

## **Secondary History Core Teaching Practices: Delphi Study Final Results**

The teaching practices listed and described below resulted from 3 rounds of ratings, comments, and suggestions by a panel of 26 expert history educators – highly certified secondary history teachers, and distinguished teacher educators and educational researchers. These titles and descriptions include small revisions made after, and in response to, the final round of panel evaluations and comments.

Over all 3 rounds, panelists rated practice titles and definitions on a 5-point Likert scale indicating their level of agreement with whether the practice should be considered a core history teaching practice (1=strongly disagree; 5=strongly agree). Revisions, cuts, and additions were made after each round based upon panelists' comments and suggestions. The first 9 practices listed below received final average scores  $\geq 4.69$ . The last 3 practices received final average ratings of 4.38, 4.15, and 4.12 respectively. Over the course of this study, multiple panel members suggested combining or consolidating these final 3 practices, which we plan to do moving forward with this work.

It is important to note that these are 'final' descriptions in the sense that the Delphi study is over. These practices and descriptions are a starting point for such future work as further decomposing practices into different performance levels, correlating them with student learning, and using them to inform professional development offerings. We anticipate possible revision and elaboration of practice titles and descriptions as part of the continued research and development of this work.

<b>Final History Practice Titles</b>
<b>Use Historical Questions</b>
<b>Select and Adapt Historical Sources</b>
<b>Model and Support Historical Reading Skills</b>
<b>Employ Historical Evidence</b>
<b>Use Historical Concepts</b>
<b>Facilitate Discussion on Historical Topics</b>
<b>Model and Support Historical Writing</b>
<b>Assess Student Thinking about History</b>
<b>Engage Students in Historical Investigations</b>
<b>Set Historical Content*</b>
<b>Explain and Link Historical Content*</b>
<b>Connect to Personal/Cultural Experiences*</b>
<small>*These practices received the lowest ratings in round 3, along with suggestions by panel members that they be consolidated. Moving forward with this work, we plan to combine them into one practice titled "Establish and Connect Historical Content."</small>

#### Use Historical Questions

The teacher plans lessons and units around historical questions. This practice focuses on the use of questions that have driven historical scholarship and debate (e.g., Was Reconstruction about emancipation or reconciliation?; Could the United States have avoided involvement in World War I?; How did the Chinese Communists succeed in establishing the PRC?) to organize instruction. Further, this practice involves creating opportunities for students to generate their own historical questions.

#### Select and Adapt Historical Sources

The teacher centers instruction on appropriate and engaging historical sources that include various types of texts and artifacts and illustrate multiple perspectives and interpretations. Sources should include both primary and secondary texts, and may include images, political cartoons, documentaries, movies, graphs/charts, and maps. This practice also focuses on how the teacher prepares and/or adapts historical sources – such as excerpting documents or utilizing scaffolding questions - to help make them accessible to students.

#### Model and Support Historical Reading Skills

The teacher models and provides opportunities for guided and independent practice of discipline-specific reading skills. This practice focuses on how the teacher illustrates and supports different historical reading skills such as evaluating and comparing different source materials, considering the historical context in which different artifacts and documents were created, or corroborating evidence and historical accounts.

#### Employ Historical Evidence

The teacher demonstrates the use of evidence in addressing historical questions, and developing and evaluating historical claims. This practice focuses on how the teacher uses, and supports students in using, multiple forms of evidence – for example, both primary and secondary sources, visuals, maps, charts, and graphs – to develop and support historical claims and understand the connections between claims and evidence.

#### Use Historical Concepts

The teacher plans lessons and units that focus instruction on first and second order historical concepts (e.g., nationalism, revolution; cause and effect, change and continuity, chronology, significance). The teacher illustrates how historical content explored in class connects to, or is representative of, historical concepts and creates opportunities for students to engage in conceptual analysis of historical events, sources, and artifacts.

#### Facilitate Discussion on Historical Topics

The teacher creates opportunities for students to engage in extended discussion with teachers and among peers about historical questions, controversies, sources, or artifacts. This practice focuses on how the teacher demonstrates - and has students practice - considering, clarifying, or justifying and supporting ideas and comments with evidence, and the extent to which discussion is grounded in historical questions, texts, or artifacts.

#### Model and Support Historical Writing

The teacher models and creates opportunities for students to develop and communicate historical analysis through writing. This practice focuses on the extent to which the teacher designs classroom activities that support students in using writing conventions to construct historical accounts, formulate historical claims and arguments, address counter-arguments, and use evidence.

#### Assess Student Thinking About History

The teacher crafts and implements formative and summative assessments that gather valid information about students' ability to engage in historical analysis and understanding of historical accounts and concepts. This practice focuses on the extent to which a teacher identifies and evaluates student thinking and provides feedback to help students improve their historical knowledge, reasoning, and communication.

#### Engage Students in Historical Investigations

The teacher models and creates opportunities for students to engage in historical investigations including the framing of historical questions, finding reliable primary and secondary resources, and developing historical accounts. This practice combines others – namely, elements of questioning, historical reading, using source material, and writing - and focuses on how the teacher organizes these elements to support student participation in historical research.

#### Set Historical Context

The teacher uses various tools (e.g., timelines, maps, film) and strategies (e.g., modeling, guided practice, group work) to help students develop and apply knowledge of different periods of history and specific historical contexts to address historical questions and analyze topics, events, or sources under study.

**Connect to Personal/Cultural Experiences**

The teacher connects historical content and concepts to the personal and cultural experiences of students and also helps student see the distinctions between their personal and cultural experiences and historical content under study. Further, this practice includes making appropriate connections between historical and contemporary events and phenomena.

**Explain and Link Historical Content**

The teacher uses historically appropriate and comprehensible explanations to describe - and help students construct understanding of- historical content, concepts, and accounts. This practice focuses on how effectively the teacher employs examples, analogies, or metaphors to illustrate and make connections between historical events and phenomena.