “To Do w/ Primary Sources” and then listed sourcing, corroboration, and contextualization (field notes, June 7). In short, she internalized the effectiveness of using primary source documents in the history classroom to help students develop social studies skills and content knowledge. When asked about how her pedagogical knowledge increased based on her participation with Driven 2 Teach, she further explained:

    Jeff...really focused a ton on primary sources...that’s always kind of pushed, but...he...brought to life...It doesn’t have to be something terribly hard to read. I think that a lot of times...eighth graders are sometimes like doormails...I can’t give them this primary source. They’re not going to understand this. But, even just taking a small expert, or a picture...I think Jeff really pushed that. (Hailey, personal communication, July 5, 2018)

In other words, Hailey came to realize that her eighth graders could in fact read, interpret, and analyze primary sources, so long as the sources are relevant, the right length, and at the appropriate reading level. Dr. Nokes taught participants how to make those adjustments as needed (field notes, June 7, 2018).

**How Do the Experiences These Secondary History Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?**

Not unlike her colleagues, Hailey’s professional development experiences are few, and even less that were social studies specific. In 4 years of teaching, Hailey attended one, one-day seminar geared toward high school government teachers about political parties. While this may have proven useful to many who attended, it was not beneficial to Hailey. She explained:

    So having not taught super long, I haven’t been to a ton of things. I know that I
went to a conference about political parties, and it was more of an open discussion with everybody. And me and one of my team members went and...it was just kind of over our heads at that point maybe because we weren’t super experienced. But I think a lot of the people there had been teaching for a very long time and knew a ton about it. And so that was...a little uncomfortable I guess because they’d ask questions and we’d go, oh my gosh. I don’t even know what this is about. (Hailey, personal communication, March 26, 2018)

The lack of social studies training was one of the biggest factors that motivated Hailey to apply to the Driven 2 Teach program. After being notified by email from their district’s social studies specialist about this opportunity, Hailey and a colleague thought, “Why not? Why not try? Because it’d be way awesome and we’d learn a ton.” (Hailey, personal communication, March 26, 2018). Even though it was a long shot in their minds, the two were selected to be participants. She explained:

We got accepted and that was way cool. And we’ve never been to any of those sites back east and our curriculum is all about that. So definitely something...we’ll actually be able to use in our classrooms when we come back...everything that is U.S. history in the eighth-grade curriculum is this, is like all about American Revolution and everything happening in those areas...I will be able to make connections to things that I teach and be able to share those things when I come back...it’ll just be more useful to what I’m actually teaching than the other ones [trainings] I’ve been to. (Hailey, personal communication, March 26, 2018)

After the field study, Hailey’s predictions became a reality, as her experiences traveling with Driven 2 Teach increased her pedagogical content knowledge. To others who have not participated, Hailey would tell them:

That it’s awesome. That they should be jealous that they didn’t go. I really do think that it’s kind of a once in a lifetime opportunity, because it’s just so focused in on what we do. Like I said, we can go there by ourselves and see all that stuff still, it’s not gone. But it’s just different...when you’re just so hyper-focused on teaching history. And that’s hard to do when you take your kids or your husband...it’s just a once in a lifetime thing. Something I don’t think you can really get elsewhere. (Hailey, personal communication, July 5, 2018)
How Do Secondary History Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?

Barton and Levstik (2004) believe, “…the ultimate goal of history education” is “participation in democratic life” (p. 10). Hailey’s beliefs about social studies and history education are similar, and geared toward civic engagement. “We want to teach students to be good citizens…going through all the history core and things like that it’s hopefully preparing students to be good citizens and make informed decisions as they get older” (Hailey, personal communication, March 26, 2018). The field study reinforced her beliefs about the purposes of social studies and history education. She explained:

I believe it’s important for students to know and understand where they came from. And how that came to be...as well as becoming informed citizens that will shape our future. We don’t want to raise morons to take over our country...I think history is really fun. It’s almost like a big story that you can tell, and try and show and make connections with people and events and all sorts of different stuff throughout history. And just how to treat people...it’s important to understand and realize that those people and events from the past really do make an impact on today and modern society. And kids should know about that. (Hailey, personal communication, July 5, 2018)

Like other participants of the Driven 2 Teach program, Hailey’s reinforced beliefs about the purposes of social studies education are important, but so too were her beliefs about her own teaching.

One of the most interesting findings in this study was how participation in the Driven 2 Teach program increased teacher self-efficacy beliefs (Bandura, 1997). This often appeared subtly as teachers wrote in their journals, answered interview questions, and conversed with colleagues. Even if teachers did not outwardly recognize their increased confidence, the data did.
This emerged with Hailey in a unique way. As previously pointed out, teacher beliefs do not necessarily match their practices (Knowles, 2017). Hailey recognized her desire to teach perspective taking, and the fact that this was absent in her instructional practice. Her experience with the Native Americans in the Wampanoag Village at Plimoth Plantation was a turning point for Hailey. She stated, “it was...an eye-opening experience for me...” and then she pondered for a moment and explained:

...if what I’m trying to teach them is really to be good citizens, and understand people, and different perspectives, then that’s something that is important to spend time on. Because they talked about, teach your students that we’re still here, and our culture didn’t go away...Obviously that’s understanding people, it’s like relationships, what I want them to learn. So I should not skip over that...I was impacted that way.... (Hailey, personal communication, July 5, 2018)

How Do These Secondary History Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?

Instructional practices. Hailey’s increased self-efficacy contributed in changing her instructional practice. Her experience with the Native Americans at Plimoth Plantation motivated her to not just believe, but to actually implement instruction that focused on civic engagement, perspective taking, and even historical empathy (Hailey, personal communication, July 5, 2018). Also influential in changing her instructional practice were the site-based experiences made possible by traveling. Hailey’s desire is to make her instruction more experiential. She explained:

I took a ton of pictures, and bought different objects and things. I think it will be a really good asset in my classroom. I really like to do hands-on type stuff...I have cotton balls and hard tack, and different things so they can feel and touch, and really experience it...I guess just giving my kids those first-hand experiences, and being able to go a little deeper...just to expound on that kind of stuff. I think will
really help. (Hailey, personal communication, July 5, 2018)

By focusing on the experiences of her students and including that aspect in her planning, Hailey plans on incorporating components of experiential education. Carver (1996) posits, “Quite simply, experiential education is education...that makes conscious application of the students’ experiences by integrating them into the curriculum” (p.9).

**Social learning systems.** Hailey’s pedagogical content knowledge gains were due in large part to the social learning systems and communities of practice of which she was a part (Wenger, 2000). She recognized how her colleagues with whom she traveled influenced her personally:

> I...really liked everybody else’s, when they were sharing their lesson plans. Obviously, it’s always good to collaborate, but even collaborating with the younger grades, I think is beneficial for me...just learning from everybody around me of how...they would teach those things, was helpful. (Hailey, personal communication, July 5, 2018)

This description is referring to formal professional learning (Thacker, 2017) where teachers prepared a lesson about an assigned topic and then shared the lesson with teachers by either explaining how they would teach it or by actually teaching it. With elementary, junior high/middle school, and high school teachers involved, participants were presented with a variety of perspectives on how to go about presenting information to students and the activities that they would incorporate to help those students learn.

Other situations proved more informal, but the learning equally effective (Thacker, 2017). When Hailey reflected on her time with the other participants, she stated, “I kept thinking back to the things that we did, and it’s just like a once in a lifetime opportunity” (Hailey, personal communication, July 5, 2018). Then she
explained how the professional learning community (DuFour & Eaker, 1998) formed through the Driven 2 Teach program made this once in a lifetime opportunity possible.

She stated:

Obviously, I could go back myself, and go to these places. But I would not have been able to get the content knowledge. Just the group of people, because they were so interested in the things that I was interested in. That’s what we focused on. It wasn’t like, well my husband’s here, so we’ve got to go to seven Red Sox games. I don’t know. And, I know there were things that we did that were specifically planned for our group of history teachers. Which again, you’re not going to get if you just go by yourself. So I think it’s just nice for us to be able to just go and focus on us. Our understanding, our knowledge, and just not have to worry about all that other stuff I guess. Just be a history-specific thing, which is cool. (Hailey, personal communication, July 5, 2018)

Hailey did not attend seven Red Sox games, but she did go to one (field notes, June 5, 2018).

**Formal and informal professional learning.** The social learning systems and communities of practice (Wenger, 2000) of which Hailey was a part heavily influenced her formal and informal professional learning. As she mentioned, “this was a once in a lifetime opportunity” (Hailey, personal communication, July 5, 2018) because of the people she traveled with, her fellow participants. Hailey’s formal professional learning (Thacker, 2017) at Plimoth Plantation in the Wampanoag Village, or in Signers’ Hall at the National Constitution Center affected her increase in pedagogical content knowledge and changed instructional practice. Likewise, her informal professional learning was influential. In her reflective journal, for example, Hailey mentioned going to Fenway. She wrote, “Then we ended the night with a Red Sox game! Woo Hoo!” (Hailey, reflective journal, June 5, 2018). Not only does her fun personality reveal itself in her writing, but so too does the importance of these informal opportunities.
Fenway Park and the Boston Red Sox is an excellent example of the informal professional learning (Thacker, 2017) that took place on the field study. Many participants went to a Red Sox game; a few went to two. They were in town for two nights, Tuesday, June 5, and Wednesday, June 6, 2018 playing the Detroit Tigers while we were staying in Boston. Like the city of Boston itself, Fenway Park is historic. “Though generations have come and gone, Fenway Park remains, much like it did the day it opened on April 20, 1912” (Major League Baseball, 2018). Hailey, like many of her colleagues, experienced this first-hand, watching two teams play in a ballpark built prior to World War I. She mixed and mingled with locals, enjoyed the food and ambiance, and with other teachers from Utah, tasted the culture, at least for one night, of another group of American’s in a city far away from home.

Transformational experiences. Not unlike the other participants, the experience with the Native Americans at the Wampanoag Village at Plimoth Plantation and the Independence After Hours with the colonial re-enactors were the most transformational for Hailey. When asked specifically, Hailey stated, “I think hands down, Independence Hall” (Hailey, personal communication, July 5, 2018). She had talked at length with other participants about this experience, because she said, “You’ve probably heard that a lot, I feel like. Because how could you not think that was so cool?” (Hailey, personal communication, July 5, 2018). She then further explained:

I loved going in the morning with everybody else...But that late night one that we did, and the whole – it’s what we try and teach, right? Put yourself back in this time period. And you actually got to be part of that, so it was really super cool. It just gave me an understanding of...obviously I knew that the Revolution was a big deal, but it puts it into even bigger, like geez, this was huge. This was a big thing. And that building in general, think of those people that sat there. We’re standing
here right now. This really happened, what we’re watching. The actors, what they were portraying. It was cool. Borderline, it was like a spiritual experience. It was just cool. I don’t know how to explain it. (Hailey, personal communication, July 5, 2018)

Hailey also took the time to make mention of this experience in her reflective journal. She first described the details of the event, and then wrote a reflective piece to remind her what she wanted her students to get out of her experience at Independence Hall.

Later that night we went to a Colonial time period pub, ate turkey pot pie and got to be part of a re-enactment of July 3rd, 1776. We got a very intimate and private look at Independence Hall. We sang “God Bless America” which was such a spiritual experience. God preserved and made this country possible. (Hailey, reflective journal, June 9, 2018)

Under the heading of “TAKE BACK OF THE DAY,” she then wrote:

The Constitution is OURS. We say it a lot but I need to really put stress on that. I would love to do some more modern events that used the Constitution to bring it to this time period and show students it’s still relevant. I loved Independence Hall! I need to find a way to get the emotions I felt while here, translated to them. Dunno how yet. Today was a game changer. That experience in Indep. Hall is something I’ll never forget! (Hailey, reflective journal, June 9, 2018)

With increased pedagogical content knowledge (Shulman, 1986) and self-efficacy (Bandura, 1997) through site-based experiential professional development, Hailey believes her students will benefit from her changed instructional practice and newfound motivation to elicit emotion when teaching about our nation’s past.

**Henry’s Experience**

Prior to the field study, Henry made a statement that really summed up the purpose of the Driven 2 Teach program. He explained that in his graduate program an underlying theme continuously arose. He stated, “The one thing that kept coming up over
and over and over again in about three of the classes was that the best way for a student to learn was through experience.” (Henry, personal communication, April 2, 2018). He continued, “I’m a student!” (Henry, personal communication, April 2, 2018). Henry realized that the best teachers are those that have had experiences that validate them as history teachers and historians. Through the Driven 2 Teach program, he knew this would be possible for him. Henry is an eighth-grade U.S. History teacher in a suburban community in southern Utah. He has a Master’s degree and has not participated in a site-based professional development prior to his experience with Driven 2 Teach.

**How Do Secondary History Teachers Perceive Their Pedagogical Content Knowledge as Changing as a Result of Participating in the Driven 2 Teach Program?**

The site-based experiences that Henry had in the field study increased his pedagogical content knowledge (Shulman, 1986). As he reflected on each day and recorded his thoughts, it was clear that the site-based instructional approach of the Driven 2 Teach program helped him grow professionally. Traveling to historical sites and visiting museums while working with other history teachers influenced his perceptions of the past (Marcus et al., 2012), as well as his knowledge about contemporary culture in certain regions of the United States. In one entry, Henry made note of the landscape in which he observed. “Exploring Morristown, New Jersey was beautiful. The forests back here on the East Coast are wonderfully lush and teeming with plant life” (Henry, reflective journal, June 8, 2018). In another, Henry made note of an architectural observation. He wrote:
Walked Freedom Trail today. So great to see the history of Boston through buildings and architecture. A building from 1600s Puritan Boston next to 18th century building next to a 19th century row house with a 20th century skyscraper – very neat thing to ponder. (Henry, reflective journal, June 5, 2018)

From one vantage point, Henry was able to see all of the architecture at once. He explained:

Charlestown across the bridge from Boston is a very quaint town that grew during the 1800s. There the Bunker Hill obelisk stands. Took the challenge of hiking up the 294 step tour. Great views of the city and surrounding area. (Henry, reflective journal, June 5, 2018)

Because this monument was built in the mid nineteenth century, only steps, made from the same stone as the outside portion of the obelisk, are available if one is to brave the climb to the top. From there, viewers can see the whole city of Boston and the surrounding areas. No virtual field trip compares to the actual climb that most participants deemed physically challenging.

From the Bunker Hill monument, participants walked down to the harbor to board “Old Iron Sides.” This ship, best known for its involvement in the War of 1812, is still in service today as a naval vessel. Henry wrote, the “USS Constitution was very cool to see. So much history on that ship” (Henry, reflective journal, June 5, 2018). Henry also found an army instillation intriguing. He wrote, “Visiting West Point Military Academy was a great experience. The Hudson River Valley is absolutely beautiful! Being able to look around and enjoy the serenity of the area was powerful” (Henry, reflective journal, June 8, 2018).

Also of great importance to Henry was his visit to the Minutemen National Historic Park. Prior to this visit, participants walked the Freedom Trail, stopping at the
very home Paul Revere called his own as well as the Old North Church, where two lanterns shown on the night of April 18, 1775. The story of the midnight ride of Paul Revere, immortalized by the 1860 poem of Henry Wadsworth Longfellow, is often misunderstood, due to a lack of information. This changed for Henry. He wrote:

The Minutemen National Historic Park has an absolutely FANTASTIC movie/interactive theater that helps anyone understand what exactly and really happened with regards to Paul Revere and others and their midnight rides. My understanding of this event that kicked off the American Revolution have been brought to light and understanding in such a clear manner. Absolutely loved it. (Henry, reflective journal, June 7, 2018)

While information about this historic event is readily available in history books, the interactive theater in which Henry refers does engage learners with historical interpreters, dialogue, sound effects, and a map of colonial Massachusetts that lights up and illustrates the routes and places visited not only by the midnight riders (Paul Revere being only one of them), but the British soldiers who marched on Lexington and Concord. As Henry noted, this event ignited the War for Independence. Within a thirty-minute presentation, this experience really provides visitors with a solid foundation on the beginnings of the American Revolution.

Not unlike his fellow participants, Henry also found the Wampanoag Village of Plimoth Plantation intriguing. Of course the replica homes, adorned with furs and warmed by open fires created a historic ambiance, but of more importance were the Native Americans, not historical re-enactors, but a modern people with a history they want shared. To Henry this was important. His experience follows:

Plimoth (spelled the way William Bradford did) was created with the intent to be a living museum. May I just say that it is very well done? As a group we got to interact, discuss and learn from a few of the Wampanoag tribe members. We
asked the question to both of them of “What would you want us to teach our kids?” The interesting thing is that they both said, “Teach them that our tribe and culture is still alive and here.” They also wanted us to teach the whole history – it’s okay of what happened in the past, there’s nothing we can do about that, but teach all of history so that history doesn’t become lost. (Henry, reflective journal, June 6, 2018)

Part of Henry’s growth in pedagogical content knowledge was a culmination of reading books, completing assignments, and sharing lesson ideas. However, these were precursors in preparation for a more powerful experience (Noel & Colopy, 2006), the collaborative site-based learning experiences shared by participants of the Driven 2 Teach program.

**How Do the Experiences These Secondary History Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?**

Henry’s professional development opportunities prior to his experience with Driven 2 Teach were beneficial to him as a teacher, but those opportunities were scarce. Henry obtained his ESL endorsement, and felt that the training he received helped him become a better teacher because the emphasis was on best practices not only for language learners, but also for all students (Henry, personal communication, April 2, 2018). Only one training in his 8 years of teaching experience was focused on social studies education. Sponsored by the Utah State Board of Education, this 2½-day training was ironically taught by Dr. Jeffery Nokes of BYU, pedagogy specialist for the Driven 2 Teach program. Henry found the training to be of top quality. He stated, “I quite enjoyed it,” and then explained that Dr. Nokes, “really enforced me to use more and more primary source documents and historical documents, which I’ve started this year and have seen
some really great benefits of it” (Henry, personal communication, April 2, 2018). He further explained:

I used primary source documents before but never on the scale that I have this year mainly because Professor Nokes was able to show us all these different websites that are free. We didn’t have to pay for anything that have primary source documents. They even have lesson plans that you can use or you know, use and tweak to your own liking, which I’ve done a lot this year. (Henry, personal communication, April 2, 2018)

While this training was of great benefit to Henry, it was simply not enough. History teachers in Utah are not receiving enough instructional support that is social studies or history specific. Henry recognized this, as did the 50 or so teachers that were a part of this 2½-day training. He stated that one of the questions that those in attendance posed was, “how come nothing more is offered?” and then explained that they have many schools in the region in which he teaches, which should be justification enough for the state to send more support (Henry, personal communication, April 2, 2018).

Fortunately, Henry was chosen as a participant of the Driven 2 Teach program, and received much needed support in the realm of history education. He explained how the site-based aspect of this professional development opportunity was more meaningful to him than the typical type of professional development. He stated:

I think it’s just being at those places, seeing the sites, seeing stuff first-hand. I think I told you this back in April when we interviewed before. It’s one thing to be like, to tell students or even tell other people, “Oh, yeah, I read in a book one time or I saw a documentary one time,” compared to, “I’ve actually been here. I know what I’m talking about because I know the depth. I know the distance. I know the heights.” You know? It’s tangible. I have tangibly experienced these places. That just makes it better in all aspects. (Henry, personal communication, June 27, 2018).
How Do Secondary History Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?

Henry believes that the purpose of social studies education is, “To help students gain the skills to think critically and analyze data, analyze information and then make sense of the world around them to help them understand why things are the way they are.” He wants students to have the ability to, “make informed decisions” (Henry, personal communication, June 27, 2018). Informed decision-making is an important part of civic engagement, and an important belief of Henry’s. This belief was strengthened and reinforced by the experiences Henry had with the Driven 2 Teach program.

Unique to Henry was a shift in his beliefs about people of different cultures in the United States. He felt that there were false narratives about people that are drawn by party politics and bad reporting. His ability to travel to places and cities new to him changed the way he viewed the people from those areas. He explained, “…the division that seems to be going on in our country via the media...I didn’t get that vibe. People are people...It’s still America. We’re all the same....” (Henry, personal communication, June 27, 2018). Then he related this learning experience and changed beliefs to his students:

So I think that will be able to help me in my class because so many students just get information from their parents who really just get it from media outlets that are on social media. It’s like, we’re all the same. I felt right at home in Massachusetts. (Henry, personal communication, June 27, 2018)

In the opening chapter I quoted from Mark Twain. He profoundly stated:

Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one’s lifetime. (Twain, 1879, p. 650)
Henry’s travels were in fact fatal to prejudice and narrow-mindedness. The exposure of different places, people, and cultures helped Henry to see the world in a different light. He learned not only more about the history of the U.S. through multiple perspectives, but about the many perspectives of people who live today, a people who share a country, despite many differences and the distance between their homes.

How Do These Secondary History Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?

Instructional practices. After the field study pedagogy session on Thursday, June 7, 2018, Henry said to me and other members sitting at his table, “Schools cannot be successful without social studies. Other subjects depend on us. The skills we teach are so important so kids can find success in other subjects” (field notes, June 7, 2018). After I made note of that comment, I wrote, “This session has convinced Henry to move to more skills-based teaching” (field note, June 7, 2018). One of the instructional shifts in social studies education that has recently occurred in the state of Utah has been the adoption of a skills-based curriculum (Utah Education Network, 2017). While many social studies educators realize that content is an important part of the learning process in any social studies class, the state of Utah, guided by social studies scholars and teachers, has determined that social studies skills, taught using social studies content, is far more beneficial than mere content memorization. Henry’s recognition of this was a huge turning point for him as an educator, and a major change is his instructional practices (Kortecamp & Steeves, 2006).
Social learning systems. The professional learning communities (DuFour & Eaker, 1998) formed as a result of participation in the Driven 2 Teach program are instrumental in making this type of professional development successful. All of the participants of this study have recognized the importance of social learning systems and communities of practice (Wenger, 2000). Henry made mention of several important factors in making his field study experience a benefit to his professional growth and development. Referring to the whole group and their participation in the program, Henry stated, “…everybody took it seriously and they all did their part…” (Henry, personal communication, June 27, 2018). One example he gave, supporting his claim and making a lasting impression was the fact that other participants had completed their readings. He explained, “Everyone was able to contribute and have in-depth conversation about what we learned, about what we didn’t know, what we knew before...and what we had experienced” (Henry, personal communication, June 27, 2018).

After showing Henry the picture of all of the participants gathered outside of Independence Hall the evening of Saturday, June 9, 2018, he responded:

I think of collaboration. I think of friendships. I think of funny jokes, funny comments. I think of the sacrifices...it was a sacrifice for all of us to go there but it was worth it.... I think we all learned from one another. I think we all gained something from one another. I think teachers or educators who go on things like this really are invested...it seemed like everyone took it seriously and did their part. (Henry, personal communication, June 27, 2018)

This group was one in purpose and despite many differences, these teachers fostered relationships of trust that are now benefiting them as professionals and as friends (field notes, June 10, 2018).

Formal and informal professional learning. Participants have benefitted from
both the formal and informal professional learning (Thacker, 2017) made possible by the Driven 2 Teach program. Henry found the informal professional learning to be particularly significant. In his reflective journal he referenced going to Fenway Park for a ballgame. He wrote:

Going to a Red Sox game was a fun night. After buying tickets off a ticket scalper, we ended up on the last row of center field – but either way, it was a good time to be part of the crowd chanting “Yankees suck” and singing Sweet Caroline after the 7th inning stretch. (Henry, reflective journal, June 5, 2018)

Of greater significance to his informal professional learning was his explanation about his favorite part of the field study. He stated:

My favorite part of the whole experience was just experiencing the city like most locals do. I mean, I know we went to all the touristy spots and stuff, but having the opportunities in the evening to go about and just walk around and go check stuff out on your own, like up in Boston. I loved that. I had the afternoons and evenings free. I wasn’t able to go up to Harvard with the other group, but going out to the ballgame, and then afterwards trying to find a place to eat at 11:30 at night...That was fun...Just being able to be there and experience all that and just hanging out with the locals and just seeing things differently. (Henry, personal communication, June 27, 2018)

**Transformational experiences.** Henry’s reflective journal entry for Saturday, June 9, 2018 began with “Today is a day that will never be forgotten.” He then describes walking the halls of the National Constitution Center, watching the presentation “Freedom Rising,” and exploring the exhibits. While this experience was “thought provoking and entertaining” (Henry, reflective journal, June 9, 2018), it was another place that caused Henry’s senses to stir. He wrote:

But my precious moment was when I was standing almost completely alone on the mezzanine floor where a large American flag was hanging. Beyond the flag is a wall of windows where I could observe Independent Hall. I don’t know what it was about it, but I was struck by a spirit that more commonly accompanies me in church. (Henry, reflective journal, June 9, 2018)
He then added, “But that feeling, though reverent, does not match what I experienced this evening at Independence Hall” (Henry, reflective journal, June 9, 2018). The experience then followed:

As we dined at the Old Tavern, we were encompassed in the Spirit of ’76 with actors portraying Thomas Jefferson and others. They intermingled with us, spoke stories of the events happening on the night of July 3, 1776...I asked Mr. Jefferson if a centralized banking and America system would help unite our new nation. The actor didn’t miss a beat or break character to become somewhat concerned that a person such as I, a “consolidationalist” as he called me, would think of such a thing. That joke continued on when we met the character again in Independence Hall. He called me the name again to the actors of John Adams and Dr. Franklin all stayed in character and our group had another good laugh at my expense (in good spirit as I did too). Mr. Jefferson read the Declaration of Independence upon closing we (the teacher group) sang “God Bless America” in Independence Hall. I didn’t sing because I couldn’t. The Spirit of America – of Spirit of Divine Confirmation telling me that this is a nation blessed by God, is just that – blessed from on high. I have realized this week that God had a very integral part of this nation being created. He still has his hands in this nation. I feel so very fortunate to have this experience. (Henry, reflective journal, June 9, 2018)

Michael’s Experience

Michael is a 12th-grade U.S. Government and Citizenship teacher in a rural community in southern Utah. He has taught for 14 years and is 56 years old. He has a Bachelor’s degree and has not participated in a site-based professional development prior to his experience with Driven 2 Teach. Despite his many years of teaching, Michael’s experiences with professional development were few, and while he was able to bring back bits and pieces of valuable information, they paled in comparison with his experience with Driven 2 Teach. In a thank you letter written to Zions Bank President and CEO Scott Anderson, he wrote, “This has been one of the most outstanding
experiences of my teaching career!” He then explained, “I will never forget many of the things I observed relating to the founding of our country or the insights I gained and will in turn be able to share with my students back in the classroom. (Michael, thank you letter to Scott Anderson, June 10, 2018). He expressed similar thoughts as he thanked Gail Miller, owner of the Larry H. Miller Group of Companies:

I can honestly write that there were things that I felt and observed during the trip that I know affected me in such a profound way that I will be able to return to the classroom and share with my students in a much more meaningful way. (Michael, thank you letter to Gail Miller, June 10, 2018)

Fundamental to Driven 2 Teach is the idea that helping teachers helps students. “The hands-on seminars are designed to inform, inspire, and support excellent classroom teaching” (Driven 2 Teach, 2017). Michael was informed and inspired through his experiences with the program. “Those experiences then elevate and enhance history for their students” (Driven 2 Teach, 2017). Michael’s students are not an exception.

How Do Secondary History Teachers Perceive Their Pedagogical Content Knowledge as Changing as a Result of Participating in the Driven 2 Teach Program?

According to Michael, the greatest gain in knowledge that he received from the field study experience and his participation with the Driven 2 Teach program was his exposure to multiple perspectives. This changed his approach to teaching. He stated, after asking him about the content knowledge he had gained:

I feel that the perspectives, just the different perspectives. The Native American perspectives, the British perspectives, the colonial patriot perspective, the pilgrim perspective, as opposed to just regular New England colonists or American colonists. All of those different perspectives, the African American perspective, has gained greater validity. For me, it’s helped me to see and find greater balance
and why it is important to share and acknowledge the different perspectives.
(Michael, personal communication, July 10, 2018)

While learning about historical facts, dates, and events are an important part of any social
studies professional development, of more importance is the ability of a history teacher
and historian to teach about the past using multiple perspectives. The realization that the
past is perceived differently depending on those involved has become a priority for
Michael. Michael plans to accomplish the latter, hoping his students will be better for it.

Michael’s exposure to multiple perspectives was made possible because of the
site-based experiential professional development, which he received. Through travel
Michael was able to visit historical sites and museums, meet new people and converse
with them, and ultimately see history through different lenses. I asked him about the
pedagogical knowledge he gained, and he explained:

You know actually being on Bunker Hill, and Breed’s Hill, actually having visited
Boston, actually having visited Plymouth, again I think that it’s just given me a
greater depth of knowledge and perspective. My own perspective as an educator.
The insights gained in Independence Hall were incredible, in Philadelphia.
Visiting the Constitutional Center and the Museum of the American Revolution,
again it reinforced perspectives and experiences. And different perspectives about
those experiences that, I feel that that is going to enrich the way I teach different
topics and different events, different people. (Michael, personal communication,
July 10, 2018)

Michael’s pedagogical content knowledge increased due to his participation with Driven
2 Teach. Reading books, completing assignments, and learning new teaching strategies
certainly made Michael a better teacher and historian, and are important findings to this
study. However, the site-based experiential approach used by the Driven 2 Teach
program pushed his pedagogical content knowledge even further, the result of which was
a deeper understanding of multiple perspectives.
How Do the Experiences These Secondary History Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?

**Social studies professional development.** After talking with Michael about his limited exposure to professional development, and even less in the field of social studies, I asked him how he though the Driven 2 Teach program would compare. What he shared with me was telling, and proved valid after the field study experience. He stated:

Well, just on the orientation I thought that was an outstanding experience. It just reassured me. It gave me greater confidence that this is a highly well thought out program...I was blown away by the generosity and just the thoughtfulness of everybody involved with the planning of it...everything that they’ve said they’ve come through...I’ve just been very impressed with the professionalism and it’s obvious that it’s going to be conducted in a way that is I think every teacher that takes it seriously is just going to be, I think going to be a professionally life-changing experience, transformative experience. I think it’ll be so much better than just sitting in a stuffy, crowded room. You know, you show up and you listen and you watch power point presentations and then you leave. And I’d say you set things aside and basically forget about it. And I don’t see that happening with this. I think I’m going to be empowered or at least given, again, tools and understanding, insights, knowledge that I’m going to be able to apply in a real meaningful way in my classrooms. (Michael, personal communication, April 7, 2018)

Michael’s professional development experiences prior to participating in the Driven 2 Teach program followed the banking model approach (Freire, 2014) where students are empty vessels waiting to filled with knowledge (Auerback, 2002, p. 283) rather than learning through their own lived experiences. Michael’s experience with Driven 2 Teach did allow him to increase his pedagogical content knowledge through lived experience.
How Do Secondary History Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?

**Teacher beliefs.** Foundational to Michael’s beliefs about social studies education is helping students become better, more responsible, and informed citizens (Barton & Levstick, 2014). This belief was strengthened through participation in the Driven 2 Teach program. Referring to social studies education Michael stated:

I believe that...it provides an opportunity and a responsibility for educators to prepare the next generation to accept their duty as citizens, to continue to preserve the freedoms that we enjoy in our country, and to become informed citizens. I believe that, as I’ve mentioned before, that social studies, just the terms, the vocabulary, is very important. Especially for kids as they prepare to go on to college and into adulthood. Studies show that over 50% of the academic vernacular, it comes from the social studies realm. (Michael, personal communication, July 10, 2018)

While the reinforcement of the importance of civic engagement proved useful to Michael, his increased self-efficacy beliefs (Bandura, 1997) have changed him as an educator. One of Michael’s many gifts is his ability to think deeply about his experiences. This type of reflection has helped Michael to see the changes that have occurred in his beliefs about teaching and the shifts in his practices because of it. In his reflective journal, Michael wrote the following description about site-based experiential professional development:

Following this experience, I began thinking about how teachers actually visiting significant historical sites might help them do a better job teaching about it to their students. The thought occurred to me that I believe it infuses a certain energy and power into the teaching themselves; a teacher that experiences interactions with history in this way is filled with a passion that they can take back to their classrooms and more effectively reach students with a greater degree of enthusiasm and with important insights that they can share with students about historical topics, events and concepts. The teacher suddenly becomes a much more credible source in the eyes of students, an informative and more interesting link to the past. (Michael, reflective journal, June 4, 2018)
Michael recognized on the first day of the field study, how this experience built within him a newly found confidence as a teacher and how site-based experiences helped to validate him as a history teacher and historian. Increased self-efficacy results in increased student learning and job satisfaction (Dundar, 2018; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010).

How Do These Secondary History Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?

**Instructional practices.** Paramount to any professional development is changed instructional practice (Kortecamp & Steeves, 2006). Michael was able to experience this change. Michael plans to incorporate more primary source documents into his lessons. He plans to utilize the thousands of photographs taken on the field study to share with students and help them better picture the sites and places under discussion. He purchased replica artifacts, books, and other classroom materials, to provide more hands-on experiences for students in his lessons on the Founding Fathers and the beginning the U.S. government (field notes, June 4, 2018). He is more knowledgeable, in content and pedagogy, all of which will benefit his students and encourage changed instructional practice.

Of perhaps greater importance however, were Michael’s changed views on perspective taking. He stated:

And again, back to the idea of many different perspectives. Not necessarily saying that one is superior to the other, but the fact that we do need to acknowledge different perspectives, and different points of view. And that’s part of the pluralistic society that we live in, as a republic. But that as we preserve and
protect the rule of law, it’s because of that that these perspectives are allowed, and why we can, in a civil nation, learn to agree to disagree, when necessary. (Michael, personal communication, July 10, 2018)

Also of great importance, were Michael’s increased self-efficacy beliefs (Bandura, 1997). The site-based experiential professional development with Driven 2 Teach changed not only his perspective about teaching but also the confidence he has with teaching. It changed his approach to the profession. He wrote the following:

As we make our return trip back to Utah, I am sitting on board this flight thinking about the impact this trip will have on me professionally and just as a person. I already know that as a teacher I have learned things in such a way that I will never forget and I will be able to infuse new energy and insights into my lessons with much greater assurance and passion. I feel I have approached teaching in the past more out of a sense of duty. Now I believe I will be doing it more out of a greater love for my students and a greater sense of mission. (Michael, reflective journal, June 10, 2018)

This professional development opportunity was significant for Michael because it changed his knowledge and planned practice, and consequently, future student outcomes (Kortemcamp & Steeves, 2006).

**Social learning systems.** In the beginning of one of his reflective journal entries, Michael wrote, “It has been a wonderful experience being together with the other nearly thirty teachers involved in the Driven 2 Teach program” (Michael, reflective journal, June 9, 2018). This simple, yet profound statement was one of many of Michael’s recognitions of the power of social learning systems and communities of practice (Wenger, 2000). While most professional learning communities within the field of education reside in the same brick and mortar buildings, as teachers work collaboratively in departments or at grade levels, other professional learning communities are on the rise, and the participants of the Driven 2 Teach program are an example of this newer type of
development. Michael also realized this as he shared with others a lesson he prepared, and as others shared their lessons with him. He wrote the following in his reflective journal:

This morning we left our hotel shortly after 7:00am and got onto a Silver Fox bus to travel to Lexington and Concord. Along the way I presented my lesson plan on Henry David Thoreau as the first presentation given today. I briefly gave some background on transcendalism. Journaling was also introduced. The presentation worked out quite well and I appreciated all of the feedback I received. I have really enjoyed this aspect of our trip. We will each end up with about 30 lesson plans to take back to our respective schools. (Michael, reflective journal, June 7, 2018)

Teachers not only presented and shared lesson plans; they also shared meals, hotel rooms, thoughts, ideas, jokes, and personal information about their beliefs and backgrounds, family and friends, trials and triumphs. These teachers got to know each other intimately. They fostered friendships that are both professional and personal (field notes, June 10, 2018).

**Formal and informal professional learning.** Michael was influenced by his experiences with Driven 2 Teach and it is evident that he benefited from both formal and informal professional learning (Thacker, 2017). Unlike Henry, Michael’s reflections and comments were geared more towards the formal professional learning, and he is one of only a few that did not attend a Red Sox game. One experience that both Michael and I remember vividly was the morning of June 5, 2018. In my field notes I recorded.

We met in the lobby early this morning so that we could all head into the city of Boston together to embark on our journey on the Freedom Trail. Michael, one of my “favorite 9,” did not show up however so I called him and sure enough he was behind schedule. I told Jay and Jeff that I would stay behind and make sure he could get to where he needed to be. The rest of the group left and I waited. Once Michael got to the lobby of the hotel, we walked quickly through the park and to the “T” station. We jumped on the “T” and headed to the stop that took us to the
Boston Commons where the trail starts. We jumped off the “T” and headed up the stairs and popped out in the commons opposite the Capitol Building. I pointed us toward that building and we walked quickly so as to catch up to the rest of the group. We were at least 20 minutes behind, if not more. Once we got within 200 yards of the capital building I could see the participants gathered on the stairs below the Robert Gould Shaw 54th Massachusetts memorial. We caught the group in time. I was glad not only for me, but especially for Michael. (field notes, June 5, 2018)

This one-on-one excursion was impromptu and definitely informal, but a learning experience nevertheless. Both Michael and I were able to get to know each other better and proffered from good conversation. He was able to learn the subway system better as I showed him the ins and outs of the “T” personally, rather than in a large group, and we actually were able to see more of the Boston Commons than the others based off of the different stop where we exited the train. We had fun and learned from each other.

**Transformational experiences.** When I asked Michael about the most influential experience of the field study he related to me the experience he had at the Independence Hall After Hours program (Michael, personal communication, July 10, 2018). He also penned his thoughts about this experience in his reflective journal the same night the event took place and the day following. On Saturday, June 9, 2018, Michael finished his reflective journal entry with the following:

Lastly, we went on a tour of Independence Hall that was presented by a National Park employee. It was rather congested with lots of people and four groups. So, the highlight of the day – and really the whole trip – was going to the historic Tavern Inn and being introduced to some historic re-enactors. One played the part of Thomas Jefferson and he did an outstanding job portraying the eminent American statesman. It was a fun evening but the individual shared some very profound thoughts. If I were to imagine someone from this past visiting the present I suspect we would realize the man did in fact depict Jefferson very accurately. We finished the night back in Independence Hall and were treated to a private tour of those sacred chambers. Jefferson returned together with Adams and Franklin. It was an incredible and unforgettable experience – and closed our
experience by singing God Bless America in the east foyer. (Michael, reflective journal, June 9, 2018)

The next day he again ended his reflective journal with some insights.

I...loved the experience last night, it was at dusk when we concluded our tour and Thomas Jefferson, Benjamin Franklin and John Adams bid us good night. We sang God Bless America below but on the group floor from where the Liberty Bell used to hang in the east tower of Independence Hall. That too was a very poignant moment and gave me cause for a lot of reflection, especially as we were gathered outside around the Statue of General George Washington directly east of Independence Hall. It was then that I thought to myself that over the past several days I have not simply been memorizing facts, names and dates, but the truth of the principles the founders felt so strongly about has been seared into my heart and mind. How could I in a lifetime of trying ever replicate this experience in any other way? (Michael, reflective journal, June 10, 2018)

Like many of his colleagues, Michael’s experience the evening of June 9, 2018 was transformational. It was the “highlight of the day – and really the whole trip,” and “seared” into his “heart and mind” what he would argue was an everlasting spiritual experience. Impactful to this study is the fact that this was site-based and experiential, and as Michael questioned, these experiences are difficult to replicate in other ways.

Mary’s Experience

Mary is an eighth-grade U.S. History teacher in a suburban community in the Salt Lake City area. She has taught for 1 year and is 42 years old. She has a Bachelor’s degree and has not participated in a site-based professional development prior to her experience with Driven 2 Teach. The last line in her first reflective journal entry illustrates the physical rigor of the Driven 2 Teach field study experience. “After 48 hours of no sleep I was in bed by 8:45 and remembered nothing until 6 am” (Mary, reflective journal, June 4, 2018).
Despite burning the candle at both ends, Mary was always full of energy and more than willing to jump feet first into new experiences. While exploring the grounds of Faneuil Hall in the city of Boston, Mary was intrigued by a man playing music with an accumulation of pots, pans, buckets, and sticks. The urge to dance was too great, and she began moving to the music, laughter exiting her mouth, accompanied by an unforgettable smile as her colleagues filmed the interaction (field notes, June 5, 2018). Mary learned much, and had fun throughout the process.

**How Do Secondary History Teachers Perceive Their Pedagogical Content Knowledge as Changing as a Result of Participating in the Driven 2 Teach Program?**

After asking Mary if she would recommend the Driven 2 Teach program to educators that have not participated she answered, “Absolutely...for a lot of different reasons...it was fun” (Mary, personal communication, July 5, 2018). She then explained how important collaborating with other teachers was, and how learning collectively bolstered her own acquisition of knowledge. She then stated, referring to the field study experience:

But the other part is just going and seeing and talking to people that are experts. It changed my perspective in a few really huge ways. But just having those pictures and resources that you wouldn’t get other places how cool is it to be able to go back and say, “You guys, I went down in the crypt under this church where John Adams and John Quincy Adams are buried....” (Mary, personal communication, July 5, 2018)

The site-based experiential professional development in which Mary participated increased her pedagogical content knowledge and historical understanding (Schrum et al., 2016), and did so in ways difficult with other instructional methods.
On the first day of the field study, Mary wrote in her reflective journal about her visit to Adams National Historic Park:

We saw 3 Adams homes it was crazy to think that these are the very floors that both Adams walked on I could imagine John Q playing with toy soldiers on these floors. It really helped me to realize they (in a way) are just people like all of us but in these very homes they changed the course of history. (Mary, reflective journal, June 4, 2018)

While Mary could certainly learn much about John Adams in a myriad of ways, walking on the same floor boards as he did, in his very home was a more influential experience for Mary, and consequently, one that will more likely be remembered. This was not an isolated occurrence. Other site-based experiences had similar results. Also on the first day of the field study, Mary wrote, “On the way out earlier in the day we came across the site of the Boston Massacre, it was so crazy to realize this was actually the place where it happened!” (Mary, reflective journal, June 4, 2018). The next day, while walking the Freedom Trail, Mary remembered:

We looked at a cemetery with lots of important people including those from the Boston Massacre and the boy Christopher Snider that died before the massacre. The cemetery was very cool! I had my phone recording the church bells went off and then at the very end an ambulance went by. I heard the audio representation of modern and historical. (Mary, reflective journal, June 5, 2018)

Mary visited the site of the Boston Massacre and the cemetery where several killed lay resting in piece. Then there were the sounds that resonated with her enough to record. Her senses were stimulated only because she was there (Schrum et al., 2016).
How Do the Experiences These Secondary History Teachers Had with Driven 2 Teach Differ from Their Other Professional Development Experiences?

Being a first year teacher it is no surprise that Mary has had very little professional development. Prior to her participation in the Driven 2 Teach program, Mary had not had any social studies or history specific training, and had participated in only one type of professional development opportunity that involved three breakout sessions that proved useful to her in regard to best teaching practices. Similar to her colleagues with more teaching experience however, the support Mary had received was insufficient. Her participation in Driven 2 Teach has influenced her as an educator and has provided her with a myriad of resources, including other history teachers and professors with whom she can network.

How Do Secondary History Teacher Beliefs About Social Studies Education Contribute to the Changes in Pedagogical Content Knowledge and Instructional Practice?

Mary’s beliefs about the purposes of social studies and history education is “to teach about societies and the patterns of societies” as well as, “to learn from the mistakes in the past and learn what worked and teach kids about people and how the world works; how human beings work...” (Mary, personal communication, July 5, 2018). While her beliefs about social studies and history education certainly did not change, those beliefs were reinforced, and reinforced with a newly adopted motivation to teach using more primary source documents and incorporating multiple perspectives.

This motivation’s roots are seeded deeply in her increased self-efficacy (Bandura,
Mary’s participation in this site-based experiential professional development not only increased her pedagogical content knowledge, but has empowered her with more resources, including the status of being a part of a group of Driven 2 Teach participants, a professional learning community in its own right. This experience has validated her as a history teacher and historian. With increased self-efficacy comes job satisfaction, better classroom management, and increased student learning (Dundar, 2018; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010).

How Do These Secondary History Teachers Plan On Changing Instructional Practices Based On Their New Pedagogical Content Knowledge?

Instructional practices. Mary’s site-based experiential professional development influenced her instructional practices. In the summer of 2019, she will be leading a group of twenty-two students to Washington D.C. in an effort to replicate the experiences she had on the Driven 2 Teach field study for her own students. After deciding she was going to go, she told me, “the way I sold it to students and parents was by sharing about my experience on the Driven 2 Teach trip” (Mary, personal communication, October 28, 2018). Learning through experience (Kolb, 1984) is a powerful tool, and greatly enhanced when at the sites of places that are a part of the curriculum (Schrum et al., 2016).

Mary’s experiences with Driven 2 Teach influenced other changes as well. Like many of her colleagues, her exposure to the Native Americans at the Wampanoag Village at Plimoth Plantation in Plymouth, Massachusetts transformed her. In particular, she
became aware of how little she incorporated a Native American perspective in teaching about the past and the past’s relevance to today. Talking about her first year of teaching, she admitted, “Literally, all I did this year on Native Americans was, Squanto taught them how to grow corn.” She then exclaimed, “Shame on me! That will never happen again...we didn’t really go into the Native perspective....” (Mary, personal communication, July 5, 2018). Imperative to history education is perspective taking. Only by incorporating the perceptions, the stories, and the sources of all involved can a true representation of the past be presented. Mary came to this understanding, and fortunately for her students, in the beginning of her teaching career. She explained:

Well, now I know that I need to do more investigating of primary sources. They’re out there of more specific things. That’s another thing that I learned. There are so many primary sources out there and if we use them, then we can teach it right and not what our history teacher taught us that might not have been that accurate. (Mary, personal communication, July 5, 2018)

Along with primary sources, Mary has purchased many articles, including books, historical artifact replicas, maps, painting, and photographs, that will prove useful in her classroom to spark discussion, and to provide hands-on learning experiences that will accompany her lessons (field notes, June 8, 2018).

**Social learning systems.** One of the most important benefits of participating in the Driven 2 Teach program are the social interactions and relationships that develop between the teachers involved. Wenger (2000) argues that the success of an organization, like the Driven 2 Teach program, “depends on their ability to design themselves as social learning systems” (p. 225). The acquisition of knowledge requires “a brain in a living body, but it also takes a very complex social, cultural, and historical system, which has
accumulated learning over time” (Wenger, 2000, p. 225). Therefore, “knowing is an act of participation in complex ‘social learning systems’” (Wenger, 2000, p. 226). Because Driven 2 Teach has designed its program as a social learning system, it is a successful organization. Mary’s participation in a newly formed professional learning community (DuFour & Eaker, 1998) helped her as an educator. Referring to the field study she explained:

It was just fun collaborating with other teachers. That’s one of the things I’m most excited about, actually. I haven’t reached out to them yet because we’re in the summer, but when Judy and I went running, we talked about different lessons, like lessons that she did. I’m like, “Oh, that’s cool. I would use that.” And then I told her about lessons that we did. That’s one part of it is collaborating with others—a huge part of it, which has nothing to do with the history side of it. (Mary, personal communication, July 5, 2018)

I asked Mary to elaborate on her interactions with the other participants. She felt fortunate to become part of a network of such experienced teachers since she had completed just 1 year of teaching prior to the field study. After showing her a picture of the group outside of Independence Hall after the After Hours program, she explained:

I feel like this has provided...an automatic network of other history teachers, specifically...eighth-grade history teachers that I know...just being among other educators, they all love what they do. And using what they’ve used. Networking is everything...Knowing other people that are doing the same thing you do, and that group, that picture, that’s what that says. Here’s my people that I know I can contact if I need to. (Mary, personal communication, July 5, 2018)

Having this support system also bolstered Mary’s self-efficacy beliefs (Bandura, 1997). There is power in numbers, as Mary’s confidence will attest.

**Formal and informal professional learning.** There was not a noticeable moment where Mary was not engaged in the learning process in one form or another. She took advantage of each minute, and benefited from both the formal and informal professional
learning. On one occasion, Mary and a group of other participants took advantage of some free time in the city of Boston to enjoy the sights, sounds, smells, and tastes of the area. She happily wrote in her reflective journal, “We went to Little Italy and got desserts at Mike’s Bakery and found Regina’s for pizza” (Mary, reflective journal, June 4, 2018). She also wrote about her experience at Fenway Park watching the Red Sox beat the Tigers (Mary, personal communication, June 5, 2018). Little did she or anyone else realize at the time was the fact that the Red Sox would win the 2018 World Series against the Las Angeles Dodgers.

On a more somber note, she documented in her reflective journal an experience tied to World War II that elicited certain emotions only conjured by being at the memorial in person:

A group of us went off and we found the Holocaust Memorial...this one was hard for me...there was so much symbolism and so much to take in...there were 6 tall tower type structures made of glass with vapor coming up from the group...it was like you were walking through gas chambers! There would be so much to discuss in a classroom about this memorial. (Mary, reflective journal, June 4, 2018).

As the content and pedagogy specialists plan each field study, they are careful to include unstructured free time for participants to go out on their own or in groups knowing that they will encounter experiences like Mary’s at the Holocaust Memorial. Learning from Thacker (2017), informal professional learning can be just as powerful, and in some cases, even more powerful, than planned formal learning.

**Transformational experiences.** Mary wrote in her reflective journal the night of Saturday, June 9, 2018, “The thing I really want to remember from today is the speech by TJ at dinner.” She referred to the Thomas Jefferson re-enactor. After the Independence
Hall After Hours program, Mary and a few others approached this man to pick his brain and find out more about his wealth of knowledge on this particular founding father (Mary, reflective journal, June 9, 2018). While this experience was transformational in its own right for Mary and many of her colleagues, it was her time in the Wampanoag Village that really touched her emotions and pushed her to change her instructional practices and approach to teaching history. In her reflective journal she wrote:

We started out on the bus to Plimouth Plantation and the Wampanoag Village. We were in a classroom for the first hour or so, with an awesome girl that introduced the Wampanoag people and Plimouth Plantation. Because our second presenter was stuck behind an accident, they sent us out to the Wampanoag Village. We all went into the “Winter Home” where there was a young adult male Native wrapped in deer skin (it was a little cold). He talked to us about the structures and what life would have looked like. Someone asked him “As teachers what would you like us to teach our students?” He responded that he wanted us to teach that they are still alive! They are still living, breathing tribes! He sang a song for us... there was something so sweet and touching about him. We then went outside and wandered around a little bit. I heard another Native young adult male talking to some in our group! I...listened to him...he talked about hunting and fishing and how they would give a gift when they would take a life, except when it was a human...no gifts when a human life is taken. Someone asked the same question, what do you want us to teach? He gave essentially the very same answer! “We are still here.” And then he said, “Teach the truth.” I am not sure why, but this impacted me so much! We talked a little longer, and when we were done, I walked back down the trail and cried. There is something so powerful about hearing from Natives (one was actually Wampanoag) that they just want people to know they are still here, and they want us to teach the truth. I felt so connected to those people, and I want to learn the truth so that I can without a doubt teach it. It was very important to me this year not to sugar coat U.S. history. And I told the kids that frequently but now I know I really need to know the truth!!...I will always remember this experience!! (Mary, reflective journal, June 6, 2018)

Mary later reached out to me, excited about the current school year and the changes she had made based on her experiences with Driven 2 Teach. She shared two posters she made that hang prominently in her classroom. The first, “WE ARE STILL HERE” (see Figure 7) and the second, “TEACH THEM THE TRUTH!” (see Figure 8).
Accompanying the posters were pictures of the Native American men she encountered in the Wampanoag Village. Perhaps with this transformation, Mary and other participants of the Driven 2 Teach program will help combat a strictly “Euro-American narrative that reinstitutes the marginalization of Indigenous cultures and knowledge,” and no longer
will Indigenous Peoples be “left in the shadows of Euro-America’s destiny, while the cooperation and conflict model provides justification for the eventual termination of Indigenous Peoples from the American landscape and historical narrative” (Shear, Knowles, Soden, & Castro, 2015, p. 90). We are still here. Teach the truth! (field notes, June 6, 2018).

Elementary and Secondary School Participant Disappointments

Setting my biases aside, and not allowing my assumptions to blind any type of objectivity, I went into this research project with a mindset that other participants may perceive their experiences with Driven 2 Teach completely different than my own. I have unofficially observed hundreds of participants on six different field studies, and have conversed with just as many, reflecting on our experiences with the program and how it has affected us as educators. As I have mentioned previously in the first chapter, there has been some negative feedback. Personality plays a large role in that feedback, as well as the cohesiveness of the groups. I did not see conflicts of personality nor disaccord within the group as I officially observed the 2018 Founding Fathers, Boston to Philadelphia participants, and even less so, with “my favorite 9.” Occasionally, a complaint about being tired, mainly because of the redeye flight, was uttered. One participant gave me a hard time for convincing her to climb all 294 stairs up the Bunker Hill monument, but this was mostly in jest. My field notes do not support a negative experience.

As I read through interview transcriptions, thank you letters, and reflective journal
entries, one theme did arise that I coded as “disappointments.” Anytime a participant mentioned anything that even hinted at being negative, I highlighted it and then dragged it into the disappointments node in NVivo, the software program I used to help me organize my data. I also asked each participant if they hated anything about the field study experience. I was open to any interpretations that may have revealed serious flaws in the program or at least point out areas that could use some improvement. Like my own experiences with Driven 2 Teach, however, nothing surfaced.

Albert mentioned in his journal, on Monday, June 4, 2018, “The Boston Tea Party Museum was a little disappointing. The cost made it questionable so I did not go. The fact that it is not in the actual location is disappointing. The ship and tea did not seem realistic.” My interpretation of this is not a reflection on the Driven 2 Teach program. This was an informal excursion that took place during Albert’s free time. Like him, I too felt that the ship and tea did not seem realistic, and the museum was overpriced. This is a Tea Party Museum issue and a personal preference issue. Other participants really enjoyed the museum and would pay the fee again if they had the chance. I took Albert and others, to the actual site of the Boston Tea Party where they could take photographs and stand in the place where the historic event occurred.

On Thursday, June 7, 2018, Albert again wrote something in his journal that I deemed a disappointment. He wrote, “Despite the many hours on the bus today this was perhaps the most important day of the trip.” This was a day that we traveled for several hours on the bus, and for some, road trips are more daunting and tedious than to others. The sentence that followed stated, “To let us know while these experience are fresh in our
minds how we bring this back to our classrooms was awesome.”

Near the end of the trip, Albert wrote, “Historic Philadelphia to me was not as exciting as historic Boston... I was not as inspired as I was in Boston (Albert, reflective journal, June 9, 2018). This does not mean that Albert did not enjoy Philadelphia; it simply means that after visiting both places, he determined that Boston was more impactful.

Evelyn mentioned two experiences in her journal that I logged as disappointments. “The subway here is much more confusing compared to the DC Metro” (Evelyn, reflective journal, June 4, 2018). If Evelyn was familiar with the metro in Washington D.C. prior to the field study, it would not be a surprise to have her think any metro was more confusing since it is new. I do not consider this inconvenient truth a factor of the program. Evelyn also wrote, “Note to self: Never do the Bunker Hill tower climb again... not worth it! Haha” (Evelyn, reflective journal, June 5, 2018). Some things are worth doing over and over. Others clearly are not.

Judy, Mary, and Hailey made comments in their journals that stem back to the redeye flight and being tired. Judy wrote on Monday, June 4, 2018, “Can’t really call this day one because we have seriously been awake for 2 days, so really it’s a two for one.” She then mentioned the recent visit to the Adams home in Peacefield, Massachusetts but was not sure if it was Peacefield or Fields of Peace. She stated, “I’m too tired to remember what it was called.” Mary wrote on the same day, “Red eye flight out of Salt Lake to Boston. I had hoped to sleep...to no avail!” Hailey simply wrote, also on Monday, June 4, 2018, “Today was LONG!” Evelyn defended the redeye flight. I asked
her if she hated anything about the field study, and she responded, “No. It was great! No complaints, not even the redeye. I was actually surprised, I had way more energy than I thought I would...Didn’t hate anything, it was good!” (Evelyn, personal communication, July 5, 2018).

After touring the USS Constitution in Boston Harbor and listening to the assigned naval crew members of that ship, Judy wrote in her reflective journal on Tuesday, June 5, 2018, “We would have liked to hear more about the voyages and battles the Constitution was in instead of how it kept sinking in the mud.” Tour guides, interpreters, and in this case, naval crew members, are inevitably going to be involved in any site-based experiential professional development, and like any educator, will focus on what they know and what they like. This sailor was no different, and despite Judy’s mention of him talking about things that were not as interesting as they could have been, she did enjoy touring that ship and conversing with its sailors.

Finally, the last “disappointment” that I have on record in the reflective journal entries is Hailey’s description of Philadelphia, an unfamiliar, large city, that she had just seen for the first time. On Friday, June 8, 2018, she noted, “Not gonna lie, it [Philadelphia] was a little sketchy, but the walking tour was very fun.” In this case, it is not unreasonable for anyone to think of a big city in these terms.

I also asked each participant if they hated anything about the field study, or if they disliked any part of it. The overwhelming response to that questions was no. Rachael did not hate anything but did say she would have liked to spend more time at Valley Forge and less time at Morristown and West Point (personal communication, July 2, 2018). This
response, however, was more geared toward another question I asked the participants, which was if they had any recommendations for the program.

Natalie stated, “No, I did not hate one thing. I mean, we even all got along, all of us teachers, we were friends. No, I didn’t hate one thing about it” (personal communication, July 1, 2018). Mary answered, “Nothing. And I loved it. I loved it. I would do it again in a second” (personal communication, July 5, 2018). Michael said, “No. There was nothing that I came away with feeling, you know hate’s such a strong word. I certainly can’t use that word in connection with this experience” (personal communication, July 10, 2018). Judy’s response was more involved and she was a defender of the redeye flight as well:

No. I thought everything was great. I thought it was very well planned, I thought it was organized. I loved that we started early in the morning and we filled the day, and then I loved that we had our own free time, so that we could go back and check on things that we didn’t have the opportunity for – I thought that part was designed so that we could kind of personalize our own experiences. I really loved all of it. You know how they talk about did you hate the red eye? No, I would much rather fly in the middle of the night when we can’t be doing anything, and then hit the ground running. I didn’t come to relax and put my feet up and rest by the pool. I wanted to get everything out of it that I could, and I think it was really well-designed for that. (personal communication, July 5, 2018)

Judy’s response to my question paralleled the purpose of the field study. With precious money spent on teachers, each moment should count for something, some type of learning, and that is the design. Teachers are constantly on the move, learning formally and informally with each experience (Thacker, 2015).

When asking for feedback during the post-seminar in August, preference differences did manifest themselves, but the dialogue was anything but negative. For example, Dr. Buckley started a discussion with the participants about any suggested
changes. One person said that visiting Valley Forge and Morristown, both Revolutionary War winter encampments of George Washington and his army, was perhaps unnecessary, that one would suffice. Others voiced their opinions of disagreement. Another stated that going to West Point did not seem to fit the theme as well as some of the other sites visited, and again, others voiced their opposing opinions. Finally, another voiced her opinion about the redeye flight causing extreme fatigue, but others quickly rallied and stated it was worth it (field notes, August 11, 2018). These participants were not complaining; they were merely sharing their personal insights to the instructors in an effort to help make next year’s field study even better.

**Conclusion**

Secondary history teachers perceived their pedagogical content knowledge as changing as a result of participating in the Driven 2 Teach program. Because these teachers specialized in history and social studies, the depth of their pedagogical content knowledge (Shulman, 1986) increased, providing them with a firmer foundation in history education. Foundational to this increase was the site-based experiential instruction that built upon these secondary history teachers’ prior knowledge.

The experiences these secondary history teachers had with Driven 2 Teach differed from their other professional development experiences. While prior experiences with social studies professional development did exist among secondary history teachers, most approached instruction using the banking model (Freire, 2014) where participants were viewed as empty containers waiting to be filled with knowledge (Auerback, 2002).
The site-based experiential professional development, made possible through travel, was the most significant for these secondary history teachers up to this point in their careers.

Secondary history teacher beliefs about social studies education contributed to the changes in pedagogical content knowledge and instructional practices. Secondary history teachers’ beliefs about social studies education involved a civic engagement component (Barton & Levstik, 2004; Dewey, 1916; Ross, 2006), and their experiences with Driven 2 Teach helped to reinforce those beliefs, while simultaneously increasing their own self-efficacy (Bandura, 1997) and confidence with the curriculum and how to teach it. Increased pedagogical content knowledge fostered changes in teacher beliefs.

Secondary history teachers plan on changing instructional practices based on their new pedagogical content knowledge. Increased pedagogical content knowledge not only fostered changes in these secondary history teacher beliefs, but also changes in their instructional practices. A priority shift occurred with secondary history educators from teaching content to teaching skills with history content. The realization that students learn just as much content when teaching skills than when teaching strictly content was an important paradigm shift. Within a skills based instructional approach, these teachers plan to use more primary and secondary source documents that supplement, if not replace completely, the textbook. They plan to use the strategies gleaned from the field study experience with monuments more with students, and allow for more inquiry and discovery learning rather than rote memorization. Like their own professional development experiences prior to Driven 2 Teach, these teachers have realized that a sit and get approach to learning is inferior to site-based and experiential methods. These
secondary history teachers are more likely to use hands-on approaches to learning.

Collaboration with peers in social learning systems (Wenger, 2000) and professional learning communities (DuFour & Eaker, 1998) added to the site-based experiential professional development. Participants learned from and with each other, increasing their pedagogical content knowledge more so than if they traveled alone, or with those that were not history educators. Formal and informal professional learning (Thacker, 2017) opportunities provided experiences for secondary history teachers to increase pedagogical content knowledge within structured spaces and planned events, but also while pursuing their own interests alone and with peers. Together, secondary social studies educators had experiences that were transformational. Like their elementary colleagues, two transformational experiences touched all of them, one of which led to historical empathy (Endacott & Brooks, 2013), the other toward a multiple perspectives mentality (Takaki, 2008; Zinn, 1980), particularly bringing forth Native American perspectives that have long been silenced (Shear et al., 2015).

Elementary and secondary teachers experienced moments of disappointment. The discussion about “disappointments” is an important part of this study and the findings that have emerged, but not in the way that I thought it would be. Talking about the negative aspects of the field study has only strengthened the favorable findings because these “disappointments” are not reflections of the Driven 2 Teach program. They reflect the diverse experiences of participants in new, exciting, and even scary places that can then be compared to previous experiences and places visited. In sum, I did not find any participant experiences with the program to be negative, including their responses to an
anonymous survey distributed by Driven 2 Teach. This does not however, eliminate the possibility that participants have suppressed any negative feedback out of a sense of gratitude for a fully funded field study. This too, is a limitation of the study.
CHAPTER VI
CONCLUSION

Learning can be fun, and for a group of teachers interested in U.S. history, the site-based and experiential approach to teaching them about the past proved valuable. This chapter begins with a description of the similarities and differences between secondary and elementary teacher experiences. I start out by addressing the few differences that exist between the different teaching levels followed by each one of the seven themes (Creswell, 2013; Saldaña, 2013) that provided answers to the four research questions. Each theme discusses the overall conclusions that are similar for all participants. The next section is an autoethnographic triangulation of the findings that includes a thick description of my experiences with the Driven 2 Teach program, my interpretations of those experiences, as well as my interactions with and interpretations about other participants with which I have interacted. This freedom to speak and interact as the researcher with those in this study is necessary to “move inquiry and knowledge further along” (Wall, 2006, p. 3). The chapter ends with a limitations section, included within are “disappointments” found among the participants studied, and an implications section that reiterates the importance of this study and how it can benefit future learning, particularly in regard to teacher professional development and the benefits of site-based and experiential instructional methods. This section also makes suggestions for future research and recommendations for the field of social studies education.
Similarities and Difference with Secondary and Elementary Participants

Of great interest are the similarities and differences found between elementary, middle/junior high, and high school educators’ experiences with the Driven 2 Teach program. A major finding of this study is that the benefit of site-based experiential professional development transcends grade level and years of experience, unlike other types of professional development. Teachers at all levels had more similarities of experience than differences, although both surfaced. It is true that this experience exposed elementary teachers to more new content than the middle/junior high and high school teachers. Elementary teachers do not specialize. They teach their students all subjects. Middle/junior high and high school teachers, with academic backgrounds in history, political science, and social studies, enriched their content knowledge with greater depth of understanding.

The greatest impact however, unique only to elementary teachers in this study, was the change that they all experienced with how important it was to make social studies education a priority in each one of their classrooms. No longer would external pressures, found in so many studies to influence curricular decisions (Au, 2009; Cornett, 1990; Misco & Patterson, 2007; Van Hover & Yeager, 2004), prevent them from incorporating knowledge and skill development with social studies standards. They no longer plan to neglect their students of a social studies education. This paradigm shift corresponded with a change in teacher beliefs, particularly with increased self-efficacy. In the areas of pedagogy, social studies professional development, instructional practices, social learning systems, formal and informal professional learning, and transformational experiences, I
found little distinction between grade levels.

**Pedagogical Content Knowledge**

Participants progressed in their pedagogical content knowledge based on their experience with the Driven 2 Teach program. Participants increased their content knowledge, or understanding of the structures of the subject matter (Shulman, 1986) through readings and assignment prior to and after the field study, as well as with the site-based experiential instruction received on the field study by support staff of the sites visited (Blair, 2016). Museum staff, National Park Service rangers, and professional tour guides come equipped with in-depth knowledge about the sites and places they interpret. On this field study, these support staff worked hand-in-hand with Dr. Jay Buckley and Dr. Jeffery Nokes to make the experiences for the participants as rich as possible. These methods were effective and appeared to increase participants’ higher order thinking skills (Ives & Obenchain, 2006).

Likewise, participants increased their pedagogical knowledge, which goes beyond subject matter (Shulman, 1986), in a myriad of ways, but participation in three distinct pedagogy sessions conducted by Dr. Jeffery Nokes were notable (field notes, February 24, June 7, and August 11, 2018). Of particular importance was the pedagogy session on Thursday, June 7, 2018 at the Hilton Garden Inn, in Danbury, Connecticut. In this session, Dr. Nokes presented aspects of the history content, “most germane to its teachability” (Shulman, 1986, p. 9), particularly dealing with historians’ heuristics for working with primary sources (Nokes, 2013). I found this to be valuable to the participants because they were in the midst of a site-based experience; with a two-hour
pause that demonstrated how to apply the things they were experiencing in the classroom.

Part of my field notes read:

> Despite a long day, the participants were happy, positive, and had good attitudes about being there to learn from Jeff about how to better apply some of the things they were learning into the classroom. I took pictures of everyone at their tables and was able to talk to some of my “favorite 9” to gather some insights from their experience at this pedagogy session. Many were taking copious notes, others snapping pictures at PowerPoint slides. (field notes, June 7, 2018)

I was impressed with the notes taken, especially after a long day, 5 days into the field study. Data from interviews, reflective journal entries, and notes from the pedagogy session reveal an important pedagogical take home—how to effectively use primary source documents with students to maximize interpretive and analytical skills (using document-based questions). The pedagogy session helped solidify the need to focus on the development of skills with students. These skills are retained in a student’s long-term memory much longer than learning content through rote memorization (Jeffery Nokes, personal communication, June 7, 2018). The culmination of experiences of these participants and their gains in pedagogical content knowledge returns to the site-based instruction in which they received. The Driven 2 Teach site-based experiences had an immediate effect on participants’ historical understanding (Schrum et. al, 2016) and allowed them to learn much more by interacting with the physical world (Percoco, 2017).

**Social Studies Professional Development**

Social studies teachers in Utah lack adequate training in the field and inequities are apparent between district resources within the state. Rural districts with less funding naturally have less opportunities for professional growth and development, and the
districts with more funding are not making social studies a priority. This is even less among elementary teachers with whom the pressures that marginalize social studies education are well known (Heafner & Fitchett, 2012). With a collective 69 years of experience in teaching, these nine participants have had, not including Driven 2 Teach, only six social studies specific trainings. Of the six trainings, only four teachers were involved. Of the four teachers who received social studies training, one had three experiences; the other three had one experience each. This alone is insufficient and makes these participants’ experiences with Driven 2 Teach all the more useful, not only because of its site-based and experiential approach, but also because it was history specific training that incorporates the elements of successful professional development, including changing instructional practices (Cormas & Barufaldi, 2011; De La Paz et al., 2012; Glickman et al., 2014; Gordon, 2004; Guskey, 2000; Hawley & Valli, 1999; Kortecamp & Steves, 2006; Matherson & Windle, 2017).

**Teacher Beliefs**

It is difficult to change the belief system of a person even with years of exposure and influence with differing views, and even less in a professional development that takes place over the course of a summer. There are many factors that influence a person’s beliefs. Generally speaking, a person’s funds of knowledge or collective lived experiences (Kasun & Saavedra, 2013; Moll 1992) guide a person’s beliefs. More specifically, Knowles (2017) found that a teacher’s political ideologies affect the instructional practices that they choose to use in their classrooms. Earlier studies also demonstrate how teacher beliefs influence instructional practices (Anderson et al., 1997;
R. W. Evans, 1988). Teacher beliefs therefore affect student learning (Chin & Barber, 2010). With this in mind, it is not surprising that the beliefs of the participants about the purposes of social studies education prior to the field study and their experience with Driven 2 Teach did not change drastically. Their beliefs were however, reinforced. Because the participants do view the purposes of social studies education as a means to better our society and the common good (Barton & Levstik, 2004; Dewey, 1916; Ross, 2006), it was more beneficial to reinforce, rather than change drastically, the participants’ perspectives on the importance of social studies education. The nature of site-based learning, as found by Marcus et al. (2017) with museum visits (e.g., artifact and display-based museums, local history museums, historic forts, house museums, living history museums, memorials, monuments, and other heritage sites), contributes significantly to preparing citizens to live in a democracy.

While their beliefs about the importance of social studies education did not change drastically, there were other areas where more change did occur. The most important change in teacher beliefs came through increased self-efficacy (Bandura, 1997). This proved extremely important, not only because it gives way to higher job satisfaction, and less teacher burnout (Dundar, 2018; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010), but also because it validated these educators as history teachers and historians, boosting their confidence to tackle the curriculum head on, with newly found pedagogical content knowledge. This coupled with new social studies professional learning communities, more social studies professional development under their belts, changed instructional practices, and memorable site-based experiences, teacher self-
efficacy beliefs increased. Driven 2 Teach had given them the perceived capability or skill to obtain educational goals (Dellinger et al., 2008; Dundar, 2018; Skaalvik & Skaalvik, 2010).

This increase in self-efficacy particularly influenced the elementary teacher participants. For the four elementary educators, increased self-efficacy led to an increased priority for social studies education in their planning and teaching, despite the fact that it is not a tested subject and therefore less likely to be taught (Heafner & Fitchett, 2012). These educators, within a short amount of time after the field study, have reflected on their teaching practices, and have found ways to incorporate social studies curriculum, not only as stand-alone time within the day, but within the other subjects they teach as well.

**Instructional Practices**

Participants’ instructional practices shifted from more traditional ways of teaching history to more innovated and effective methods. The main shift that was common among the participants was the move from teaching pure content to teaching content through skill development, which is supported by the new Utah social studies curriculum (USBE, 2018), the Common Core (Common Core, 2018), and the C3 framework (NCSS, 2013). Teachers rely less on the textbook and are more confident in using primary sources to help students understand the past on its own terms, and by including multiple perspectives (Takaki, 2008; Zinn, 1980) that they would not have incorporated prior to their experience with Driven 2 Teach. With more hands-on and skills-based approaches, teachers are moving closer to theories in experiential education (Itin, 1999; Kolb, 1984).
and site-based learning (R. T. Evans & Kilinc, 2013; Resor, 2010; Shrum et al., 2016). Teachers want to incorporate the experiences of their students into the curriculum (Carver, 1996).

Social Learning Systems

One of the themes that has emerged from this study is the importance of social learning systems, learning together as educators, as colleagues, and as friends (AEE, 2018; Wenger, 2000). These connections facilitate the formation of professional learning communities, which some interpret as the single most important contributor to school improvement (DuFour & Eaker, 1998). All of the participants of this study recognized the elevated learning that came from peer collaboration. Only by traveling with other history teachers with a shared mission, vision, goals, and values (DuFour & Eaker, 1998) could their learning occur at the high levels that it did.

Formal and Informal Professional Learning

Including formal and informal learning experiences within a professional development program provides teachers with more opportunities to grow. Thacker (2017) found that teachers often valued their informal learning experiences more than the formal, but that both were meaningful. While Driven 2 Teach participants did not necessarily value their informal professional learning more than the formal, they did value the opportunity that the program provided to learn in both formal and informal ways. Within both informal and formal settings, professional development is more effective when teachers gain pedagogical content knowledge, have ample time planned for the
experience, are engaged, and is relevant to what they teach (De La Paz, et al., 2012).

Effective professional learning leads to changed knowledge and practice (Blank, de las Alas, & Smith 2007; Darling-Hammond & Richardson, 2009; L. Evans, 2014; Kortecamp & Steeves, 2006; Matherson & Windle, 2017; Wenglinsky, 2000), which is the most significant outcome (Kortecamp & Steeves, 2006).

Teachers’ knowledge and practice appeared to change. The professional development they received was effective. The formal opportunities that teachers had during this study were abundant and can easily be viewed in the itinerary (see Appendix C). Participants visited historic sites, museums, living history parks, cemeteries, and monuments. At these sites, participants interacted with physical, human, and even online resources (Marcus et al., 2017).

Each site provided physical experiences that stimulated the senses; touching items, smells in the air, and walking the same paths of those of the past. When teachers entered the Wampanoag home at Plimoth Plantation, for example, they felt the soft fur beneath them as they sat down in the lodge and the warmth of the fire next to them. They smelled the rising smoke, and heard the crackling of the wood (field notes, June 6, 2018). These experiences are unique only to site-based learning.

Experts helped teachers learn content, answer questions, provide ideas, and even challenge preconceived notions. Prior to entering the Wampanoag Village, teachers listened intently to two lectures by Vicky Oman and Darrias Cooms. They had opportunities to ask questions, take notes, and chat one on one afterwards.

Online resources provided by many sites allowed the teachers to access more
information later via the Internet, where an abundance of supporting materials can be accessed and used later in the classroom. Plimoth Plantation has a website (https://www.plimoth.org/) where teachers can go and learn more. They have pages specifically dedicated to teacher resources and teacher professional development.

Informal opportunities through Driven 2 Teach were also abundant. Evenings in particular, although there were other moments when teachers had free time, participants were able to pursue their own interests that led to even more professional growth. In the previous chapters, I mentioned opportunities where teachers ate the local cuisine, attended a Red Sox game, and visited other monuments that were not a part of the itinerary or related to the America’s Founding Fathers and Founding Principles theme.

**Transformational Experiences**

Kolb (1984) posits, “learning is the process whereby knowledge is created through the transformation of experience” (p. 38). Indeed, participants of the Driven 2 Teach program learned. While all travel programs do not provide transformational experiences (Patterson, 2015), I found two specific experiences to be transformational to the participants of this study, made possible only through interaction with new environments (O’Reilly et al., 2014), an experiential education approach to content, pedagogy, and reflection (Itin, 1999), and site-based instructional teaching methods (Marcus et al., 2017). The first transformational experience for participants was the Independence Hall After Hours program, mentioned many times in the two previous chapters. I recorded the following in my field notes:

The Thomas Jefferson impersonation was truly profound. He explained the
reasons a man like him owned slaves while professing that all men, meaning humankind and including women, are created equal, but that he is not so foolish to think that all men are treated equal. He also explained how the U.S. are a plural noun and that each state is an independent nation. He really drew well from Locke and knew his stuff. (field notes, June 9, 2018)

Part of the reason this moment on the field study was so impactful to all involved definitely had to do with what Patterson (2015) found in his study, which was that participant perceptual lenses were key in determining the outcomes of the study tour, and what they wanted to gain from the experience is what they ended up finding. Without doubt, participants of this study had come to this professional development with a profound fondness for and respect of the U.S. of America. This influenced participant perceptual lenses and ultimately reinforced many of their prior beliefs and views of the nation.

The actual speech delivered by the Jefferson re-enactor articulated a scenario of immense contradiction and hypocrisy that participants understood. Jefferson loathed slavery and penned, “all men are created equal,” yet supported the evil institution through ownership of human beings. He loved his wife so dearly he would never remarry after her passing, yet had another love, his slave, and mother to his children. At a human level, with all our imperfections, the speech was comprehensible, and worthy of empathy (Endacott & Brooks, 2013), because like Thomas Jefferson, those of us that are honest, find our own actions and beliefs enveloped in contradiction and hypocrisy.

What helped keep the participants preconceived notions in check, and adds value to the Driven 2 Teach program as compared to TAH grant trips or travel with educational tour groups such as World Strides or EF Tours, was the fact that a historian, Dr. Jay
Buckley, was present and able to contribute to the Independence Hall After Hours program. He validated what the Jefferson re-enactor had stated in his speech, combatting the fears of scholars such as Loewen (1999), in regard to misguided or misinterpreted information at historical sites. With years of research and publications dealing with this era in history, Buckley was able to add insights and support claims with his knowledge of primary source documents dealing with Thomas Jefferson.

The second and most profound transformational experience for participants, also covered in great detail in the two previous chapters, was the interaction with the Native Americans at the Wampanoag Village at Plimoth Plantation. In my field notes I wrote the following description:

We all gathered in one of the long houses in the Wampanoag replica village. They opened early, specifically for us so that we could have a little time without school groups or other tourists. In the long house sat just one Native American and then one by one the whole D2T crew entered and sat down, filling up all of the available spaces. A fire was crackling inside which made it feel nice and warm. It was a bit chilly that morning so most of us welcomed the fire. Smoke filled the air and our noses got a taste that is hard to forget. Furs lined the outer beds that we used as seats, and interesting replica items filled the large one room home with Native made tools and accouterments. This Native American young man began a discussion asking us what we wanted to know. Many of the participants began to immediately ask questions. The results were astounding as I could see emotions surfacing among the participants. They were learning in a way made possible only by being present on this day at this moment. It was a powerful experience. (field notes, June 6, 2018)

The profound effect of this interaction, and the interactions with other Native Americans in the Wampanoag Village was the paradigm shift teachers had in regard to incorporating multiple perspectives into their classroom instruction. Scholars have been persistent in their calls to make all voices heard (Takaki, 2008; Zinn, 1980). Of particular importance, not only to Takaki and Zinn, are Native voices, a new and high priority for the
participants of this study and the Driven 2 Teach program. Shear et al. (2015), after conducting a study of indigenous depictions in social studies curriculum in all 50 states and Washington D.C., found that, “standards overwhelmingly present Indigenous Peoples in a pre-1900 context and relegate the importance and presence of Indigenous Peoples to the distant past” (p. 68). An earlier study by Journell (2009) analyzed the depiction of Native Americans in nine states social studies curriculum and found that the standards only mention Native Americans until the forced relocation in the 1830s. The standards viewed Native Americans as victims, rather than as contributors of society. Like Shear et al. (2015), Journell found that standards were a good indicator of what educators might teach. Utah was no exception, and it was apparent in my research that the participants had internalized this pre-1900 (or perhaps even 1830s) perception of Native Americans. Shear et al. pronounce, “We must, as scholars, teacher educators, and teachers seek to end these silences of Indigenous histories occurring across state standards” (p. 91). The experience that these participants had with the Native Americans at Plimoth Plantation, hearing the Natives plea to teach the truth and let their students know they are still here (field notes, June 6, 2018), is a step in ending such silence.

Autoethnographic Triangulation of the Findings

Pedagogical Content Knowledge

The Driven 2 Teach program substantially increased my pedagogical content knowledge (Shulman, 1986). The site-based approach led to new human-environment interactions that could not be replicated in a classroom (Marcus et al., 2012; Noel &
Colopy, 2006). As with all effective professional development, and field trips in particular, prior preparations are instrumental in making the experience in the field successful (Marcus et al., 2017). Like the participants, my historical background knowledge greatly increased through the readings as I prepared for the field studies when I was a teacher. In 2009, I read *1776* and *John Adams* by David McCullough, and *Miracle at Philadelphia* by Catherine Drinker Bowen. In 2012, I read *Blood and Thunder* by Hampton Sides, *American Colonies* by Alan Taylor, and *Taos Trappers* by David J. Weber. These books have become favorites, and coupled with the notes I took, served as important references as I taught about colonial America and the American Southwest. These readings prepared me for the field studies in which I participated, and enhanced the learning for me personally.

While on the field studies, my pedagogical content knowledge increased (Shulman, 1986) as we discussed together, at specific sites, strategies for teaching new content, and how to envelope a more engaging, hands-on approach to teaching in the classroom. There are few ways to engage the past more intimately than at historical sites (Baron, 2012). Like the participants of this study, I gained a greater appreciation for primary sources and the power with which they bring into a history classroom, allowing students to foster their historical thinking skills and own interpretations about the past (Baron et al., 2014). It became my duty to find sources that not only challenged my students’ perspectives, but also invited multiple perspectives through the voices of the past, into my classroom (Takaki, 2008; Zinn, 1980).
Social Studies Professional Development

Like the teachers in this study, I too had little social studies professional development early on in my career. My first social studies specific experience was learning about and applying for what was then, the Larry H. Miller Education Project, Zion’s Bank History Seminar, and now Driven 2 Teach, in the Fall of 2008. That December, I was informed that I had been accepted as a participant. This in and of itself was a motivation for me to improve my craft. I was eager to learn. I became more vigilant of opportunities for growth. The month prior to the preseminar in February, I attended a 1-day document-based (DBQ) questions workshop provided by my district through TAH funds. It was a great precursor to what I still determine is the best history professional development opportunity in the state of Utah, and perhaps even the nation. The experience with Driven 2 Teach was unforgettable and affected me profoundly as I reevaluated my approach to teaching, which many believe is the most important part of professional growth in teaching (Kortecamp & Steeves, 2016). It motivated me to seek out more learning opportunities, which I did successfully, including more involvement with Driven 2 Teach. I continued to participate in anything related to the TAH grant our district had been awarded. I became a member of UCSS, NCSS, and the International Society for the Social Studies (ISSS), attended and presented at many of their conferences, and got involved with the USBE’s social studies division. There, I worked with Robert Austin, who is the state social studies specialist, and other teachers to develop and deliver professional development for social studies teachers across the state in several social studies academies at different locations over the course of one summer
(for a comprehensive list, see Curriculum Vitae under Professional Development). I contribute my pursuit of all things social studies to the Driven 2 Teach program, particularly because of its site-based and experiential instructional approach. The success of the program overall is related to the site-based experiential instruction, but also because it follows what Matherson and Windle (2017) found after conducting a meta-analysis about what teachers want when being trained. The Driven 2 Teach program is interactive, engaging, and relevant to the participants’ students. It shows teachers a more practical way to deliver content. The program is teacher-driven and sustained over time.

**Teacher Beliefs**

My beliefs about social studies education were also reinforced through participation in the Driven 2 Teach program as I more deeply came to know how influential the discipline is on society (Barton & Levstik, 2004; Dewey, 1916; Ross, 2006). Driven 2 Teach also increased my self-efficacy beliefs (Bandura, 1997). The more I knew in both content and pedagogy (Shulman, 1986) helped ease the anxiety of planning, presenting, and facilitating learning activities for students. It is a daunting task to teach something that you are unfamiliar with, and the knowledge gained through Driven 2 Teach made the unfamiliar, familiar. The best part about the familiarity was through the site-based process. Not only did I gain knowledge through traditional means, but by being in specific places personally, to learn about the past (O’Reilly et al., 2014; Schrum et al., 2016). When I taught students about a particular event in U.S. history and could show them a photograph of me in that area, often times being able to pass around something physical I purchased from the site, student engagement increased, and further
fueled my own self-efficacy (Bandura, 1997). My job was more enjoyable, and I knew it was the career for me (Dundar, 2018; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010). I felt confident that I would be able to obtain my educational goals (Dundar, 2018; Dellinger et al., 2008; Skaalvik & Skaalvik, 2010), and I have.

**Instructional Practices**

The site-based approach of teaching educators about the past used by Driven 2 Teach changed my instructional practices (Kortecamp & Steeves, 2016). Similar to the participants of this study, the percentage of lecture and rote memorization decreased in my classroom as I increased the percentage of skills-based, hands-on, and even site-based methods to enhance the curriculum (R. T. Evans & Kilinc, 2013; Resor, 2010). I incorporated more primary source documents, taught argumentation, sourcing, modeled close reading, and consistently highlighted the importance of knowing author purpose, key points, and questioning when dealing with any text. In short, I modeled effective historical thinking skills (Baron et al., 2014). I challenged my students’ biases and prior knowledge by incorporating sources from multiple, and non-traditional sources (Takaki, 2008; Zinn, 1980). I trained them how to think like a historian (Wineburg, 2010). I realized these skills were valuable and students needed to be proficient at using them. I could teach skills, and provide hands-on opportunities fairly easily. Over time as I had traveled to various places across the country, I accumulated items (e.g., atlatl, primitive bow and arrows, replica coins, tea brick, musket balls, Minié balls, fire strikers, flint, obsidian, coal, cotton, gourds, fur, wool, felt hat, flags, beads, tobacco twist, Whitney compass, Jefferson peace medal, etc.) that proved useful in the classroom and allowed me
to touch the senses of my students through artifact analyses (Darling-Hammond & Richardson, 2009; Matherson & Windle, 2017; Noel & Colopy, 2006; Schrum et al., 2016). But to incorporate site-based learning, I thought initially, would require money. With little funding, however, I found ways to incorporate site-based learning into my instruction.

Each term, students visited a history museum and a historical site on their own. To me, this was a way of integrating my students’ experiences into the curriculum (Carver, 1996). I provided lists of over 25 different museums and 25 different historical sites that were within a relatively close distance to the schools I worked at. Many of the museums and historical sites were within walking distance. Students learned quickly, how intimately they lived with things from the past. They were wholly unaware of the historical treasures in their own backyards, and like me, over time gained an appreciation of the history in their own environment. I had students take pictures of the places they visited, and with their pictures, they wrote a brief summary about the site or museum and a personal reflection about their interactive experience. More times than not, they presented their experience to their peers. This experiential approach allowed me to lead them through meaningful, content, pedagogy, and reflection (Itin, 1999). The museum visit and historical site report together provided students with eight site-based experiences per year, and exposed them to physical, human, and online resources and helped prepare them as citizens for life in a democracy (Marcus et al., 2017). With a little funding, I was able to incorporate one more site-based experience for my students.

With the knowledge that field trips excite, motivate, and stimulate student
learning (Noel & Colopy, 2006), I worked with my school administration to get the funding for a field trip to the state capital, Salt Lake City, where students could leave campus and engage the senses with artifacts, the environment, and stories about the past which would be impossible to do in the classroom yet would complement the curriculum (Marcus et al., 2012). Inspired by the Driven 2 Teach field study experiences I had engrained in my mind, I created a walking tour of Salt Lake City.

On the 2015 tour, we were dropped off near Ensign Peak, where we hiked to the top to the monument. From there we descended onto Capitol Hill to visit the Capitol Building. Across from the Capitol Building we visited Council Hall, and the White Memorial Chapel. Dropping down into Memory Grove Park, students ate lunch, viewed the many monuments, and visited Ottinger Hall. From there we visited the Brigham Young Family Memorial Cemetery, Eagle Gate, Alta Club, Social Hall Heritage Museum, Beehive House, Hotel Utah (now the Joseph Smith Memorial Building), Temple Square, and a historic pioneer log cabin. At each place I provided historical context and the places I chose to visit shed light on controversial topics about indigenous peoples, repercussions of westward migration, effects of persecution, racism, gender inequality, religion, politics, territorialism, statehood, and contemporary cultural connections to the past. The field trip’s site-based approach built up my students’ content knowledge and helped with retention (Rackard, 2018). Because I had experienced this for myself, I knew how valuable it would be for my students.

Social Learning Systems

Learning with others in social learning systems (Wenger, 2000) and professional
learning communities (DuFour & Eaker, 1998) has always been important to me since my first days with the Driven 2 Teach program. In 2009, during my first field study, as part of my reflective journal assignment I wrote a poem called, “Our Journey.” The poem was a summary of the field study; of the meaningful moments I had with fellow participants, the instructors, and even the bus driver. I named each person individually and included an experience I had with her or him. Toward the end of the field study, I read the poem to everyone, and we shared in the joy and laughter of remembering the fun times we had together as we grew professionally to better help all of our students learn at high levels.

Three years later, in 2012, I was fortunate enough to be chosen as a participant for another field study. The theme was Spanish Borderlands and I was excited. I knew from my past experience with Driven 2 Teach what I was getting myself into. This field study did not disappoint. The curriculum fit perfectly with the research I was doing for my Master’s thesis in History on the fur trade in the American Southwest. I soaked up every minute of that journey not only for me, but also for my students. We drove from Salt Lake City, Utah to Santa Fe, New Mexico and visited sites and places along the way and in the surrounding areas. I again recognized the overwhelming power of social learning systems (Wenger, 2000) and professional learning communities (DuFour & Eaker, 1998), learning together as educators, as colleagues, and as friends. As I reflected each night about the events of the day, I began to write, and for the second time, a poem emerged that I called, “A Bunch of Memories.” The message was clear. The learning process was enhanced because of the people I was with. In the case of the Driven 2 Teach program,
that means other educators, master teachers, and professors. This combination of people is a key component of the success of the program. While traveling with family and friends can result in much learning, it pales in comparison to traveling with fellow teachers of the same subjects, led by master teachers and university professors, with the common goal of bettering history education for all students in the state of Utah.

The next year, in 2013, I was asked to attend the same field study as an assistant instructor to Dr. Jay Buckley of BYU and master teacher Cindy Ness. My expertise in the field due to my graduate research and getting to know the right people were both major contributors that allowed me to become involved with Driven 2 Teach in a new way. However, my passion for the way this program approached professional development was what motivated me to pursue that new relationship. Despite in-depth research within the bounds of the content related to this field study and attending the year before as a participant, my pedagogical content knowledge (Shulman, 1986) increased substantially. But again, one of the greatest influences on me, even as an assistant instructor, was the power of social learning systems (Wenger, 2000) and the formation of professional learning communities (DuFour & Eaker, 1998). For the third time, I was inspired to write about those social interactions in the form of a poem. I called this one, “A Reflection.”

The following year, in 2014, I was again asked to be an assistant instructor, this time for the Founding Fathers field study that takes participants to Boston, Massachusetts and down to Philadelphia, Pennsylvania and many places in between. As time progressed and my wife’s pregnancy neared its end, and the due date of my son being within 3 days of the field study, I opted out of attending. Although the decision not to go was obviously
correct and I have no regrets, it was hard knowing that I would be missing such a great
learning opportunity.

That opportunity presented itself the next year, in 2015. I attended the Founding
Fathers field study as an assistant instructor to Dr. Jay Buckley and Dr. Jeffery Nokes of
BYU. Many of the places we traveled were similar to my experience in 2009 as a
participant, but the instructors were different, as were the teacher participants. This
created a completely new experience for me that again reinforced the power of social
learning systems (Wenger, 2000) and the formation of professional learning communities
(DuFour & Eaker, 1998). While somewhat of a tradition at this point, no requirement
coerced me to write about my experiences. After all, I was not a participant in the
traditional sense, but an assistant instructor. This did not take away at all, from the social
aspects of the experience that were very influential to me. Memories from the previous
days filled my mind each night. I felt compelled to put words to them. Within 2 days, a
new poem emerged. Its contents tell of the importance of my experiences with others. I
gave it the title, “Becoming My New Friends.”

As the years passed, I continued to be involved with Driven 2 Teach in different
ways but a change in staffing meant a change for me. Having an assistant instructor was
no longer a priority, and I did not attend a field study in 2016 or 2017. I served on the
selection committee for many years, presented at the preseminars, and helped spread the
word about Driven 2 Teach at local conferences that involved Utah social studies
teachers. As I neared the end of my coursework for my doctoral degree and began a
serious inquiry as to the possibilities of doing my dissertation research about something
dealing with the Driven 2 Teach program I reached out to Jay Francis of the Larry H. Miller Companies to see if it would be possible to attend a field study as a researcher. To make a long story short, it worked out and I once again attended the Founding Fathers field study with Dr. Jay Buckley and Dr. Jeffery Nokes of BYU. As a participant, as an assistant instructor, and especially as a researcher, the power of social learning systems (Wenger, 2000) emerged. Even with the daunting task of collecting data, I felt at this point, obligated to reflect on my experiences with the others in writing. “Learning with Friends,” emerged and details the memories I made while traveling with educators and professors who all have the goal of making history education better in Utah. It reads:

“Learning with Friends”

I began this journey many years ago—but continue down the trail.  
Of working with a program—that has a tail to tell.

I want to focus on 2018—you are a new group  
But after spending a week together—we would eat each other’s soup.

In February we met—but not for very long.  
Our co-captains taught—you followed along.

Jay a nice lecture—connecting the dots,  
Of hundreds of years of history—we appreciate it lots.

Jeff and his pedagogy—with sources and skills,  
Provide us with the correct tools—tools that pay the bills.

Then off to our homes—to jobs and real life.  
The books, the assignments—these caused you great strife.

But you did it and loved it—It’s not about us.  
Our focus is on learning—we don’t put up a fuss.

Now Linda congratulations—you made it without hubby.  
It wasn’t so bad on the airplane—you gained a new buddy.
I hope this instills confidence—you can do it on your own.  
Think of the streets you’ve walked through—far, far from your home.

Hey Mary, what a dance—remember at the hall?  
It’s documented on video—we laughed yes us all.

You also shed many tears—when you heard the natives say  
Remember that we’re still here—tell the truth each and every day.

A shout out to Julie—I absolutely loved the candy.  
My thanks are sincere—you are a spiritual dandy.

You cried along with Mary—and had compassion for another  
You reflected on the past—and acted as a mother.

Rachael, holy cow!—Please watch your next step.  
The man in the wheelchair—did he break his neck?

I know it wasn’t really your fault—but I couldn’t help tease.  
Some of us helped lift him up—he was down on his knees.

Now the attentions on Gwen—yes you over there.  
The yodeling was priceless—you sang without care.

Who would have guessed—I would never have predicted.  
The skill sets you brought—the skills that you elicited.

For example, there is Tammy—with comments quite often.  
A tour guide and Harvard professor—it’s not something we’d soften.

Thanks for the jelly bellies—the popcorn ones were awesome.  
Stay out of trouble with your principal—and you won’t have any problems.

Maggy you’re full of surprises—I laughed in the parking lot.  
While in the bleachers at the mess hall—you obstructed my shot.

Oh, by the way Martha—I am so glad you came.  
The Red Sox at Fenway—it was such a good game.

That reminds me of Joe—a scalper how funny.  
Who really cares though?—He saved us all money.

We finally found food—it was getting late.  
No chains in a city—thanks for the support Tate.
And remember in the city—of brotherly love.
You and Albert and I—pounded the subs.

Lee took us to the first place—he asked about the gospel.
After a brief chat—he knew nothing was impossible.

We all ate at four places—Pat’s and Geno’s were first on the list,
Ishkabibble’s and Jim’s—each cheesesteak we kissed!

Albert, how is the knee?—I know it has been killing,
I admire your strength to press on—despite how you’re feeling.

Hello neighbor from Centerville—Rhonda how neat,
We both have little boys—that make our lives complete.

Thanks for nursing my foot—the first aid was so nice.
When I got to my room—I treated it with ice.

Same with Henry and our daughters—cute little bugs.
Those blonds keep our hands full—we’ll protect them from thugs.

Please keep up the passion—for teaching all of the youth.
Each time I interview you—you speak passionately the truth.

And quickly to the cow girl—Judy that’s you.
You’ve challenged us to be faster—counting up, one…two.

You asked me about the program—and the things I most enjoy.
I answered to you the relationships—when fostered they bring joy.

The learning us unparalleled—site-based and experiential
Professional development for history teachers—provides endless potential.

Natalie I’m impressed—how you went to go worship.
The temple in Boston—I’m sure it was worth it.

What about Philadelphia?—I hope you have some time.
To ponder and meditate—on the campus divine.

Chuck my man—my good buddy from Philly.
Our talks have been deep—and our jokes are quite silly.

Even with your “Chi” off—I have found you to be happy.
Sled dogging with your daughter—and hanging with your pappy.
You don’t chew bubble gum—you don’t drink soda. That’s pretty weird man—but I’m glad I got to know ya.

Jaime we have a bond—we’ve taught at the same school. You came much later than I—but it still is way cool.

We empathized together—living in a state. We feel like old parents—but there is nothing to hate.

Utah is an amazing place—and URS the system. We’ll both retire from DSD—do you think we will miss em’?

Eve or Evelyn—you really don’t care. You’re quiet as a mouse—with the heart of a bear.

Social justice is your mission—and equity’s the plan. I love that you’re an advocate—you are the woMAN.

Camrynn I remember also—the grief you were caused. Listening to the ignorance—of a story about laws.

The Wampanoag can hunt here—no licenses are needed. Harassed by the others—be informed you pleaded.

Alley you crack me up—I heard you sing and say Your child has turned one—happy, happy, birthday.

And I also dug the camo skirt—what a perfect thing to wear, To West Point with the army—to the country they swear.

One among us has taken such an oath—he has served over seas. He is so tall you can’t miss him—even when on his knees.

George I enjoyed eating with you—a turkey club at the park. Yours was on marble rye—mine wasn’t as dark.

Thank you for your service—in the army and abroad. I admire your courage—we owe you an applause.

Bailey you are so funny—on guard of what you say. On the elevator following baseball—I heard you that day.

Please forgive me for winning—I know you wanted it too. But when we run up the Rocky stairs—I’m not betting on you.
Yes, I won the race—well-fed nonetheless.  
This fat boy can move quickly—even under great distress.

Alicia you’re one of the girls—you’re an amiga of three.  
I’m delighted you are driven to teach—it makes me so happe’.  

Melanie you are another—you form a PLC.  
Each day you travel together—to see what you can see.  

Daisy it’s great to see you—interacting with your team.  
Every now and again say hi—I promise I’m not mean.  

Veda you didn’t make copies—for us on the road.  
But you enlightened us of Washington—his burdens were a load.  

Next time turn in a picture—we would like to obtain,  
Your face in the packet—it’s just not the same.  

Daphne I cannot believe it—we danced the night away.  
Just below the Rocky stairs—in our own unique way.  

You teach in my city—a really cool area.  
Farmington is where it’s at—my house is right near ya.  

Michael it’s okay man—please don’t feel too bad.  
Yes, you have been late—but we are not mad.  

I’ll go with you to the Freedom Trail—or search for you at the colony.  
I ran to the bus quickly—hoping you’d follow me.  

I’ll keep reminding you not to be last—Or you’ll pay for a cab.  
That really could add up—much more than king crab.  

Jeff don’t you worry—Me and Jay got your back.  
He asked me where you were—When I called you were in the sack.  

A wake-up call followed—I checked on you the next day.  
We couldn’t afford to leave you—you have to support Jay.  

Now Jay—we have to tease you too.  
Your coat—teal or baby blue?  

You walk so very quickly—but thanks for wearing that hat.  
As long as we follow the red—it’s as easy as that.
Hailey don’t you worry—please don’t have a fright. You truly have given me—much thoughtful insight.

Not to mention the two Gogurts—Of strawberry flavor I appreciate you giving me—a taste what a neighbor.

A huge sincere thank you—to my “favorite nine.” Without you it’s impossible—I’d be so far behind.

My research is important to me—I hope influential. My findings are developing—I hope with potential.

You all have enriched my life—and you all are so special. Again, the way I view this—is that relationships are essential.

Keep in touch with me and each other—do not be a stranger. The minute you quit working together—you put yourself in danger.

Work hard as you plan your days—and make history a priority. Through skills and primary sources—we can influence the majority.

Our craft is so important—and social studies a must. Without our hard work—society is a bust.

I’ll finish this reflective poem—with one last message to share. Once you are Driven 2 Teach—the future will not despair.

My research with Driven 2 Teach opened a new door for me and I was asked to be an instructor, the pedagogy specialist for the Civil War field study that took place one week after the Founding Fathers field study that I attended as a researcher.

Happy for the opportunity to once again be involved officially with this site-based experiential professional development program, I began the necessary preparations to continue the tradition of excellence within the program. The field study was excellent, and I was not surprised that even with another change in roles, that the power of social learning systems (Wenger, 2000) and professional learning communities (DuFour & Eaker, 1998) did not change. I wrote a poem of course, “A Memory with You,” that
documented the importance of learning together. I read this to the participants of the Civil War field study at the post-seminar on August 11, 2018. The words conjured up emotions and memories that were only possible because we traveled together, as educators, one in purpose, with mission, vision, goals and values (DuFour & Eaker, 1998). After being asked to renew my contract with Driven 2 Teach for another year as a pedagogy specialist, I look forward to traveling with another group of teachers in the summer of 2019. Perhaps I will write another poem.

**Formal and Informal Professional Learning**

Participation in the Driven 2 Teach program incorporates many formal professional learning opportunities that are structured to meet the needs of teachers, and the targeted history curriculum planned for that particular field study. These planned events are many, and are instrumental in increasing pedagogical content knowledge (Shulman, 1986). I found the informal learning opportunities to be of great importance to my own growth as a participant and in my leadership roles as well (Thacker, 2017).

In 2009, for example, I attended the Revolutionary War field study (since adapted to become America’s Founding Fathers and Founding Principles field study). At the time the field study was 9 days, and opportunities for informal learning abounded. As an artist (I minored in Art) and former art teacher, I was interested in seeing the art that some of these big cities offered. In Massachusetts, I was able to go to the Boston Museum of Fine Arts, in Pennsylvania, the Philadelphia Museum of Art, and in New York, the Museum of Modern Art, Metropolitan Museum of Art, and the Solomon R. Guggenheim Museum. Also, in New York, I was able to enjoy the performing arts and attended Broadway’s
Phantom of the Opera. I am also interested in sports and was able to attend a Red Sox game in Boston and a Phillies game in Philadelphia. I ate amazing local foods, interacted with local people, and experienced learning in a more informal way (Thacker, 2017). These experiences enriched my life, and made me a better social studies teacher.

In 2012, my informal learning opportunities were helpful to me academically (Thacker, 2017). That year, I attended the Spanish Borderlands field study. I was in a history graduate program, and was working on research for what later became my thesis, *The Infrastructure of the Fur Trade in the American Southwest, 1821-1840*. During my free time, I was able to go to the archives in Santa Fe and look at fur trade era documents. In Taos, I was able to visit Kit Carson’s home, as well as his gravesite. While the theme of the field study covered a much broader historical era, during the formal learning, I was able to hone in on information that was particularly relevant to my own research, while soaking up the rest as a history teacher, and then focus my informal opportunities to go into further depth with my research topic. Similar to my 2009 experience with Driven 2 Teach, I also visited art museums, shopped, ate amazing local foods, interacted with local people, and experienced learning in a more informal way (Thacker, 2017).

**Transformational Experiences**

The Driven 2 Teach program and its site-based experiential approach to delivering professional development was transformational to me personally in a broad sense (O’Reilly et al., 2014), in that it lit a fire within me to make such an approach a part of my teaching. Consequently, and as I have mentioned throughout this chapter, it also pushed me to pursue all things social studies, not only leading me to join organizations...
like UCSS, NCSS, and ISSS, but also to continue my graduate studies. After finishing my M.Ed. in Curriculum and Instruction at Weber State University, where my emphasis was in Social Studies and History Education, I earned an M.A. in History at Utah State University. Ultimately, it led me to conduct this study as part of the requirements for a Ph.D. in Education, with a specialization in Curriculum and Instruction and emphases in Instructional Leadership, Social Studies, and History Education.

**Limitations**

In Chapter III I included several limitations to this qualitative study, including misinformation or misinterpretations at museums, historical sites, and monuments (Loewen, 1999), budget and time constraints (Creswell, 2013), the number of participants involved (Yin, 2014), prior misconceptions found within the biases of participants (Patterson, 2015), and even researcher bias (Patterson, 2015). An additional limitation is worth mentioning. As with most qualitative research, this study is insufficient as a stand-alone testament to the benefits of site-based experiential professional development. Although not generalizable, findings might be transferable to similar programs.

**Implications and Further Research**

Chapter I began with a profound quote by Samuel Langhorne Clemens, better known as Mark Twain. He wrote:

> Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one’s lifetime. (Twain, 1879, p. 650)
While travel surely has not rid society of all its imperfections, nor has it eradicated hunger, stopped the evils of drug abuse, human trafficking, racism, or genocide, within the context of this study on site-based experiential professional development, travel was a powerful tool of change. Participants experienced changes in pedagogical content knowledge, changes in social studies professional development, changes in teacher beliefs, changes in instructional practices, changes in social learning systems, changes in formal and informal professional learning, and transformational experiences that changed their perspectives.

Although this study is far from a program evaluation, it would be unwise of the Driven 2 Teach program to not utilize the findings for their own purposes. One piece of advice directed at those that fund this program is of utmost importance. Please continue to support social studies and history education by continuing to support the program financially. This program is indeed unique. Its effects are deep and long lasting. While any program should continually strive for improvement, this is arguably the best social studies professional development in the state of Utah, and competitive with many across the nation. Site-based experiential professional development does foster change.

Although Driven 2 Teach is a professional development program that is sustained over time (Matherson & Windle, 2017), another benefit to the program would be ongoing accountability of the participants into the proceeding school year. For example, teachers could demonstrate in real time how they are implementing new pedagogical content knowledge and changed instructional practices by filming themselves in action with their students. This is also an area where further research could strengthen the findings of this
study, challenge them, or produce altogether different results that benefit future programs such as Driven 2 Teach, and those interested in how site-based and experiential professional development influences teachers.

Driven 2 Teach is a site-based experiential professional development program, but its founders, and many involved in its implementation are unaware of this fact, the literature behind such instructional practices, and the research that supports its implementation. With little effort, a few readings, and more dialogue, this fact could change, and the program could tout its instructional methods with reference to research, such as this study, that support the way they are implementing the program. In short, the program would be research-based and data-driven, adding legitimacy to its existence and a place in academia.

One final suggestion for the program is to consider carefully each year, the sites to be visited. Place has an influence on the narrative that participants internalize. The selections should include multiple perspectives (Takaki, 2008; Zinn, 1980), providing interpretations that not only celebrate America and nationhood, but also sites that are counter narratives and give voice to those that have been and are currently marginalized (Shear et al., 2015). This well-rounded approach will ensure that a more robust knowledge of the nation’s past is learned, taught, and perpetuated among society.

As mentioned in Chapter II, this study finds itself amidst the changing climate of social studies education. While the Driven 2 Teach program’s mission, vision, goals, and values align with the contemporary views of social studies education to prepare young learners for college, career, and civic life (NCSS, 2013), its approach is different.
Privately funded, with a special interest in the history education of Utah’s youth, Driven 2 Teach targets not the students directly, but their teachers. In order to transform history education, the program has implemented an instructional method, site-based learning, for teacher professional development that this study has found to be effective. With such findings, it is my hope that this study will contribute to the betterment of social studies and history education, as well as more effective teacher professional development instructional methods. As we endeavor to help teachers, we in turn help the students under their charge.

Academically, this study has situated the Driven 2 Teach program within the literature of several frameworks—professional development, experiential education, site-based learning, pedagogical content knowledge, teacher beliefs, and professional learning communities—corroborating other findings and shedding new light on instructional methods that work. Professional development is more effective when it is interactive, engaging, and relevant (Matherson & Windle, 2017). Experiential education facilitates interactive, engaging, and relevant learning by incorporating participants into the curriculum by focusing on their experiences (Carver, 1996). Site-based learning provides new and exciting places for experiences to develop. In museums, as defined by Marcus et al. (2017), participants not only experience the physical aspects of place, but also are engaged in thinking about how the past is portrayed, interpreted, and consumed. Site-based experiences ultimately lead to greater comprehension (Rackard, 2018), or changed pedagogical content knowledge (Shulman, 1986). Teacher beliefs also change through experience and reflective thought (Bandura, 1997). As educational goals are more closely
reached, self-efficacy increases (Dellinger et al., 2008; Dundar, 2018; Skaalvik & Skaalvik, 2010). Professional development, particularly within the discipline of social studies, is not an individual phenomenon, but a collective endeavor. Professional learning communities form as common mission, vision, values, and goals are developed among colleagues (DuFour & Eaker, 1998) as they share experiences in new and exciting places. Site-based experiential professional development is highly effective with social studies teachers.

This study adds to the limited research that has been done on history field studies and conclusive research on professional development (De La Paz, et al., 2012; Noel & Colopy, 2006). Professors of preservice teachers, administrators, professional development personnel, and educators can more clearly see the benefits of experiential education and site-based learning and can implement such practices where possible and where applicable within the professional development that they provide. Pedagogical content knowledge increases with participants and the newly acquired knowledge is better retained. Social studies professional development becomes engaging, relevant, and also invokes the senses with each place visited. Teacher beliefs are reinforced, challenged, changed, and ultimately increase self-efficacy. Instructional practices shift from traditional modes of disseminating information through rote memorization and shift to a more skills-based approach to teaching. Social learning systems increase learning because it is done in a social setting where collective experiences enrich each individual’s experiences. Formal and informal professional learning are both instrumental in increasing pedagogical content knowledge through structured and unstructured
experiences. Finally, transformational experiences are more likely, but not guaranteed, as site based and experiential professional development works to stimulate the senses. Table 5 takes these findings and then provides implications for social studies educators. These are just a few examples of how site-based and experiential methods can improve learning for students of history at all levels.

Table 5

*Implications of the Research Findings for Social Studies Education*

<table>
<thead>
<tr>
<th>Findings</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical content knowledge increases with better retention.</td>
<td>An abundance of historical sites nationwide make site-based learning a natural instructional approach to history and social studies education. It is a way to incorporate sources of learning beyond textbooks and other documents traditionally used in the classroom.</td>
</tr>
<tr>
<td>Social studies professional development is engaging, relevant, and invokes the senses.</td>
<td>The potential exists to change teacher perceptions about professional development. Traveling with others passionate about history to historical sites near or far is a fun way to teach new content and pedagogy.</td>
</tr>
<tr>
<td>Teacher beliefs are reinforced, challenged, and increase self-efficacy.</td>
<td>Visiting historical sites as compared to merely reading about them builds credibility in the classroom validating them as history teachers and historians. Teachers become more confident and students become more confident in their teachers.</td>
</tr>
<tr>
<td>Instructional practices shift from rote memorization to a skills-based approach to teaching.</td>
<td>Historical site visits contribute to greater retention of content, and provide opportunities to work with historians, interpreters, and professors. These encounters make it more likely for teachers to become exposed to alternative methods in teaching.</td>
</tr>
<tr>
<td>Social learning systems elevate learning by fostering social interaction and collective experiences.</td>
<td>Traveling with others passionate about history and teaching to historical sites elevates the learning for all involved as ideas, interpretations, and strategies are shared.</td>
</tr>
<tr>
<td>Formal and informal professional learning are both instrumental in increasing pedagogical content knowledge.</td>
<td>School administrators and other instructional leaders should plan time for both formal and informal learning by balancing structured and unstructured time, especially at historical sites. This allows for individual curiosity to influence the learning.</td>
</tr>
<tr>
<td>Transformational experiences are more likely to occur as the senses are stimulated.</td>
<td>Historical sites generally allow participants opportunities to see, hear, touch, smell, and even taste, not to mention evoke emotion. The more the senses are stimulated, the more likely history teachers have transformational experiences.</td>
</tr>
</tbody>
</table>
In sum, site-based learning, through field study experiences with the Driven 2 Teach program, indicate increases in pedagogical content knowledge among participants, gains in teacher self-efficacy, a desire to incorporate more hands-on learning experiences for students and the use of more primary source documents with instruction. It has caused a heightened awareness of the importance of social studies education. Driven 2 Teach offers participants an exposure to places they would otherwise not be able to visit (Noel & Colopy, 2006). Analysis also reveals increased collaboration and social interaction with other history teachers and instructors of higher education, larger educational networks, and content specific professional learning communities. Future research is needed to corroborate these findings in conjunction with others of site-based experiential professional development.
REFERENCES


Twain, M. (1879). The innocents abroad or pilgrim’s progress: Being some account of the steamship Quaker city’s pleasure excursion to Europe and the Holy Land; with descriptions of countries, nations, incidents and adventures, as they appeared to the author. Hartford, CT: American Publishing Company.


APPENDICES
Appendix A

Driven 2 Teach
Hadyn Call – Driven 2 Teach – February 4, 2012

Cornell Notes – “Why History” by David McCullough

<table>
<thead>
<tr>
<th>Date</th>
<th>Text and page numbers, objective/primary focus and directed question</th>
<th>Summary (Key ideas studied)</th>
<th>New Questions, connections to prior learning, responses and reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 4, 2012</td>
<td>“Why History” by David McCullough</td>
<td>• History as a subject is complex, interesting and rewarding.</td>
<td>1. History truly is complex, and I believe that the multiple perspectives and approaches historians use to write it prove this point.</td>
</tr>
<tr>
<td></td>
<td>I. Why is the study of history essential?</td>
<td>• We should be careful not to judge the participants from the past.</td>
<td>2. Hind sight, after all, is 20/20. It is so easy to judge actions from the past, but it should be avoided. Those in the present have the unfair advantage. If we do it, it will be done to us.</td>
</tr>
<tr>
<td></td>
<td>II. How can a better understanding of history help us better understand ourselves and the world we live in?</td>
<td>• It is important to remember that we do not become who we are by our own merits, but from the help of others.</td>
<td>3. I’m not overly religious, but Jesus said something to the point that he who hath not sinned cast the first stone. As historians we have to make judgments on the past, but let them be fair, and not harsh.</td>
</tr>
<tr>
<td></td>
<td>III. What is the role of narrative in a successful history curriculum?</td>
<td>• We all have strengths and weaknesses, good times, and bad.</td>
<td>4. I am 30 years old, and was amazed to learn that Benjamin Rush was my age in 1776. It seems to me that people “grew up” more quickly in the past.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Character determines destiny.</td>
<td>5. Teaching should truly begin in the home. All aspects of our education should begin there as well. The apple doesn’t fall far from the tree, and it shows with students and parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Our country has a gift of improvisation.</td>
<td>6. I agree with the whole degree in education thing. I have a BA in History with a minor it art and Spanish. After that, I studied education to become a teacher, and then got an MED. I am currently in an MA in history program to further my content knowledge, research skills, and theoretical approaches to writing history.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The founders were young men and were essentially “winging it.” We should cut them some slack.</td>
<td>7. It is absolutely imperative to know and love what you teach.</td>
</tr>
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<td></td>
<td></td>
<td>• Trumbull’s painting, full of inaccuracies, does portray the founders accurately. They are to be remembered.</td>
<td>8. Back in the day, a hand shake was good enough. Those were the days. Loyalty has disappeared in homes and more so in the work place. It is a shame.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Our children do not know their history or the history of this country. That needs to change.</td>
<td>9. I thought this was a great article, and always love to read McCullough’s stuff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• We have to know our past to know where we are going.</td>
<td></td>
</tr>
</tbody>
</table>
https://utah.hometownlocator.com/maps/statecountymap.cfm
Appendix C

Driven 2 Teach Field Study Itinerary
Driven 2 Teach Field Study Itinerary

Founding Fathers Boston to Philadelphia 2018

Sunday June 3, 2018
8:50pm Arrive at SL Airport (Check in and go through security on own)
10:45pm Depart SLC International Airport (Delta 2258)

Monday June 4, 2018
5:33am Arrive Boston Logan Airport, take shuttle to hotel, store luggage at hotel, breakfast at hotel (Boston Embassy Suites at Logan Airport Address: 207 Porter St. Boston, MA 02118 Phone: 617-567-5000)
7:30am Depart hotel for Metro station, purchase passes, depart subway for Braintree, visit Adams statue and colonial cemetery
8:00am Tour United First Parish Church
9:00am Arrive at Adams National Historic Site
9:30-11:30 Guided Tour of John Adams birthplace, John Quincy Adams birthplace, the Old House at Peacefield, and the Stone Library
11:30-1:30 Lunch and travel back to hotel
1:30pm Check in at hotel
2:00-6:00 Rest or optional activities (see Tuesday June 6 afternoon schedule)
Evening Dinner on own (You may take the Metro to downtown Boston on your own or Jeff and Jay will lead a group at 6:00)

Tuesday June 5, 2018

Breakfast on own at hotel
7:30am Meet in hotel lobby. (Note: It is recommended that you plan to be in the hotel lobby 5 minutes early as we will depart at the time listed on the itinerary). Depart hotel via subway to downtown Boston
8:00am Walk Boston’s Freedom Trail:
   Boston Common, Beacon Hill, Park Street Church, Granary Burial Grounds, Old South Church, Old State House, Boston Massacre site, Faneuil Hall, Quincy Market, Paul Revere House, Old North Church, USS Constitution, Bunker Hill
   (Note: ferry available to take back across harbor. No charge with metro pass)
Mid-day Lunch on own along Freedom Trail
Afternoon Optional trips to Salem, Tea Party Museum, Lowell, Black Heritage Trail, etc.
   (teachers must make their own arrangements via ferry, subway, foot, or train—see attached optional activities guide)
Evening Dinner on own. Return on your own to hotel via subway. (Red Sox at home)

Wednesday June 6, 2018

Breakfast on own at hotel
7:00am Depart Hotel for Plimoth Plantation
Silver Fox Coaches: 508-865-6000
Presentations on Bus: Plimoth Colony, Mayflower, Wampanoag Culture and Massasoit

8:00am Arrival at Plimoth Plantation
8:15 - 10:45 Intro to Colonial England World View Wampanoag Life
10:45-11:30 Self-Guided Visit to Wampanoag Homesite
11:30-12:30 Taste of Two Cultures Lunch
12:30-2:30 Self-Guided Visit to Plimoth Village
2:30-2:45 Board Bus for Downtown Plymouth
2:45-4:00 Tour Downtown Waterfront, Plymouth Rock, and Plymouth Cemetery
4:00pm Visit National Monument to the Forefathers
4:20pm Depart National Monument to the Forefathers for hotel

Presentations on bus: Massachusetts Bay Colony; Boston Harbor, Boston Tea Party, Port Act, and/or British Occupation; Lexington, Concord

5:30pm Arrive Hotel
Evening Dinner on own. Return on your own to hotel via subway. (Red Sox at home)

Thursday June 7, 2018

Breakfast on own at hotel
7:00am Meet in hotel lobby with luggage.
7:15am Depart hotel for Lexington

Presentations on Bus: Transcendentalism, Ralph Waldo Emerson, and/or Henry David Thoreau; Nathaniel Hawthorne and Old Manse; Louisa May Alcott and Orchard House

8:15am Arrive Lexington/Concord Minuteman National Historic Park
Tour Battle Green, Minute Man Visitor Center, Hartwell Tavern, Old North Bridge
Mid-day Lunch at Old North Bridge (Neillos Deli)
1:00pm Travel to Sleepy Hollow Cemetery and visit Author’s Ridge
1:30pm Depart Sleepy Hollow Cemetery

Sit based on book groups with people sitting near others who read the same book.

Presentations on bus: Boston Massacre; Bunker Hill; Paul Revere and Old North Church; Sam Adams and/or John Adams

4:00pm Arrive Hotel (Hilton Garden Inn Danbury Address: 119 Mill Plain Rd, Danbury, CT, Phone: 844-278-9140)
5:00-8:00 Dinner and pedagogy session at the hotel

Friday June 8, 2018

Breakfast on own at hotel
7:15am  Meet in hotel lobby with luggage
7:30am  Depart hotel for West Point

**Sit on bus based on books read with people who read different books**

**Presentations on bus: West Point; Hudson River; George Washington**

9:00am Arrive West Point.
9:00-10:30  Guided tour of the US Military Academy (Sherman Fleek and a tour of Fort Putnam)
10:30am  Depart West Point. Lunch en route to Morristown

**Presentations on bus: Morristown; Connecticut Colony; Pennsylvania Colony; New Jersey Colony**

**Video: Morristown: Where America Survived**

12:30pm  Arrive Morristown National Historic Park (Jockey Hollow) Presentation on the significance of Morristown
12:30-1:45  Reflective walk through Jockey Hollow to soldier cabins
1:45pm  Depart Morristown

**Presentations on bus: Washington Crossing the Delaware; James Madison**

**Video: Ten Crucial Days**

3:00pm  Arrive Washington’s Crossing (New Jersey side)
3:00-4:00  Explore museum, revolutionary weapons demonstration, cross Delaware River to Pennsylvania side
4:00pm  Depart Washington’s Crossing for Philadelphia

**Presentations on bus: Benjamin Franklin; Thomas Jefferson; Independence Hall; Alexander Hamilton; Liberty Bell; Betsy Ross**

6:00pm  Arrive Philadelphia Hotel *(Wyndham Philadelphia Historic District Hotel Address: 400 Arch Street Philadelphia, PA 19106; Phone: 844-246-2301)*
6:15pm  Optional: Walking tour of Philadelphia Museum District, *(LOVE statue, Cathedral Basilica, Masonic Temple, LDS Temple, Art Museum, Rocky Statue)*
8:00pm  Dinner on your own on walk back to hotel

**Saturday June 9, 2018**

8:30am  Breakfast on own
8:30-12:00  Meet in hotel lobby.
8:30-12:00  Walking tour of historic Philadelphia *(Franklin’s grave, Quaker Meeting Hall, Betsy Ross home, Elfreth’s Alley, Christ’s Church, Franklin Square, Franklin Printing Office, First National Bank, Carpenter’s Hall, Independence Hall, Liberty Bell)*
12:00-1:45  Lunch on own at the Bourse or Reading Terminal Market—time to see Liberty Bell, U.S. mint, etc.
1:45pm Meet at the Constitution Center
2:00-3:30 Freedom Rising show and time to explore National Constitution Center and Signer’s Hall
3:30-3:55 Optional quick tour of mint
3:50pm Arrive at Independence Hall for 4:20 tour—change in time—
4:30-5:00 Guided tour of Independence Hall
6:00pm Independence After Hours (Dinner included)
Evening Return to hotel on own.

Sunday June 10, 2018

Breakfast on own
9:30am Meet in hotel lobby with luggage (hotel will store luggage)
9:40am Walk to the Museum of the American Revolution
10:00-12:30 Tour Museum of the American Revolution (luggage will be loaded)
12:30 Depart Museum for Valley Forge. Eat lunch on the bus on the way

Presentation on bus: Valley Forge

1:00 pm Arrive Valley Forge National Historic Park
1:00-3:15 Guided bus tour of Valley Forge (with Ken Gavin as tour guide)
3:30pm Depart Valley Forge for airport
4:00pm Arrive Philadelphia International Airport
6:00pm Depart Philadelphia International Airport (Delta 0195)
9:03pm Arrive Salt Lake City International Airport
Appendix D

Driven 2 Teach Syllabus
America’s Founding Fathers and Founding Principles
From Samuel Adams' Republicanism to Benjamin Franklin’s Diplomacy:
An Intellectual and Geographic Journey from Massachusetts to Pennsylvania

The Larry H. Miller Education Project and Zions Bank will sponsor a seven-day Driven 2 Teach field study to the New England and Mid-Atlantic regions for teachers of American history. The field study will commence in Boston on June 3, and conclude in Philadelphia on June 10. The theme is “America’s Founding Fathers and Founding Principles.” Teachers will encounter Wampanoag heritage at Plimoth Plantation, hike the Freedom Trail through historic Boston, and listen to the echoes of the shots heard around the world at Lexington and Concord. En route to Philadelphia, they will visit West Point, Morristown National Historic Park, and Washington’s Crossing State Park. Time in the Philadelphia area will include experiences in the Independence Hall, the National Constitution Center, and Valley Forge. In addition to an extensive curriculum of lectures and on-site instruction, teachers will read and discuss several scholarly monographs and pedagogy publications and resources.

Teachers will be expected to be in sufficient physical condition to hike the Freedom Trail (3-4 miles) and participate in other physical activities. Prior to attending the field study, participants will be expected to complete numerous assignments and readings; including participation in pre-travel and post-travel seminars. Participants are expected to return to the classroom as teacher mentors in their school community, sharing instructional materials and ideas with colleagues.

Enduring Understanding:

- Participants will analyze European colonization and settlement of North America and describe the reasons behind colonization.
- Participants will examine the geographic context and the economic, political, and social patterns in the development of the New England colonies and Philadelphia.
- Participants will describe the significance of the American Revolution in the development of the U.S. including
  - the ideas and events that led to the Revolutionary movement
  - factors affecting the course of the war and contributing to American victory
  - the contributions of key people and groups to the Revolution
  - the geographic context of significant revolutionary events
  - the effects of the Revolution
Participants will assess the foundations and principles that led to the development of the Constitution, particularly the Constitutional Convention.

Participants will compare and contrast the backgrounds, philosophies, and contributions of several Founding Fathers.

**Guiding Questions:**
1. What resulted from European interactions with Indian nations in the colonies?
2. What were the major international conflicts and compromises in America through 1787?
3. What was everyday life like in colonial New England?
4. What were the causes of the American Revolution?
5. What role did the founders play in establishing America?
6. What were the conflicts, cooperation, and compromises associated with the Constitutional Convention and other founding documents?
7. How did geography play a role in America’s colonial and revolutionary history?

**Book & Materials List:**


Prior to the trip participants should read each of these books and complete Cornell Notes (or similar note-taking system), using the supplied notebook, based on the text. Additionally, participants should create a collection of excerpts that might be appropriate for use with their students.

6. One of seven historical novels
   e. Caroline B. Cooney, *The Ransom of Mercy Carter* ISBN: 978-
Participants will be assigned one of these novels to read prior to the field study. They should be prepared to participate in a series of reading discussion groups with individuals who read the same text and with individuals who read each of the other six novels.

7. Reflective journal
In this notebook, participants will keep a daily journal of their personal reflections and experiences during the field study, including classroom applications.

Participants should refer to this packet in the binder and prepare two lesson ideas, one on an assigned topic and another on a topic of their choice. Participants should use the GIFT collection (or another GIFT) and be ready to present one of these ideas to the group during the field experience and the other during the post-seminar session. The presentations must include the following:

- A basic explanation of the significance of the assigned topic
- An engaging instructional activity related to the assigned topic that teachers might use with their students. (Either explain the activity or conduct the activity)
- A 1-page back-to-back handout with 1 side devoted to the topic and 1 side devoted to the teaching idea

As mentioned, participants are required to attend a preseminar briefing and training on February 24, 2018 from 11:00 to 4:00 and a post-seminar debriefing and training on August 11, 2018 from 1:00-5:00.
Appendix E

Driven 2 Teach Questionnaire
Driven 2 Teach Questionnaire

Directions: Please read and answer the following questions honestly. Where applicable, fill in or circle the best answer possible. This questionnaire will take approximately 15 minutes.

1. What is your name? _______________________________________________

2. In which Utah county do you live? ________________________________

3. In which Utah county do you teach? ________________________________

4. How would you describe the community in which you teach?
   Rural
   Suburban
   Urban

5. What is your gender? _____________________________________________

6. How old are you? _______________________________________________

7. Please specify your racial identity ________________________________

8. What is the highest degree or level of school you have completed?
   Bachelors Degree (for example, B.A., B.S.)
   Masters Degree (for example, M.A., M.S., M.Ed.)
   Professional Degree (for example, M.D., D.D.S., D.P.T.)
   Doctorate Degree (for example, Ph.D., Ed.D., J.D.)

9. I teach in a:
   High School (9-12 or 10-12)
   Junior High (7-9) or Middle School (6-8)
   Elementary School (K-6)

10. I have taught for _____ years.

11. I _____ participated in a field study type of professional development program such as Driven 2 Teach.
    
    HAVE
    HAVE NOT
Appendix F

Driven 2 Teach Survey
Driven 2 Teach Survey

Please select (check) the box that is most applicable to the question. You may also select "other" if you would like to add any comments. Thank you!

Content

The content professor (Dr. Jay Buckley) appeared organized and ready for the seminar.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ____________________________________________

The content professor (Dr. Jay Buckley) was responsive to your interests and concerns.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ____________________________________________

The Content Presenter (Dr. Jay Buckley) interacted effectively with the participants.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ____________________________________________

Pedagogy

The pedagogy professor (Dr. Jeff Nokes) interacted effectively with the participants.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ____________________________________________
The pedagogy professor (Dr. Jeff Nokes) appeared organized and ready for the seminar.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ___________________________________________________

The pedagogy professor (Dr. Jeff Nokes) was responsive to your interests and concerns.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ___________________________________________________

Field Study Training

The information provided in this training adds to the content knowledge you had prior to this training.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ___________________________________________________

The information provided in this training inspires you to seek additional information about this topic or similar topics.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ___________________________________________________
The information provided in this training is relevant to what you should be teaching to your students. (Enduring understandings match your state core curriculum).

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: _______________________________________________

The readings/assignments provided for the seminar provided the content/background knowledge needed to understand and teach the history learned while attending the travel seminars. The readings/assignments added to the content/background knowledge that you had before the seminar and were relevant to the seminar and appropriate.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: __________________________________________________________________

**Itinerary**

Day 1: Travel day (Red-eye Flight), Grave sites of the Adams Family, Adams National Historic Site, Quincy Market, personal time: These places to visit directly aligned with the enduring understanding for Founding Fathers and Founding Principles; America’s Founding Fathers defined and articulated America’s founding principles that serve as a standard that guides and shapes America’s domestic and foreign policy today. PLEASE USE THE "OTHER" TO MAKE ANY COMMENTS OR DIFFERENTIATE BETWEEN ITINERARY STOPS.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: __________________________________________________________________
Day 2: Boston's Freedom Trail, YOUR CHOICE: These places to visit directly aligned with the enduring understanding for Founding Fathers and Founding Principles; America’s Founding Fathers defined and articulated America’s founding principles that serve as a standard that guides and shapes America’s domestic and foreign policy today. PLEASE USE THE "OTHER" TO MAKE ANY COMMENTS OR DIFFERENTIATE BETWEEN ITINERARY STOPS.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ________________________________________________________________

Day 3: Plimouth Plantation, Wampanoag village, Plymouth Rock, A Taste of Two Cultures: These places to visit directly aligned with the enduring understanding for Founding Fathers and Founding Principles; America’s Founding Fathers defined and articulated America’s founding principles that serve as a standard that guides and shapes America’s domestic and foreign policy today. PLEASE USE THE "OTHER" TO MAKE ANY COMMENTS OR DIFFERENTIATE BETWEEN ITINERARY STOPS.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ________________________________________________________________

Day 4: Lexington and Concord and other Concord sites, pedagogy session: These places to visit directly aligned with the enduring understanding for Founding Fathers and Founding Principles; America’s Founding Fathers defined and articulated America’s founding principles that serve as a standard that guides and shapes America’s domestic and foreign policy today. PLEASE USE THE "OTHER" TO MAKE ANY COMMENTS OR DIFFERENTIATE BETWEEN ITINERARY STOPS.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: ________________________________________________________________
Day 5: West Point, Morristown, Washington's Crossing and Philadelphia on own: These places to visit directly aligned with the enduring understanding for Founding Fathers and Founding Principles; America’s Founding Fathers defined and articulated America’s founding principles that serve as a standard that guides and shapes America’s domestic and foreign policy today. PLEASE USE THE "OTHER" TO MAKE ANY COMMENTS OR DIFFERENTIATE BETWEEN ITINERARY STOPS.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: __________________________________________

Day 6: Walking Tour of Philadelphia, US Mint, National Constitution Center, Independence Hall, City Tavern, Independence After Hours: These places to visit directly aligned with the enduring understanding for Founding Fathers and Founding Principles; America’s Founding Fathers defined and articulated America’s founding principles that serve as a standard that guides and shapes America’s domestic and foreign policy today. PLEASE USE THE "OTHER" TO MAKE ANY COMMENTS OR DIFFERENTIATE BETWEEN ITINERARY STOPS.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: __________________________________________

Day 7: Museum of the American Revolution, Valley Forge: This place to visit directly aligned with the enduring understanding for Founding Fathers and Founding Principles; America’s Founding Fathers defined and articulated America’s founding principles that serve as a standard that guides and shapes America’s domestic and foreign policy today. PLEASE USE THE "OTHER" TO MAKE ANY COMMENTS OR DIFFERENTIATE BETWEEN ITINERARY STOPS.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
Other: __________________________________________
Logistics

Are there any venues that were visited that you felt are MUST SEES, not to be taken off of the itinerary for next year?

________________________________________________________________________

Are there any venues that you would recommend be taken off of the itinerary for next year as they were not relative to the enduring understanding or not worth the price/time?

________________________________________________________________________

I understand the Red-Eye flight is difficult. If we did not use the red-eye flight, which day would you cut out?

________________________________________________________________________
Appendix G

Driven 2 Teach Pre Field Study Interview Questions
Driven 2 Teach Pre Field Study Interview Questions

1. What is your belief about the purposes of social studies education?

2. More specifically, what is your belief about history education?

3. What kinds of professional development experiences have you had? Tell me what you liked, what you disliked, what you thought was effective, and what you thought was ineffective.

4. Why did you apply to become a participant of the Driven 2 Teach program?

5. How do you think the Driven 2 Teach program will compare? Why? How?

6. Do you think the Driven 2 Teach program will influence your pedagogical content knowledge and instructional practice? If so, how?
Appendix H

Driven 2 Teach Post Field Study Interview Questions
Driven 2 Teach Post Field Study Interview Questions

1. What is your belief about the purposes of social studies education?

2. More specifically, what is your belief about history education?

3. Has this field study experience changed your beliefs and attitude about social studies in general, history specifically, and teaching it to students? If so, how?

4. How has this field study experience helped you as a teacher and historian?

5. What content knowledge have you gained from this field study experience that would have otherwise been difficult to do without traveling?

6. What pedagogical knowledge have you gained from this field study experience that would have otherwise been difficult to do without traveling?

7. Were your previous beliefs, biases, and perspectives challenged or reinforced somehow within the context of this experience? If so, explain.

8. What specifically will change in your teaching methods because of this field study experience?

9. What types of changes do you think you will make to the lesson plan you submitted at the preseminar meeting because of this field study experience?

10. Would you recommend that other teachers participate in the Driven 2 Teach program and the experiences that come from participation? If so, why?

11. Do you plan on applying for a future field study with Driven 2 Teach? If so, why?

12. What is one specific example you can give of an experience that changed the way you thought about history, your teaching practices, or your knowledge as a historian?

13. Tell me about your favorite part of this field study experience.

14. Tell me about your least favorite part of this field study experience.

15. Did you hate anything about this field study? If so, why?

16. What recommendations would you make in order to improve this field study?

17. Are you a better teacher and historian because of this field study experience? If so, explain.
18. What would you tell your colleagues about the Driven 2 Teach program?

19. Tell me about one of the items you bought or acquired during the field study. Why did you buy it and how will you use it?

20. What comes to mind when you see this photograph?

21. Tell me about the social aspects of the field study (e.g., relationships, networking, being a part of the elite group of Driven 2 Teach participants, etc.) and how that was important to you.
Appendix I

Good Ideas for Teaching (GIFT)
Good Ideas for Teaching (GIFT) Colonial America and the Revolution
Compiled by Jeffery D. Nokes

Introduction

The activities described in this list are versatile good ideas for teaching (GIFTs) that can be used in many educational settings. The examples given in the GIFT collection are primarily associated with colonial America, the Revolutionary War, and Constitutional Convention. This collection was created through collaboration between Dr. Nokes and students in his “Methods of Teaching” classes.

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1. **Sorting Activity**

**Procedures:**
1. Give small groups slips of paper with items to be sorted written on them
2. Allow students some time to sort
3. Circulate and give hints in order to stimulate thinking
4. Allow one person from each group to move to other groups to see what they have come up with

Provide and discuss answers

**Example of Activity:** Sorting small slips of paper with Revolutionary War battles into chronological order

**Keys to Success:**
- Allowing students to work in groups provides an opportunity for students to discuss and debate different ideas/thoughts/opinions
- Give ample time to complete the activity—be careful to watch for student frustration if too much time is given
- The sorting “topic” should be at the right difficulty level—make it challenging and possible
- When providing answers, use a visual means (example: PowerPoint or pictures). Allows for students to engage and participate throughout the activity

**Adaptations/Applications**
- This activity can be for a review or for an “attention-getter”
- Teacher can give a timeline with dates for the items to be sorted in order to help the students (students match up the items to the timeline)
- Students can sort according to other criteria (such as American victories, British victories, or draws; or from the most to the fewest American casualties.)
- Teacher can prepare form to use in sorting (with a box for American victories, British victories, and draws)
- Teacher can give each student an index card with an “event” and have students line up in order based on the time of their event (students are able to work together as a classroom in this type of activity)

2. **Think Pair Share**

**Procedures:**
1. Pose question/prompt to students
2. Let them think on their own and jot down a few ideas for a minute or two.
3. Have the students pair off and discuss with each other what they both came up with for the question/prompt.
4. Regroup as a class and have the students share their own ideas or their partner’s ideas.

**Example of Activity:** After lecturing on the Middle Colonies, the teacher poses a
question such as, “How were the Middle Colonies different from the New England Colonies” and allows students to write an answer, discuss their answer with a peer, and then calls on a few students to share with the class.

**Keys to Success:**
- Be sure to have a good, thought-provoking prompt
- Great idea to use when students are nonresponsive or as a transition point to break up lecture. (Use the 10:2 model—10 minutes of lecture followed by 2 minutes for students to digest ideas)
- Give enough time for students to think. Making them write an answer can help.
- Monitor the classroom during the “pair” section, ensuring the students stay on topic and stay engaged. When the discussion moves away from the question, you know it’s time to regroup the class together.
- This activity if done right can help more shy/nervous students gain confidence. You can call on anyone during the share because they have all practiced their answers with a peer.

**Adaptations/Applications**
- Write Pair Share: Instead of thinking as the first step, have the students write down their ideas before pairing off and discussing them. It gives the activity more structure and narrows their ideas before sharing them.
- Great tool to use after reading an article, watching a movie, reviewing primary documents, during a transition in a lecture, etc…

**3. Speed Learning** (visualize “speed dating”)

**Procedures:**
1. Teachers pick a topic (make sure it has enough facets/sources/etc.) that will allow them a different topic/paper to hand out to each student. (Each student will have a different topic that they will compare and contrast with other students’ topics)
2. If you’d like, prepare the seating to facilitate the students changing partners (like a row of desks facing one another, etc.)
3. Create a worksheet that will keep the students on task (to help the students analyze the pros and cons of that source, differences and similarities, etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Person</th>
<th>Description</th>
<th>Similarity 1</th>
<th>Similarity 2</th>
<th>Difference 1</th>
<th>Difference 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea</td>
<td>Nathan Hale</td>
<td>Patriot spy hung</td>
<td>Patriots</td>
<td>Killed</td>
<td>Killed early in war</td>
<td>Hale is more famous</td>
</tr>
</tbody>
</table>

4. Print a brief description of each topic, one for each student
5. Explain that each of the students will have their own part, will read it, and then have 2 minutes to share with a partner, giving information and seeking for
similarities and differences between their topics.

6. After 2 minutes, rotate one partner and repeat the exercise finding similarities and differences with the new topic.

7. Repeat for the desired amount of time. (You should choose topics so that it won’t matter if students don’t get to all of their classmates).

8. Once you’re done, have an entire class discussion, sharing and talking about the different topics discussed, answer lingering questions, etc.

**Example of Activity:** Students are assigned an important person from the thirteen colonies, such as Anne Hutchinson or James Oglethorpe. They are given a piece of paper with a short biography on it. They read about their person then get with a partner. Together they complete the first row of the worksheet writing their partner’s name, their partner’s historical character, a brief description of their partner’s character, and 2 similarities and 2 differences between their character and their partner’s character. After 2 or 3 minutes they switch partners and repeat the process with their new partner using the second row on their worksheet. This process is repeated until the students have spoken with 10 of their classmates.

**Keys to Success:**
- Make sure to use a chart to make students accountable.
- Make the students find similarities and differences in order to promote higher order thinking.
- Have a systematic way for students to rotate. You can arrange desks in a big circle with desks paired up facing each other, then rotate the inside circle to the left followed by the outside circle to the right…
- Don’t let the students talk for too long one with another; otherwise they’ll drift off topic. Keep the pace lively, even if they miss a similarity or difference on some discussions
- Don’t do this if it is critical that students understand all of the topics, because they will probably not get to all of their peers.

**Adaptations:**
- This activity is just great for anything that has lots of different parts, or primary sources, that will engage and involve the students and allow for discussion and analysis.
- There are many ways to organize the students to make it easier to talk with different partners
- Great for historical events with lots of perspectives.

**4. Vocabulary Drill**

**Procedures:**
1. Teacher creates a vocabulary list related to the lesson. The list is set up with a word or phrase on one line and a definition that goes with a different vocabulary word on the line below it. Skipping down a few lines there is the word that goes
with the previous definition with a new definition of a different word under it.

Checks and balances
This branch of government makes laws

Legislative branch
If the President does not approve of a law the President may do this to block it

Veto
The Supreme Court is in this branch of government

2. The last definition should be for the first word, effectively creating a loop.
3. Cut the list into strips that will be handed out to students. Each strip should contain a vocabulary term and a definition. The definition on each slip matches the vocabulary word on another slip.
4. Teacher hands out the slips to each student in the class. Some students can have two slips, but it is essential that every slip be handed out so that the loop is not broken.
5. Start with any student. Have them read their definition and whoever has the matching vocabulary term calls out the answer. The teacher acknowledges that they are correct (or incorrect). The person with the word reads the definition at the bottom of their slip. Then the student with that word calls it out, the teacher acknowledges that it is correct, and the student reads the definition on the bottom of their slip.
6. This is repeated until the student who started calls out their word.
7. The entire process is timed and the time is recorded on the board.
8. Students exchange slips, teach the new person about their word, and the process is repeated.
9. Teachers can leave the times written on the board so other classes can try to beat the best times of the day.

Example of Activity: Vocabulary associated with the Constitution such as those shown above

Keys to success:
- The teacher must be familiar with the terms (or have a key) so they can quickly assess whether the students are calling out the right answers.
- Teacher must make a new copy of the terms and cut them into slips each time they use this activity because students don't always turn the slips back in. One missing slip ruins the activity.
- Teacher can time the class to see how fast they can get through all the terms. It can become quite competitive and fun for the students if the teacher keeps a list of
all their class periods' times throughout the day so different classes can compete with each other.

- In creating the list the teacher must make sure that there are no small loops within the big loop (vocabulary words that are described in two different definitions).

**Adaptations/Applications**

- Geography: states/countries and capitals, geographic terms and definitions
- Government: Could do the definitions of the amendments to the Constitution
- Could also split the slips into quotes and authors

5. **Anticipation Guide**

**Procedures:**

1. Prior to engaging in an activity (reading a passage, watching a movie, participating in a discussion) students take a survey that assesses their opinions about a topic.
2. After engaging in the activity students take the same survey to see whether their opinions have changed

**Example of Activity:** Students take a survey asking their opinion about different aspects of Loyalists during the Revolutionary War, such as whether they were justified in publishing material opposing the Patriots, whether they were evil by nature, or whether they had good reasons for opposing American independence. Afterwards, students participate in an activity that uses primary sources to consider the reasons some Americans opposed the war. They take the survey again after participating in the activity and then the class discusses how and why some students changed their minds or didn’t change their minds.

**Keys to Success**

- Choose a controversial topic that students will have different opinions about
- Choose a powerful activity that will make students question their original opinions
- Allow students time to consider and discuss why they may have changed their minds

**Adaptations/Applications**

- Have students use the same form for both the pre-assessment and post-assessment with the pre-assessment in the left column and the post assessment in the right column
- Create a 5 point scale that students can use to show their degree of certainty on an issue
6. Pyramid Activity

Procedures:
1. Students are given time to read the article, evaluate a text, watch a video, or engage in some other type of activity.
2. As students engage in the activity they create a list of 10 important ideas from the activity.
3. Students are paired and together refine their choices down to a list of the 5 most important ideas.
4. Pairs are combined into groups of 4 students and they refine their list down to the 2 or 3 most important ideas.
5. The students are brought back into a whole-class discussion and narrow their lists down to the most important idea. A few ideas can be nominated and written on the board, from which the students will make their case for each. A vote can be taken or the teacher can judge which one is most popular.

Example of Activity: Students read an article about mercantilism and create a list of the 10 most important ideas from the article. They go through the process described above to narrow their list down to the most important idea from the article.

Keys to success:
- The point of the activity is not necessarily to discover what is the absolute best idea, as much as it is to help students realize more ideas than they might have noticed and to reflect on and discuss the passage.
- The discussions can be a great time for students to see the value of several different viewpoints, as well as to practice expressing their opinion and using persuasive skills. It may be useful to point this out to them.
- It may be good not to have students list more than ten items in the beginning, because it could get confusing.
- It may also be good to tell students to rank the top half of their list

Adaptations/Applications
- This could be a good way to help students stay engaged during a movie watched in class, during a guest presentation, a field trip, and so on.
- Teachers may consider using an activity like this for something that might contain more ideas than students are likely to remember, or that are more complex than normal activities.
- Spending this time talking about it in class can help students to put the pieces together. In addition, students could benefit from this activity when it comes to especially long texts that they are less likely to pay full attention to the whole time (their classmates can help them fill in spots that they missed).
- Creating the original list of 10 can be done outside of class, saving a considerable amount of class time.
- Possible rankings include: the 10 greatest inventions of all time (as part of an Industrialism unit), the 10 worst presidents (as part of a year end review), etc.
7. Concept Attainment

Procedures:
1. The teacher creates a list of examples and non-examples of a particular concept or category such as democracy, rugged individualism, Civil War battles fought in Virginia, or states bordering the Ohio River.
2. Examples and non-examples are given to students and they develop and test hypotheses about the concept or trait that the examples have in common.
3. The teacher alternately gives one example (in a column labeled examples) followed by one non-example (in a column labeled non-examples), pausing after each new addition to the list to allow students to test old hypotheses and to develop new hypotheses.
4. The students vocalized ideas and theories, ruling some out as time goes on and more examples are given. The students will eventually see a connection and correctly identify the relation between the examples.
5. Teachers do not reveal the correct answer until students have ruled out alternative hypothesis.

Example of Activity:

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>New York</td>
</tr>
<tr>
<td>Carolina</td>
<td>Delaware</td>
</tr>
<tr>
<td>Jamestown</td>
<td>St. Augustine</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Santa Fe</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>New Orleans</td>
</tr>
</tbody>
</table>

Concept: Colonies first settled by the English

Keys to Success:
- Do not acknowledge the correct answer when you first hear it. Even if a student correctly identifies the theory, do not state that he/she is correct but let the class test theories with the next set of example/non examples. Acknowledge all possible hypotheses as possible until there are examples that rule them out.
- Give enough wait time in between examples to allow students to think and work together and test ideas.
- Start with more obscure examples and non-examples and move on to more obvious examples.

Adaptations:
- Use images and see if the students recognize a pattern in the images. (Such as the concept of cubist art)
- Use audio clips of examples and non-examples (Such as the concept of jazz music)
- Make up puzzles spontaneously if there is ever down time at the end of class.
• Have students create concept attainment puzzles and randomly draw upon students to do their puzzles for the class for extra credit when there is spare time in class.

8. Exit Slip
Procedures:
1. At the end of class have students write on a prompt associated with the objective for the class period.
2. Collect it at the end of class and use it as a formative assessment to see if you need to reteach elements of the concept the next day.

Example: At the end of a lesson on the Constitutional Convention students are asked to write about the significance of the Great Compromise. The teacher stands by the door and collects them as the class leaves. The teacher skims through them finding that the students don’t seem to understand the concept of proportional representation so she decides to teach about it again the next day.

Keys to Success:
• Choose concepts for the students to write about that are central to the objectives of the class
• Adjust instruction based on the results of the writing
• Tell the students that these are their tickets out of class for the day.

Adaptations: You can also use an admit slip, a similar formative assessment done as homework and collected at the beginning of class. One drawback is that you don’t have time to assess their learning of yesterday’s lesson before you teach today’s lesson.

9. Appointment Book (visualize a dance card)
Procedures:
1. Students make 3 (or more) appointments with other students. The people that they set appointments up with must have them listed during the same appointment times.
2. At the designated time students move to their 1st appointment and discuss a topic provided by the teacher.
3. When given the signal, students move to their second appointments and discuss a new topic (or the same topic).
4. Again, when given the signal, the students move to their third appointment and they discuss a new topic.
5. The class comes back as a group and discusses what people discovered during their appointments.

Example: Students are reading The Witch of Blackbird Pond. At the start of class the teacher asks students to set up three appointments, giving students a few minutes to do so. The teacher then asks students to move to their first appointment and discuss the
personality traits of Kit Tyler, the heroine in the novel. After a few minutes the teacher asks students to move to their second appointment and discuss specific evidence in the book that reveals Kit’s personality. After a few minutes the teacher asks students to move to their third appointment and discuss what they think will happen to Kit as a result of her personality traits.

Keys to Success:
- Make sure everyone has a partner for every appointment. The teacher might have to intervene and ask, “Who needs a first appointment?” in order to connect people from across the classroom.
- Make sure the questions are applicable to your topic/ good discussion questions.
- Make sure the students stay on task and the appointment time isn’t too short or long.

Adaptations/Applications:
- Could apply this to several different subjects/topics—a versatile activity
- Great for involving the individual/pairs/group to allow movement and discussion.
- Could alter how they select their appointments” to allow for diversity and change in the classroom (to prevent cliques and friends talking to each other).

10. Numbered Heads
Procedures:
1. Have students get in groups of up to four.
2. Students number themselves (for example, by order of birthday).
3. Assign a specific question for each number and that student leads a discussion of the question with the group.
4. Each student takes a turn, leading the discussion on the question that corresponds with their number. (They don’t have to go in order, so the first question might go to number 3 and the second question to number 1)
5. After the groups are done discussing, the teacher can call out a number at random and the students who had that number should be ready to contribute
6. The teacher goes through each question, leading the entire class in a discussion

Example of Activity: Students are given a series of documents depicting the Battle of Lexington. After analyzing the documents they are formed into groups of four with each person given a number. The teacher then gives an image depicting the battle and asks number 3 to analyze the picture for the group. After number 3 runs out of things to say the others can join in the discussion. The teacher then gives a different image of the battle and asks number 1 to start the analysis of that image. The process is repeated with two other images with number 4 and number 2 given a chance to start the discussion. In the end each group decides which image they think is the most accurate of the four.

Keys to Success:
- Make sure the students know that even if the question is not their assigned one,
they are allowed and encouraged to contribute to each question after the original person has had a chance to say all they want to about it.

- Groups of up to four work best.
- Allowing students to work in groups provides an opportunity for students to discuss and debate different ideas/thoughts/opinions
- Give ample time to complete the activity—students might get bored or off-topic once they have answered the question.
- Ask questions that the student could easily relate to/ they can answer it on the spot.
- This activity allows you to call on any student to answer the question when you discuss it as a class.

Adaptations/Applications:
- This activity can be for a review or for an “attention-getter”
- This can be applied to any subject in school
- Questions could start out as factual based and then move on to more analytical questions once the class is comfortable with the procedure of the activity

11. Brainstorming Survivor

Procedures:
1. The teacher gives the students a topic.
2. Students brainstorm on that topic and make a list of as many things as they can think of regarding that topic.
3. All students stand while the teacher reads his/her list out loud one at a time.
4. Students remain standing until the teacher reads two items that are not on their list.
5. After the students have sat down, they should raise their hand each time the teacher says something that they also have on their list.

Example: Given the topic "African Physical Geography." The teacher reveals words one at a time "desert, Sahara, Nubian, jungle, savanna, Egypt, pyramids, Nile River"

Keys to Success: need to have easier "ideas" on the topic listed first on your list followed by the more obscure

Adaptations/applications:
- good for after an assembly/break to transition back into class
- students can be given the opportunity to share what items they had on their list that were not on the teacher's list
- good pre-assessment activity for beginning of a unit or chapter

12. Spectrum Survey

Procedures:
1. Introduce topic (show movie clip, access background knowledge, read primary
280

sources, etc.)

2. Post/display/draw on board the spectrum of possible responses (usually from 1 to 5 is a good range of opinions)

3. Explain range of responses (i.e., 1 = one extreme and 5 = the other extreme and 2 and 4 represent leanings one way or the other and 3 represents no opinion of completely divided)

4. Poll class individually for their stance and record responses on the spectrum (this can be done anonymously on a little piece of paper or orally with the class listening to each response and you recording them, or physically with students coming up to the board and writing their name where they stand on the survey.)

5. Ask questions or for explanations of differing opinions to foster discussion

Example: The teacher explains that two competing principles of government are liberty and security. At times the government passes laws that take away liberty in order to protect us, such as seatbelt laws, which take away our choice of wearing a seatbelt or not, but make us safer in case of accident, or the Patriot Act, which takes away certain rights to privacy in order to decrease the likelihood of a terrorist attack. Explain the two extremes—complete liberty without and protection on one extreme (a “1”), and complete security at the expense of personal liberties at the other extreme (a “5”). Survey each student and have them give their number. Plot the numbers on the spectrum using an “x” for boys and a “o” for girls to see if there is a difference based on gender. Then springboard into a discussion on why people have the opinions that they do.

Keys to Success:

- Use a controversial or interesting topic that your students will care about
- Provide enough background information so that students can understand the issue and form intelligent opinions and arguments. Show a video or give a reading assignment to build background knowledge.
- Be respectful of students’ opinions and enforce respect between students as they respond to each other
- Be ready with questions to stimulate discussion if students do not immediately respond to each others’ arguments

Adaptations/Applications:

- Pass out slips of paper during the movie clip (or background knowledge lecture) so students can mark their opinion individually and anonymously without being swayed by the rest of the class’s votes
- Have students come to the board to mark their opinion themselves-helpful especially in a long class period to take up time and get students up and moving
- Pass out a spectrum sheet to each student and require that they fill in the arguments for each side and then plot themselves on the graph
- Possible topics: liberty vs. security (Patrick Henry quote), immigration reform or other current events, school policies, tradition vs. change (1920’s unit)
13. Concept Mapping

Procedures:
1. The teacher asks the students to get out a blank piece of paper.
2. On the board, the teacher draws the main structure of the concept map with a central circle saying "Constitutional Convention" and then draws four separate lines connecting to new bubbles, each labeled with a category such as "Compromises," "Ideas," "People," or "Miscellaneous facts."
3. The students are then instructed to copy the diagram and take five to ten minutes to write down/link any knowledge they have extending from each bubble category.
4. After the time is up, the teacher can then go over some of the different concepts that the students wrote down or just collect the sheets to have a record of the students' background knowledge.

Example of Activity: At the end of class the day before teaching about the Constitutional Convention the teacher asks students to create a concept map to record their background knowledge of the Constitutional Convention including the ideas, compromises, people, and miscellaneous facts of the convention. The teacher collects these and uses them to assess students’ background knowledge and to plan instruction on the convention. After teaching about the convention he passes back the students concept maps and allows them to add to them or make corrections.

Keys to Success:
- The categories that stem from the main topic need to be broad with many possible answers so that students can include many different pieces of knowledge. If the categories were too specific, most students probably would not have anything to write down.
- The concept map diagram needs to be modeled visually so the students know the format.
- The students need to be given enough time to think. Once they remember one connection to a category, it might cause them to remember something else and you do not want to cut them off too soon.
- The topic must be one that the students will have background information about from previous classes or pop culture.

Adaptations/Applications:
- This activity is best used as a preassessment to gauge what the students know about any topic, but could also be used as a review before a test to see if the students can include all of the information that has been discussed in class.
- It would also be effective to make this a collaborative concept map. Give each student a different colored marker and a poster and have them write down all they know. Something that another class member writes could spark a thought from someone else in their group. The teacher can see who added the different ideas based on the different colors.
This would be a good activity to start each new unit.


Procedures:
1. Pass out a text to be read aloud in groups (The Mayflower Compact).
2. Choose group leader (i.e., person with the last birthday in the year). You should have the leaders rotate throughout the activity.
3. Leader chooses someone to read a portion of the text out loud (One paragraph or less).
4. Leader leads a discussion and analysis of the text in four steps as appropriate (Leader can skip any step).
   a. Clarify (vocabulary, meaning)
   b. Summarize (restate in simpler terms)
   c. Questions that arise from text: do you agree, could the author have said this better, what does this remind you of, how did the author figure this out, why would the author include this?
   d. Predict (What will happen next? What is he going with this argument?)
5. The person who just read then calls on someone else to read a portion of the text and the new leader leads a discussion following the same four steps (clarify, summarize, question, predict)

Example: The teacher explains the steps of reciprocal teaching, including the strategies of clarifying, summarizing, questioning, and predicting. She forms groups and gives each student a copy of the Mayflower Compact. She read the first few lines in front of the class and models the 4 steps. Then she assigns a first leader to each group and has them go to work. As they are working, she projects on the screen a reminder of the 4 strategies. She circulates during the activity and participates in the discussions in the different groups in order to further model the strategies.

Keys to Success:
- Keep reciprocal teaching activities relatively short. It is hard and tedious work.
- Make sure that the text meets the objective.
- Be attentive to the reading difficulty of the text.
- Use shorter passages to allow more discussion.
- Let the students know that the point of this activity is to understand the passage and its implications thoroughly and deeply; not to just finish the reading.
- Model the four strategies for the class before having them go to work.
- Circulate and take the lead in the discussions when you enter a group so that you can model the processes in the groups.
- Note: reciprocal teaching has been shown in much research to increase students’ comprehension of the text they are working with and to improve their general comprehension abilities.
Adaptations/Applications
- This can be used for a wide variety of texts such as primary sources, the textbook, magazine articles, excerpts from novels, etc.

15. Frayer Model
Procedures:
1. The Frayer Model is a graphic organizer used to help understand a new concept or vocabulary term.
2. The vocabulary word is placed in the middle of the model inside of a bubble.
3. Four lines are then drawn from the bubble up, down, left, and right.
4. In the upper left quadrant, the word is defined.
5. In the upper right quadrant, some facts and characteristics of the word are displayed.
6. In the lower left quadrant, examples of the word are shown.
7. In the lower right quadrant, you can find non-examples of the word.

Keys to Success:
- Use this activity only with significant concepts in the class, not with general vocabulary words.

Adaptations/Applications:
- More sections can be added to the model to help better understand the word, such as “advantages” or “disadvantages”

Example:

Frayer Model

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WORD

Examples | Non-examples
16. Yupie Cue (U.P.Q.) Ungraded Pop Quiz

Procedures:
1. Tell students to take out a piece of paper for the quiz.
2. After all the groans and moans start dying down, announce that the quiz will be ungraded and that it is purely for the practice of the students to see what they already understand and what they need to study for the upcoming exam.
3. Allow the students to collaborate with their neighbors as they take the quiz.
4. Use the quiz as a formative assessment and adjust instruction accordingly

Example of Activity: After studying the New England colonies the teacher asks students to take out a piece of paper and number from 1 to 5 for a “yupie cue”. The teacher asks 5 questions such as “name the four New England colonies, what were common occupations in New England, etc. As the quiz is corrected, students voice their answers, ask questions, and the teacher reteaches the concepts as needed.

Keys to Success:
- Explain that the students should take the quiz as if it will affect their grade to see what they need to review and study more. (as a self-assessment)
- Let students know that if they do not take it seriously because it is ungraded, you will convert it from a “yupie cue” to a “geepie cue” (graded pop quiz)

Adaptations/Applications:
- The yupie cue should create an environment in the class where learning is valued, not just for the sake of getting a grade, but for the sake of learning.
- Perhaps allow students to work together after taking the quiz to correct each other’s quizzes before correcting them as a class

17. Student Congress

Procedures:
1. The teacher assigns each student to come up with a resolution concerning a current issue (format WHEREAS, ; and, (repeat) WHEREAS, ; now, therefore, be it RESOLVED, By the Congress here assembled that.)
2. The students elect a speaker (and, if desired, a parliamentarian)
3. The speaker conducts the rest of the activity, starting by randomly choosing a resolution
4. The resolution’s author (sponsor) gives a speech
5. The speaker calls on volunteer to give negative speech
6. The speaker calls on others volunteers to alternate between affirmative/negative speeches
7. Other motions are entertained in the process (you might write these on the board or prepare a handout with them for students: (1) Motion to amend the resolution (2) Motion for previous question (means the class will vote on the resolution if the motion passes) (3) Motion for personal privilege (ex: need to leave the classroom or use restroom) (4) Motion for recess (at the end of the class)
8. A simple majority is required to pass any resolution

**Example of Activity:** Students hold a model session of Congress based on resolutions written by the students dealing with the Coercive Acts.

**Keys to Success:**
- This is student run, so explain the activity briefly and let them start. Interrupt them to explain procedures as needed.
- Provide more help/instruction the first few times you do this, but then allow the students to run it completely.
- Make sure there is a point to the resolution, that it ties into a topic you're studying. You can make the assignment to write the resolution specific to a particular unit to facilitate tying it in.

**Adaptations/Applications:**
- Roman senate simulation with resolutions dealing with Roman problems
- Teachers can create a rubric or checklist and assess each student during the Congress session, recording how many times they speak and evaluating the quality of their speeches.
- The parliamentarian can keep a record of who has spoken. If two students want to speak, priority can be given to the student who has not spoken or who hasn’t spoken since the others who want to speak have spoken.
- If you're brave, you can use a Student Congress to make classroom rules (you as the President can veto any of the resolutions your class passes).
- Good activity because it teaches them how to live in a democracy - especially good for teaching debate and how our government works.

**18. Jigsaw**

**Procedures:**
1. Form students into “home” groups with four students in each group.
2. Give students about 2 minutes choosing who will become the expert on each 4 reading passages.
3. Move students into expert groups, with each expert group focused on one of the 4 passages. In expert groups the students study their passage individually and the discuss them for about ten minutes. You can give expert groups specific assignments to encourage students’ study, such as make a list of the 5 most important ideas from the passage, or write 3 quiz questions based on the passage.
4. Students return to their home groups and each one teaches the other group members about their passage.
5. Students return to their assigned seats and are given a quiz on all four of the passages

**Example of Use:** A teacher uses the textbook chapter on French and Spanish colonies, which is divided into 4 sections. Students form home groups where they are assigned one
of the four sections. Students move into expert groups and study their assigned section together, picking out the five most important ideas. Then they move back to their home groups and each one teaches the group about the most important concepts in their section.

**Keys for Success:**
- Keep readings a consistent length
- Carefully choose texts that are interesting to students
- Give expert groups something specific to work on as they are studying together. (Don’t just tell them to “discuss it”)
- Choose jigsaw groups purposefully, pulling together strong students with those who struggle
- Good for collaboration and group work.

**Adaptations/ Implications:**
- It creates a safe environment for students with varying degrees of academic success. Everyone participates and plays a vital role in the group.
- Good adaptation for ELLs who may have difficulties in understanding the reading or more complicated concepts from the readings.

**19. British Debate**

**Procedures:**
1. The teacher presents a resolution or controversial issue, then splits the class into two groups, one group assigned to each side of the issue
2. Each group has five minutes to prepare an argument.
3. One person from one side speaks on the issue.
4. A person from the opposite side is allowed to speak to respond to the first speech or to bring up new ideas.
5. Individuals from the two sides are alternatively given opportunities to speak. This continues until good ideas are exhausted.
6. If your side presents something you agree with, clap the table like the Brits do!

**Example of Activity:** Students look at several eye-witness accounts of the battle of Lexington. They then are formed into two sides, one of which is given the assignment to argue that the British fired first and the other to argue that the Americans shot first. After a few minutes to talk it over the debate starts. After the debate the class takes a vote on what they think.

**Keys to Success:**
- Give each side enough time to prepare their argument; don't start until they are ready
- Encourage students to use evidence and logic and not just energy and emotion.
- Choose an interesting topic to debate
- Make the speakers stand so that there is no question who “has the floor” and to eliminate side conversations
Adaptations:
- Use a variety of topics throughout the semester.
- Have students keep a record of the arguments made by both sides and collect it at the end of class to add accountability.
- If one student dominates the discussion make a rule that no student can speak 3 times before everyone on their side has spoken once.
- Give the topics in advance and have students prepare both sides, not knowing which side they will have to defend.

20. Cornell Notes
Procedures:
- This GIFT has to do with helping students know how to take effective notes during your lectures and class discussions. This would be a valuable skill to teach them.
- In the cue column, students provide keywords, main ideas, questions, etc. This area is designed to help students know what to study and the key issues presented. It will help them find information later as they use their notes to study.
- In the note taking area, students write down any notes that they feel necessary to jot down during the class discussion, movie, or lecture. Quotes, statements, concise sentences, etc.
- In the summary section, students, after the note-taking event is over, take the keywords from the cue column, along with the notes taken in class, and summarize in their own words what they learned from the lesson.

Example:
Keys to Success:
- Walk the students through this process initially
- Model this type of note-taking, allowing the students to see how the process is done. Some of your students learn better from visual aids and examples, rather than just talking it through.

Adaptations/Applications:
- This type of note-taking can be taught and/or used any time that students are expected to take notes such as during a lecture or class discussion, during a movie, or while reading a textbook passage.

21. SpAr (Spontaneous Argumentation)

Procedures:
1. This is a debate event that blends impromptu speaking with debate.
2. Students choose a partner
3. One student is assigned to defend a position while the other is assigned to oppose a position.
4. The students are given the topic to debate. They have only 2 minutes to prepare after the 2 minutes the following process is followed:
   - Affirmative gives a 1-minute speech
   - Negative gives a 1-minute speech
   - There is a 2 minute “clash” during which the debaters can ask and respond to each other’s questions and comments
   - Negative sums up their case in 1 minute
   - Affirmative sums up their case in 1 minute

Example: At the end of the Revolutionary War unit, the teacher forms students into groups of 6. She assigns students a number 1a, 1b, 2a, 2b, 3a, 3b. The two students assigned number 1 in each group will debate each other first, with 1a being affirmative and 1b being negative. She gives them the topic, “Resolved: the U.S. would not have won the Revolutionary War without French Aid.” They go through the SpAr process with the other 4 students in their group choosing the winner of the debate. (There are 4 or 5 debates going on at the same time in the room with the two number 1’s in each group involved in the debate. After the time is up for the first debate and the groups have chosen the winner, she gives a second topic, “The adoption of the Declaration of Independence was one of the most important keys to winning the war.” The two students assigned number 2 in each group debate this topic with the other 4 students choosing the winner. She gives a third topic, “The British could have won the Revolutionary War if they really wanted to.” The two students assigned number 3 in each group debate this topic with the other four students choosing the winner. She circulates during the activity to observe as many of the debates as she can.

Keys for Success:
- Avoid extra sensitive issues. Students can become very emotionally charged, and
aggressive.

- Debrief students about the appropriate conduct and decorum when debating in order to keep it civil.
- If doing multiple debates in the classroom at once, have one standard timer (you or a student) who keeps all debates on the same schedule.

**Adaptations:**

- This structure can easily be modified by extending the length of debate. The issue to be debated can be spontaneous or students can be warned about it the day before in order to better prepare.
- The way the activity is structured in class can be changed according to the objectives and circumstances of the class. For example, you could randomly assign two students to debate with the rest of the class observing. Or you could form students into teams of 3 for each side with each person in the team doing one part of the debate (either one of the two speeches or the clash).
- You could turn it into a class competition with the winners of their first SpAr squaring off for the second SpAr and winners of these SpArs continuing to advance until a class champion is crowned.
- Formal rubrics could be completed by peers to assess the debaters and choose the winners of debates
- You could create a less competitive environment by not choosing winners but by having peers give feedback on what was effective and what wasn’t.

**22. Mock Trial**

**Procedures:**

1. **Weeks in advance:** Find or create the mock trial parts
2. **Days in advance:** Assign the following parts to students
   - Plaintiff Attorney Teams
   - Defense Attorney Teams
   - Witnesses for the plaintiff
   - Witnesses for the defense
   - Optional other roles: jurors, bailiff, Supreme Court justices, etc.
3. **Train students in their parts and help the attorney teams determine who will play which roles in the questioning, cross examining, opening statements, and opening arguments.**
4. **On the day of the trial:** Conduct the trial in the following sequence
   - Opening statements by the plaintiff and the defense
   - Questioning and cross-examination of the plaintiff witnesses
   - Questioning and cross-examination of the defense witnesses
   - Closing arguments by the plaintiff and defense

**Example:** Reenactment of the trial of Captain Thomas Preston, officer present at the Boston Massacre.
Keys to success:

- Involve as many students as possible by creating large attorney teams (with 6 or even more attorneys) and many witnesses (at least 4 for each side)
- Make attorneys and witnesses accountable for their work in class. Grade them on their preparation and engagement
- Make other students accountable for following the trial. Every student can serve on the jury if they aren’t an attorney or witness. Make jurors accountable for the evidence by having them take notes, complete a worksheet, and/or write the reasons for their verdict
- Allow peers to evaluate the participants, choosing the best attorney and the best witness
- Train attorneys in simplified rules of evidence. See for example, the Utah Law Related Education’s mock trial case each year for a list of simplified rules of evidence. This will help them know when to object.
- Give plenty of time—at least a week—between the assigning of the roles and the execution of the trial.

Adaptations/Applications

- Mock trials can simulate real historical trials (like the trial of Captain Thomas Preston), or can fictional. The Utah Law Related Education trials (available for free download on the Internet) are excellent, fictional trials associated with current issues that are relevant to students.
- Mock trials can be used to enforce classroom rules, with students filing indictments against their peers

23. Observation/Inference Chart

Procedures:

This activity is used to analyze a photograph, painting, artifact, or other similar piece of evidence. Students are taught that observations are things that we can perceive through their senses. When analyzing historical evidence people rely particularly on what they see. Students are taught some tricks for observing, such as looking at one small part of the evidence at a time, moving slowly from one part of the evidence to another, noticing the relationship between items, collaborating with others while observing, and remaining open-minded about the importance of observations that seem trivial. Students are then taught that inferences are interpretations that are based on observations and accurate background knowledge. They are shown that simple inferences are usually better than complicated ones (a concept known as parsimony) and that inferences must take into consideration all of the evidence/observations. Inferences can sometimes be built upon a combination of observations and other inferences. After providing this background, teachers create a simple T-chart where students can record observations on the left and inferences on the right. Teachers can encourage students to draw arrows linking observations with the inferences that are based upon them. No inference should be recorded unless the student has shown the observations that lead to it. Teachers then give students a piece of evidence and have students use the observation/inference chart to keep
a record as they analyze the evidence.

Example:

The teacher shows the engraving and asks the question, “What was Paul Revere’s purpose in creating this image of the Boston Massacre?” Then she gives students an observation/inference chart and they begin to list things they observe in the left column. After a few minutes of observations students are then asked to make inferences about Revere’s purpose reminding them to base inferences on observations. After a few minutes of work students debate what they think his purposes were based on their observations and inferences. The teacher guides students toward the conclusion that the image was produced as propaganda. Perhaps bringing in primary sources to show discrepancies between the image and accounts could help them reach that conclusion.

Keys to Success:
- Choose evidence that leads to good inference-making (Norman Rockwell painting are often really good for this).
- Teach students explicitly about observations and inferences. Some students are familiar with the idea of “reading between the lines” when making an inference.
- Practice with a simple image before working with one that is challenging
• Create a rubric that assesses inferences, showing students that making inferences is not simply guesswork but that inferences can and should be evaluated.
• Use the observation/inference chart for a number of different types of evidence over the course of the school year

Adaptations/Applications:
• Use the observation/inference chart during a whole-class analysis of evidence
• Allow students to work in small groups using the observation/inference chart to analyze evidence
• Allow students to work individually with an observation/inference chart before a class discussion
• Use the observation/inference chart to analyze movie clips, ancient artifacts, photographs, propaganda posters, paintings, sculptures, coins, etc.

24. Document-Based Lesson

Procedures:
The teacher generally starts the lesson with a short lecture that provides background knowledge on a historical event. The purpose of the lecture is to give students enough background knowledge to be able to effectively analyze historical documents that will be provided later. The lecture generally ends with some sort of historical controversy, such as “did the patriots at Lexington stand their ground or flee the scene?” or “how accurate is Emanuele Leutz’s painting of Washington Crossing the Delaware?” Next the teacher gives students a series of documents that will serve as evidence in solving the historical controversy. The teacher often gives some type of graphic organizer to help students manage the documents. If needed, documents can be revised to make them easier for the students to comprehend. The teacher often models the analysis of the first document with the students, paying attention to the source of the document and how the source impacts the content. Other strategies that the teacher can model are contextualization—imagining the specific geographic and social context of the documents’ creation, and corroboration, which is comparing and cross-checking information across documents. Students then work individually or in small groups analyzing the documents. At the end of class, the teacher conducts a debriefing during which students express their interpretations of the historical controversy they have been studying. They are expected to defend their interpretations using evidence from the documents. They are also expected to question and critique their peers’ interpretations.

Examples:
A number of sample Document-Based Lessons are provided at https://sheg.stanford.edu/rlh

Keys to Success:
• Keep the introductory lecture short, giving just the basic information needed to understand and analyze the documents
• Carefully select documents that show different perspectives and give conflicting
Consider giving students bad evidence and good evidence so that they have to think critically about what they trust and don't trust.

Create a graphic organizer for students to record their analysis of each document and to make comparisons across documents.

Modify the documents if needed so that the students can easily understand the content and focus instead on the analysis.

Give students "space" in order to form their own interpretation. There should be differences in interpretations across the class.

Make students justify their interpretations referring to the evidence in the documents.

Adaptations/Applications:

Give two images of the same event that show the event differently. Have students use the documents to determine the strengths and weaknesses of the different images.

Create a spectrum with the extremes representing absolute certainty in their interpretation and the middle representing uncertainty. Have students plot themselves on the spectrum and then have them justify their location.

<table>
<thead>
<tr>
<th>Absolutely certain they stood their ground</th>
<th>not certain</th>
<th>Absolutely certain they fled the scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix J

Informed Consent and IRB Letter of Approval
A Case Study of the Driven 2 Teach Program: Site-Based Experiential Professional Development for History Teachers

Introduction
You are invited to participate in a research study conducted by Steven P. Caroza, Associate Professor, and Hadyn B. Call, a doctoral student, in the School of Teacher Education and Leadership at Utah State University. The purpose of this research is to understand how history teachers experience professional growth and development, by participating in a site-based experiential professional development program called Driven 2 Teach.

This form includes detailed information on the research to help you decide whether to participate in this study. Please read it carefully and ask any questions you have before you agree to participate.

Procedures
Your participation will involve completing an emailed questionnaire that will lead the researcher to then choose 9 participants based on experience and the level at which you teach (e.g., high school, junior high/middle school, and elementary school). If you agree to participate, and are chosen as one of the 9 participants after completing the survey, the researchers will also collect information about your Driven 2 Teach experience through pre and post field experience interviews, daily observations during the field study, and reflections made daily throughout the field study as you write in your reflective journals. We anticipate that 28 people will participate in this research study by completing the emailed questionnaire, and that a total of 9 people will participate before, during, and after the field study. As part of the Driven 2 Teach program, you will be required to complete a survey provided by the Driven 2 Teach for the program. This survey will also be utilized in this research study.

Risks
This is a minimal risk research study. That means that the risks of participating are no more likely or serious than those you encounter in everyday activities. The foreseeable risks or discomforts include being interviewed and observed. In order to minimize those risks and discomforts, the researcher will keep you informed throughout the data collection process. There is also a possibility of the loss of confidentiality. However, this risk will not affect your status as a participant in the program or your standing with Driven 2 Teach.

Benefits
There are no direct benefits for participating in the study. This study will help the researchers learn more about site-based experiential professional development and may help enlighten those that are involved in implementing professional development programs, including Driven 2 Teach.

Confidentiality
The researchers will make every effort to ensure that the information you provide as part of this study remains confidential. Your identity will not be revealed in any publications, presentations, or reports resulting from this research study. However, it may be possible for someone to recognize your particular story and perceptions of your experiences with Driven 2 Teach. While we will ask all participants to keep the information they hear in any group situations confidential, we cannot guarantee that everyone will do so.

We will collect your information through email, interviews (audio recordings), field notes and reflective journals, as well as through the survey provided by the Driven 2 Teach program. This information will be securely stored in a restricted-access folder on Box.com and in a locked drawer or safe in a restricted-access office. This form and any data will be kept for three years after the study is complete, and then it will be destroyed.
It is unlikely, but possible, that others (Utah State University) may require us to share the information you give us from the study to ensure that the research was conducted safely and appropriately. We will only share your information if law or policy requires us to do so.

The research team works to ensure confidentiality to the degree permitted by technology. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online. However, your participation in this online survey involves risks similar to a person’s everyday use of the Internet.

Voluntary Participation
Your participation in this research is completely voluntary. Participant requests made known to the researcher about degrees of comfort with certain types of data collection will be honored. If you agree to participate now and change your mind later, you may withdraw at any time by simply letting the researcher know. If you choose to withdraw after we have already collected information about you, some of that information could be used in the study. If you decide not to participate, the services you receive from Driven 2 Teach will not be affected in any way. The researchers may choose to terminate your participation in this research study if deemed necessary.

IRB Review
The Institutional Review Board (IRB) for the protection of human research participants at Utah State University has reviewed and approved this study. If you have questions about the research study itself, please contact the Principal Investigator at steven.camicia@usu.edu. If you have questions about your rights or would simply like to speak with someone other than the research team about questions or concerns, please contact the IRB Director at (435) 797-0567 or irb@usu.edu.

Steven P. Camicia, Ph.D.
Principal Investigator
(801) 518-3193; steven.camicia@usu.edu

Hadyn B. Call
Co-Investigator
(801) 856-0983; hadyncall@aggiemail.usu.edu

Informed Consent
By signing below, you agree to participate in this study. You indicate that you understand the risks and benefits of participation, and that you know what you will be asked to do. You also agree that you have asked any questions you might have, and are clear on how to stop your participation in the study if you choose to do so. Please be sure to retain a copy of this form for your records.

Participant’s Signature
Participant’s Name, Printed
Date
Institutional Review Board
USU Assurance: FWA#00003308

Expedite #6 & #7
Letter of Approval

FROM:
Melanie Dominguez Rodriguez, IRB Chair
Nicole Yovellis, IRB Administrator

To: Steven Camicia, Hadyn Call
Date: February 09, 2010
Protocol #: 9033
Title: A Case Study Of The Driven 2 Teach Program: Site-Based Experiential Professional Development For History Teachers
Risk: Minimal risk

Your proposal has been reviewed by the Institutional Review Board and is approved under expedite procedure #6 & #7 (based on the Department of Health and Human Services (DHHS) regulations for the protection of human research subjects, 45 CFR Part 46, as amended to include provisions of the Federal Policy for the Protection of Human Subjects, November 9, 1998):

#6: Collection of data from voice, video, digital, or image recordings made for research purposes.
#7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

This approval applies only to the proposal currently on file for the period of one year. If your study extends beyond this approval period, you must contact this office to request an annual review of this research. Any change affecting human subjects must be approved by the Board prior to implementation. Injuries or any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Institutional Review Board.

Prior to involving human subjects, properly executed informed consent must be obtained from each subject or from an authorized representative, and documentation of informed consent must be kept on file for at least three years after the project ends. Each subject must be furnished with a copy of the informed consent document for their personal records.
CURRICULUM VITA

HADYN BOWEN CALL

Assistant Principal
Mueller Park Junior High School
Davis School District

Main Office — Phone: 801-402-6300 — Email: hcall@dsdmail.net

EDUCATION

2019 Ph.D. Utah State University – Education
Specialization: Curriculum and Instruction
Emphasis Area(s): Instructional Leadership, Social Studies, History Education
Dissertation: A Case Study of the Driven 2 Teach Program: Site-Based Experiential Professional Development for History Teachers
Advisor: Steven P. Camicia

2014 M.A. Utah State University – History
Emphasis Area(s): U.S. History, U.S. West, American Southwest
Thesis: The Infrastructure of the Fur Trade in the American Southwest, 1821-1840
Advisor: John D. Barton

2010 M.Ed. Weber State University – Curriculum and Instruction
Emphasis Area(s): Social Studies, History Education
Thesis: History Teacher as Historian: Conducting Historical Research
Advisor: Peggy J. Saunders

2006 B.A. Weber State University – History
Emphasis Area(s): U.S. History, U.S. West
Thesis: The Journal of Anson Call
Minors: Art and Spanish
Advisor: Stanford J. Layton

PUBLICATIONS

Books

Journal Articles

Peer-Reviewed


Invited


Other


**CONFERENCE PRESENTATIONS**

**International**

**National**
- Call, H. B. (June 10, 2016). Interpreting the past through the lens of living history: The material culture of Mormon pottery. Presentation at the Mormon History Association (MHA) 51st Annual Conference, Cliff Lodge, Snowbird, UT.
**State**

- Call, H. B. (October 11, 2017). The Driven 2 Teach Program: A History. Presentation at the 65th Annual Utah Division of State History (UDSH) Conference, Utah Cultural Celebration Center, West Valley City, UT.

- Call, H. B. (June 11, 2016). Increasing historical empathy through living history: Mountain Men and the Fur Trade. Presentation at the 36th Annual Utah Home Education Association (UHEA) Homeschool Convention and Curriculum Fair, South Towne Expo Center, Sandy, UT.

- Call, H. B. (October 2, 2015). Kidnapped and purchased: Piecing together the story of Ruth Pie de Call Davids—a Paiute Indian. Presentation at the 63rd Annual Utah Division of State History (UDSH) Conference, Utah Cultural Celebration Center, West Valley City, UT.


- Call, H. B. (November 15, 2014). *The Patriot* and the real Francis Marion: Guerilla warfare in the south. Presentation at the 2014 Folklore Society of Utah (FSU) Annual Meeting, Utah State University, Logan, UT.

- Call, H. B. (October 11, 2014). Setting the precedent: History teacher as historian. Presentation at the Utah Council for the Social Studies (UCSS) Fall Conference, Butler Middle School, Salt Lake City, UT.

- Call, H. B. (March 22, 2014). Tying it all together: Driven 2 Teach, the Spanish borderlands, and the common core. Presentation at the Utah Council for the Social Studies (UCSS) Spring Conference, South Jordan Middle School, South Jordan, UT.


- Call, H. B. (November 9, 2013). Changing identity through material culture: Folklore, the fur trade, and the Internet. Presentation at the 2013 Folklore Society of Utah (FSU) Annual Meeting, Snow College, Ephraim, UT.

- Call, H. B. (September 21, 2012). Mormons and Muslims: An ongoing encounter. Presentation at the 60th Annual Utah Division of State History (UDSH) Conference, Fort Douglas, Salt Lake City, UT.

University

- Call, H. B. (April 9, 2015). From childhood to adulthood: An educational memoir. Presentation at the Student Research Symposium, Utah State University, Logan, UT.

- Call, H. B. (February 27, 2015). Mormon rationalism in the life and conversion of Anson Call. Presentation at the 5th Annual College of Liberal Arts Graduate Student Symposium, University of Nevada, Reno, NV.

- Call, H. B. (April 10, 2014). The infrastructure of the fur trade of the American Southwest, 1821-1840. Presentation at the Graduate Research Symposium, Utah State University, Logan, UT.

- Call, H. B. (April 12, 2013). Changing identity: Folklore, the fur trade, and the Internet. Presentation at the 2013 Intermountain Graduate Research Symposium, Utah State University, Logan, UT.

Other

- Call, H. B. (February 27, 2016). Doing it right: Maximizing the field study experience. Presentation at the 2015 Driven 2 Teach Preseminar Meeting, Larry H. Miller Megaplex, Sandy, UT.

- Call, H. B. (February 21, 2015). Three steps to success. Presentation at the 2015 Driven 2 Teach Preseminar Meeting, Larry H. Miller Megaplex, Sandy, UT.

- Call, H. B. (February 8, 2014). Gratitude, attitude, and fortitude: The virtues of a perfect field study. Presentation at the 2014 Driven 2 Teach Preseminar Meeting, Larry H. Miller Megaplex, Sandy, UT.

- Call, H. B. (June 18, 2013). The American fur trade and the Southwest connection. Presentation at the 2013 Driven 2 Teach Spanish Borderlands Field Study, Fort Marcy, Santa Fe, NM.

- Call, H. B. (February 23, 2013). Five ways to have a successful field study. Presentation at the 2013 Driven 2 Teach Preseminar Meeting, Larry H. Miller Megaplex, Sandy, UT.
Assistant Principal

Mueller Park Junior High School, Bountiful, UT – 2018-2019 school year – Present

Administrative Team:
- Deanne Kapetanov, Head Principal
- Camille Krum, Assistant Principal

Responsibilities:
- 504 Coordinator
- Academic Data Review
- Acceptable Use Compliance
- Access Cards
- Assemblies
- Athletic Department
- Audio Visual
- Bell Schedules
- Bell System
- Boundary Variances
- Buildings and Grounds
- Building Use-Calendaring
- Bussing
- Classroom Observations
- DCMT
- Discipline
- Disclosure Approval
- Eligibility
- Emergency-SRP/Safety Plan
- ESL students
- Field Trips
- Home Hospital

1. Local Case Management Team
   1. Lockers
   - New Teacher Mentor
   - PSC-games/setup/SBO coordination
   - Panther Time
   - Professional Development
   - Supervision of students
   - Teacher Evaluation
   - Technology Committee
Student Success Coordinator

Clearfield High School, Clearfield, UT – 2017-2018 school year

Administrative Team:
- Chris Keime, Head Principal
- Justin Whittaker, Assistant Principal
- Kellie Mudrow, Assistant Principal
- Mike Martini, Assistant Principal
- Melanie McEvoy, Administrative Intern

Responsibilities:
- Student Access
  - Gear Up Grant Site Coordinator
  - 9-10 Transition
  - Credit Recovery/Remediation
  - Behavior Interventions
  - Attendance Interventions
  - CANVAS
- Physical Facilities
  - Construction
  - Keys
  - Room Assignments
  - Security
- Special Education

Internship Hours for Continued Experience


Administrative Team:
- Jason Smith, Head Principal
- Benjamin Hill, Assistant Principal
- Malissa Wolfer, Assistant Principal
- Shawn Johnson, Assistant Principal

Internship Hours for Licensure

Viewmont High School, Bountiful, UT – 2015-2016 school year

Administrative Team:
- Daniel Linford, Head Principal
- Jason Smith, Assistant Principal
- Chadli Bodily, Assistant Principal
- Shawn Johnson, Assistant Principal
Reading Elementary School, Centerville, UT – 2015-2016 school year
Administrative Team:
 Sharlene Weight, Head Principal
 Jackie Corbridge, Administrative Intern

Antelope Elementary School, Clearfield, UT – 2015-2016 school year
Administrative Team:
 Don Betty, Head Principal
 Tiffany Tuck, Administrative Intern

Millcreek Junior High School, Bountiful, UT – 2014-2015 school year
Administrative Team
 Karyn Bertelsen, Head Principal
 Neesha Killpack, Assistant Principal
 Doug Hammerschmidt, Assistant Principal

TEACHING

K-12

Viewmont High School, Bountiful, UT – August 2015 – Present
 Courses Taught
  • Advanced Placement (AP) U.S. Government and Politics
  • U.S. History II
  • Spanish II

Another Way School: Montessori and More, Park City, UT – Summer Camps – June 2014 – August 2014
 Courses Taught
  • Frontier Skills

Millcreek Junior High School, Bountiful, UT – August 2008 – June 2015
 Courses Taught
  • World Geography
  • Honors U.S. History I
  • U.S. History I
  • Utah Studies
  • Spanish III
  • Spanish II
  • Study Skills/ESL

Syracuse Junior High School, Syracuse, UT – February 2008 – June 2008
 Courses Taught
  • Art Foundations II
• Art Foundations I

**Davis High School**, Kaysville, UT – August 2007 – December 2007
  - Courses Taught
    - U.S. History II
    - Spanish I
    - Ceramics I

**Teacher Education**

**Davis School District Cooperating Teacher**
  - **Student Teachers**
    - Lyndee Scherting, Weber State University
      2014, Millcreek Junior High, U.S. History I and Honors U.S. History I
      First full-time teaching assignment (2015-2016 school year): Layton High
      School, Davis School District
    - Lee Pectol, University of Phoenix
      2013, Millcreek Junior High, World Geography and U.S. History I
      First full-time teaching assignment (2014-2015 school year): Kaysville
      Junior High School, Davis School District
    - Joseph Asbury, Utah State University
      2012, Millcreek Junior High, U.S. History I
      First full-time teaching assignment (2013-2014 school year): South Davis
      Junior High School, Davis School District

  - **Preservice Teacher Observers**
    - Matthew Ricks, Weber State University
      History II

  - **Student Interns**
    - Allison Packard, Bountiful High School
      2014, Millcreek Junior High, U.S. History I
    - Ashley Baum, Woods Cross High School
      2013, Millcreek Junior High, U.S. History I

**Driven 2 Teach**
  - **Pedagogy Specialist**
    - Richmond-Virginia Field Study – Preseminar, February 23, 2019; Field
      Study, June 10-16, 2019; Post-seminar, August 10, 2019
    - Richmond-Virginia Field Study – Preseminar, February 24, 2018; Field
      Study, June 18-24, 2018; Post-seminar, August 11, 2018

  - **Researcher**
    - Boston-Philadelphia Field Study - Preseminar, February 21, 2015; Field
Study, June 4-10, 2015; Post-seminar, August 15, 2018

- **Assistant Instructor**
  - Boston-Philadelphia Field Study – Preseminar, February 21, 2015; Field Study, June 8-14, 2015; Post-seminar, August 15, 2015

**Utah State Board of Education (USBE)**

- **Courses Taught**
  - Secondary Utah Standards Academy for Social Studies, Ben Lomond High School, Ogden, UT (June 16-19, 2014)
  - Secondary Utah Standards Academy for Social Studies, North Davis Junior High School, Clearfield, UT (June 9-12, 2014)

**University**

**Weber State University**

- **Courses taught (Summer 2019)**
  - EDUC 5920: Field Study: Richmond, VA-Washington DC, The Civil War: From the Home Front to the Battle Front
- **Courses taught (Summer 2018)**
  - EDUC 5920: Field Study: Richmond, VA-Washington DC, The Civil War: From the Home Front to the Battle Front

**Utah State University**

- **Courses taught (Spring 2017)**
  - SCED 5810: Social Studies Teaching Methods
  - SCED 3500: Social Studies Teaching Methods
  - SCED 4300: Clinical Experience II for Social Studies
  - SCED 3300: Clinical Experience I for Social Studies
  - SCED 5500: Student Teaching Seminar for Social Studies

**Professional Licensure**

- **Level**
  - Professional Educator License for the State of Utah: Level 2 (March 16, 2011 – June 30, 2016)

- **License Areas of Concentration**
  - Administrative/Supervisory (K-12)
Secondary Education (6-12)

Endorsements
- English as a Second Language
- History
- Spanish
- Visual Art (6-12)

Awards
- 2016-2017 Graduate Enhancement Award, in the amount of $4,000.00, Utah State University – March 15, 2017.
- Student Paper Contest Winner. Changing identity through material culture: Folklore, the fur trade, and the Internet. Folklore Society of Utah Annual Meeting, Snow College, Ephraim, UT. – November 9, 2013
- Teaching American History Grant Carbon County Field Study Participant, Davis School District – May 3-4, 2013.
- Teaching American History Grant New York City Field Study Participant, Davis School District – August 2-6, 2010.
- Weber State University President’s Choice Award, mixed medium pottery, 2006 Weber State University Student Art Show, Ogden, UT.
- Third Place – National College Wrestling Association (NCWA) 2001 National Championship – Dallas, TX.
- First Place – National College Wrestling Association (NCWA) 2001 Northeast Conference Championship, Lafayette, PA.

Affiliations

International
- International Society for the Social Studies – 2013

National
- National Council for the Social Studies (NCSS) – 2014-present
American Mountain Men (AMM) – 2005-present
Western States Folklore Society – 2015

State
- Utah Art Education Association (UAEA) 2014
- Folklore Society of Utah (FSU) – 2013-2014
- Utah State Historical Society (USHS) – 2013-2016
- Utah Foreign Language Association (UFLA) – 2012
- Utah Council for the Social Studies (UCSS) 2010-2016

University
- Phi Alpha Theta National History Honor Society (ΦΑΘ) – 2005-present

Professional Development

Utah State Board of Education (USBE)
- Utah Secondary Social Studies Standards Institute (June 19-20, 2017)
- Utah Council for the Social Studies Fall Conference (October 15, 2016)
- Utah Council for the Social Studies and the Utah Geographic Alliance Fall Conference (November 7, 2015)
- Social Studies Saturday Seminar (October 11, 2014)
- Bold School Training (September 25, 2018)
- Utah Standards Academy – 2014 Facilitator, Ben Lomond High (June 16-19, 2014)
- Utah Standards Academy – 2014 Facilitator, North Davis Jr. High (June 9-12, 2014)
- USOE Social Studies Standards Academy Planning Meeting (May 22, 2014)
- USOE Social Studies Standards Academy Planning Meeting (April 25, 2014)
- USOE Social Studies Standards Academy Planning Meeting (March 28, 2014)
- UCSS Social Studies Conference (March 22, 2014)
- USOE Social Studies Standards Academy Planning Meeting (March 13, 2014)
- USOE Social Studies Standards Academy Planning Meeting (February 20, 2014)
- USOE Social Studies Standards Academy Planning Meeting (February 6, 2014)
- Saturday Social Studies Conference (March 2, 2013)
- Utah Council for the Social Studies Saturday Seminar (October 13, 2012)
- Utah Council for the Social Studies Saturday Seminar (January 4, 2012)
- Utah Council for the Social Studies Saturday Seminar Fall 2011 (October 15, 2011)
- Accreditation Training 2011-2012 (October 14, 2011)
- Utah Council for the Social Studies Saturday Seminar: Spring 2011 (March 19, 2011)
- Utah Council for the Social Studies Saturday Seminar (March 13, 2010)
- Utah Council for the Social Studies and Science Saturday Seminar (November 13, 2010)
Davis School District (DSD)

- Purchasing Training (November 9, 2018)
- LEA Boot Camp 2018 (August 10, 2018)
- Summer Leadership 2018 (July 30-August 1, 2018)
- Microsoft Training-OneNote (June 15, 2018)
- Safety Training (June 12, 2018)
- Microsoft Training-Teams (June 11, 2018)
- Evaluate Davis New Administration Training (September 19, 2017)
- Shmoop Show and Tell (August 28, 2017)
- Evaluate Davis New Administration Training (August 10, 2017)
- LEA Boot Camp (August 8, 2017)
- Digital Learning and Standards Based Grading (August 3-4, 2017)
- Summer Leadership 2017 (August 1-2)
- Technology Conference (July 27, 2017)
- Student Services Training (June 21, 2017)
- Language Labs Training (April 12, 2017)
- Learner-Centered and Communication-Focused Instruction in the World Language Classroom (November 2-3, 2016)
- Suicide Prevention Training for Davis School District Employees (October 14, 2016)
- Social Studies RERESH: Rigor, Relevance, and Relationships (High School) (October 13, 2016)
- Suicide Prevention Training for Davis School District Employees (October 23, 2015)
- Summer Leadership 2016 (August 7, 2015)
- Technology Conference (July 30, 2015)
- Suicide Prevention Training for Davis School District Employees (April 24, 2015)
- Academic and Performance Goals Workshop: Social Studies and World Languages (September 29, 2014)
- Constructed Response and Specific Rubrics in History and Social Science Courses (February 18, 2014)
- Wasatch Range National Writing Project (October 9, 2013 – March 19, 2014)
- Foundations of Social Studies – Utah Studies (December 6, 2013)
- Social Studies REFRESH (November 6, 2013)
- iPad APPS and SITES for PLAN TEACH CHECK (October 7, 2013)
- 2013 TAH Summer Academy (June 10-14, 2013)
- TAH Carbon County Field Study (May 3-4, 2013)
- Social Studies DESK Writing Project (Authentic Documents) (March 13 and 20, 2013)
- Effective Grammar Instruction in the Foreign Language Classroom (January 28, 2013)
- “Let’s get the Conversation Started” (February 27, 2013)
- U.S. History REFRESH (December 11, 2012)
- Secondary DESK Academy – Social Studies (November 5, 2012)
- Utah Studies REFRESH (October 16 and 22, 2012)
- Secondary DESK Academy – Session 6: Reading to Learn with Advanced Students (August 30, 2012)
- Secondary DESK Academy – Session 5: Strategies for Reading Argument (August 30, 2012)
- Secondary DESK Academy – Session 4: Text Annotation (August 30, 2012)
- Secondary DESK Academy – Session 3: Written Conversation (August 30, 2012)
- Secondary DESK Academy – Session 2: RAFT (August 30, 2012)
- Secondary DESK Academy – Session 1: GIST Summary Strategy (August 30, 2012)
- TAH: Summer Academy 2012 (June 4-8, 2012)
- ESL: (May 17, 2012)
  a. Portfolio Check – Award ESL Endorsement
- ESL: (April 18, 2012)
  a. Empowering Diverse Families
  b. Culturally Responsive Teaching
- TAH: Follow up meeting for 2011 Summer Academy Participants (April 10, 2012)
- ESL: (March 8, 2012)
  a. Curriculum and Materials: Instructional Practice for ESL
  b. Application of Research and Strategies
- ESL: (January 23, 2012)
  a. Instructional Strategies and Language Acquisition
  b. Curriculum and Materials for ESL Instruction
- TAH: Follow up meeting for 2011 Summer Academy Participants (December 14, 2011)
- ESL: (November 29, 2011)
  a. Theories of Language Acquisition
  b. Assessment for Linguistically Diverse Populations
- ESL: (November 7, 2011)
  a. REACH for ESL
  b. Family and Community Involvement in the Education of ELLs
- TAH: Podcasting for learning and teaching American History (October 19, 2011)
- 2011-2012 History Fair Workshop (September 28, 2011)
- TAH: Weblesson 2011-2012 (September 15, 2011)
- TAH: Summer Academy 2011 (June 6-10, 2011)
- TAH: Nettrekker and U.S. History Workshop (March 8, 2011)
- U.S. History REFRESH (February 16, 2011)
• TAH: Photostory and Podcasting for U.S. History classes (February 8, 2011)
• TAH: DBQ Follow-up Workshop (January 28, 2011)
• TAH: Weblessons Introduction (November 19, 2010)
• Classroom Proficiency Assessments in World Languages (August 9-13, 2010)
• TAH: 2010 New York City Field Study (August 2-6, 2010)
• TAH: 2010 Washington D.C. Field Study (June 21-25, 2010)
• TAH: Summer Academy 2010 Part 1 (June 7-11, 2010)
• TAH: Technology Projects and Video Tools in the U.S. History Classroom (March 9, 2010)
• TAH: Reading and Writing in the U.S. History Classroom (February 17-18, 2010)
• Effective Teaching with PowerPoint Presentations (February 15, 2010 – May 7, 2010)
• REFRESH: U.S. History 2 (December 14, 2009)
• TAH: Developing Student Citizens (We The People Program) (November 18, 2009)
• Reflective Portfolio for Level 1 Licenses (First and Second Year Teachers) (October 29, 2009)
• We Shall Remain – Utah’s American Indians Training (September 12, 2009)
• TAH: Using DBQ’s in every American History Class (January 26, 2009)
• Lesson Plan Development and Delivery at Millcreek Junior High 2009-2010 (August 20, 2009)
• Web Pages: DSD Web Design Beginning (September 8, 2008)
• Interwrite Training: Millcreek Junior High (August 22, 2008)
• Classroom Instruction that Works at Millcreek Junior High (August 2, 2008 – May 15, 2008)
• Praxis: PLT Study Workshop (June 4, 2008)

Other
• NCCEP/GEAR UP Annual Conference, Washington D.C. (July 15-18, 2018)
• NCCEP/GEAR UP Capacity-Building Workshop, Las Vegas, NV (February 4-7, 2018)
• GEAR UP West Conference, Portland, OR (October 29-31, 2017)
• 2017 Northern Utah Gang Conference, Ogden, UT (October 4-5, 2017)
• Utah State University Gear Up Grant Technical Training (August 30-31)
• TeachingAmericanHistory.org Seminar – Civil Rights in America (April 14, 2017) – Alta High School, Sandy, UT.
• TeachingAmericanHistory.org Seminar – Turning Points: America’s War in Vietnam (March 3, 2017) – Alta High School, Sandy, UT.
• Utah Foreign Language Association (UFLA) Conference (February 9, 2017) – Utah Valley University, Provo, UT.
• CollegeBoard Advanced Placement Workshop for AP U.S. Government and Politics (November 13, 2015) – John B. Hynes Veterans Memorial Convention Center, Boston, MA.
• Teaching Proficiency through Reading and Storytelling (TPRS) Training
(September 11-12, 2015) – Syracuse Junior High School, Syracuse, UT

- Utah Art Education Association (UAEA) Fun in the Sun Conference (February 21-22, 2014) – Pine View High School, St. George, UT.
- Utah Foreign Language Association (UFLA) Conference (November 8, 2012) – Weber State University, Ogden, UT.
- Intermountain AP Summer Institute (July 9-12, 2012) – Davis High School, Kaysville, UT.
- Living History and Re-enactors Seminar (April 30, 2010-May 1, 2010) – American West Heritage Center, Wellsville, UT.

### Extra-Curricular Educator Duties

- Site Council – Millcreek Junior High School, (2013-2014)
- Joint Staff Study Committee (JSSC) – Millcreek Junior High School, (2012-2014)
- Girls Track and Field Head Coach – Millcreek Junior High School, (2013)
- Accreditation Committee – Millcreek Junior High School, (2012-2013)

### Grants

- Trust Lands Grant – AP U.S. Government and Politics Textbooks – Viewmont High School Community Council, $9,000.00 – April 24, 2017
- Cash for Classrooms Grant – Primary and Secondary Source Analysis – Davis Education Foundation, $500.00 – February 19, 2014
- Travel Grant – International Society for the Social Studies 2014 Conference – School of Graduate Studies, Utah State University, $300.00 – January 9, 2014
- Travel Grant – International Society for the Social Studies 2014 Conference – School of Teacher Education and Leadership, Utah State University, $470.00 – December 20, 2013
- Travel Grant – Folklore Society of Utah 2013 Conference – School of Teacher
Education and Leadership, Utah State University, $230.80 – November 20, 2013
- Cash for Classrooms Grant – Primary and Secondary Source Analysis – Davis Education Foundation, $500.00 – January 23, 2013

**SERVICE**

**Professional**
- Driven 2 Teach 2017 Field Study Selection Committee – December 7, 2016 – Committee Member
- Manuscript Reviewer, MS 06741, *Social Studies Research and Practice* (requested October 25, 2016 by Cynthia Szymanski Sunal, Executive Editor, University of Alabama).
- Manuscript Reviewer, MS 06702, *Social Studies Research and Practice* (requested May 27, 2016 by Cynthia Szymanski Sunal, Executive Editor, University of Alabama).
- Manuscript Reviewer, MS 06702, *Social Studies Research and Practice* (requested March 4, 2016 by Cynthia Szymanski Sunal, Executive Editor, University of Alabama).
- Driven 2 Teach 2016 Field Study Selection Committee – December 10, 2015 – Committee Member
- Driven 2 Teach 2015 Field Study Selection Committee – December 11, 2014 – Committee Member
- Driven 2 Teach Advertisement and Recruitment – Utah Council for the Social Studies Saturday Conference – October 11, 2014 – Promotional Support
- Driven 2 Teach 2014 Field Study Selection Committee – December 11, 2013 – Committee Member
- Driven 2 Teach 2013 Field Study Selection Committee – December 12, 2012 – Committee Member

**K-12**
- Judge for the Utah State Department of History, Utah History Day, Hillcrest Junior High School, Murray, UT – April 29, 2017
- Judge for the Davis School District, Utah History Day, Kendall Building, Farmington, UT – February 17, 2017
- Judge for the Utah State Department of History, Utah History Day, Hillcrest Junior High School, Murray, UT – April 16, 2016
- Judge for the Utah State Department of History, Utah History Day, Hillcrest Junior High School, Murray, UT – March 20, 2015
- Judge for the Davis School District, Utah History Day, Kendall Building,
Farmington, UT – March 9, 2015
- Judge for the Davis School District, Utah History Day, Kendall Building, Farmington, UT – March 6, 2013

Ecclesiastical
- Missionary – Mexico Tampico Mission, The Church of Jesus Christ of Latter-day Saints – April 2001-April 2003

Community
- Webelos Den Leader – 2013-2016
- Varsity Assistant Scout Master – 2009-2010