

Round 2: Summary

Below are the descriptive statistics from Round 2 followed by summaries of comments for each of the practices and edits made to them for Round 3. The most common general comment from Round 2 was that overlapping practices should be consolidated. Only 2 new practices were suggested for the final round: “Use of Graphic Organizers” and “Simulations.” One person reiterated including “Periodicity” and one suggested combining “Use of Textbook” and “Test Preparation” into 1 practice. Because these were stand-alone suggestions, we have not crafted new practices for them. However, some elements of these practices have been woven into Round 3 iterations. Based upon suggestions to individual Round 2 practices, we decided to consolidate elements of “Establish Historical Significance,” “Use of Historiography,” and “Present Multiple Perspectives” with other practices. Therefore, these practices, shaded in blue below, have been cut from Round 3. Finally, in response to suggestions that titles follow parallel construction, several practices have been re-titled.

Round 2 Panelist Ratings (n=26) on a 5-pt Likert scale (1=Strongly Disagree...5=Strongly Agree).					
History Teaching Practice	mean	mode	S.D.	R1 mean	Δ mean
1. Develop Evidence Based Claims	4.92	5	.27	4.88	+.04
2. Explicit Instruction of HTS	4.77	5	.51	4.69	+.08
3. Set Historical Context	4.73	5	.67	-*	-
4. Use of History Concepts	4.69	5	.56	4.73	-.04
5. Formulate and Use Historical Questions**	4.65	5	.56	-	-
6. Facilitate Discussion	4.65	5	.64	4.65	0
7. Select and Adapt Historical Sources	4.65	5	.85	4.50	+.15
8. Develop Historical Writing	4.62	5	.69	-	-
9. Explain Historical Content	4.58	5	.70	4.35	+.23
10. Engage in Historical Research	4.54	5	.71	-	-
11. Present Multiple Perspectives	4.50	5	.58	-	-
12. Use of Assessment	4.50	5	.76	-	-
13. Use of Historiography	4.38	5	.64	-	-
14. Connect to Personal/Cultural Experiences	4.00	4	.89	3.96	+.04
15. Establish Historical Significance	4.00	4	.89	-	-

*Practices added to the second round based on participant’s Round 1 suggestions do not have comparison means.

** Practices with equal means were ordered by increasing standard deviation.

Develop Evidence-Based Claims
Round 2 Description: The teacher illustrates the use of evidence in the justification of historical claims and provides opportunities for students to use evidence to justify their own claims. This practice focuses on how the teacher uses, and supports students in using, multiple forms of evidence – for example, text, visuals, maps, charts, graphs, primary and secondary sources – to develop and support viable historical claims and understand the connections between claims and evidence.
Rank: Round 1: #1; Round 2: #1 This re-titled and revised practice remained the highest ranked practice. 10 people commented on the practice and most comments focused on suggestions for rewording.
Illustrative Suggestions <ul style="list-style-type: none">• “Should the key verb in the first sentence remain ‘illustrates’ or change to ‘demonstrates’? For me, there is a difference: in the former, the teacher selects good examples and reviews them with students; in the later, the teacher may work in real-time with the students on the use of evidence, and that might be an individual enterprise-- the teacher writes his/her own-- or a class enterprise-- the teacher acts as scribe and the class contributes, etc.”• “I actually like the original ‘employing historical evidence’ better as a title for this. ‘Develop evidence based claims’ is incomplete, and the word claim is, to me, vague. One can employ historical evidence for more than merely making a claim.”• “I read the first sentence as the core practice. And The second sentence as explaining the first giving more detail. ‘viable’ isn't sitting quite right for me...not sure it's necessary.”
Round 3 Edits: We have re-instated the original title of this practice and made small revisions to the description based upon suggestions.

Explicit Instruction of Historical Thinking Skills
<p>Round 2 Description: 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.</p>
<p>Rank: Round 1: #3; Round 2: #2 12 people commented on this revised Round 1 practice. Comments, in general, were positive. An issue arose over the focus on thinking skills. 1 participant suggested including more examples of skills, another recommended focusing this practice on reading skills.</p>
<p>Illustrative Suggestions</p> <ul style="list-style-type: none">• “This is good. My issue is that ‘Historical Thinking Skills’ needs to be defined very precisely. The Weinberg (sp) approach is apparent in this definition, but what about concepts such as causality, perspective/point-of-view,, Chronology, Multiple perspectives, Contingency, Empathy, Change and continuity over time, Influence/significance/impact, Contrasting interpretations, Intent/motivation, and others? Is thinking historically primarily a literacy skill, or are their cognitive concepts that also underpin the action? I think you need to set the parameters of the phrase and consider how the literacy approach works with the other ‘Categories of Inquiry.’”• “I like that there is now one practice focused on historical writing and one on reading. I would add "reading" to the title and make that the core practice. I feel like ‘historical thinking’ (defined differently in various sources) can be vague unless specified. Many of the other practices have elements of ‘historical thinking’ in them already. The National Center for History in the Schools describes historical thinking this way... I think we need to be very clear about how (or if) we use the term ‘historical thinking.’ My ranking refers to having this practice based on reading.”• “Why is ‘reading’ specified in the first sentence, even before the term ‘thinking’? The focus needs to be on a broad range of historical thinking skills, and reading like a historian is only one of these skills. Reading should be discussed as one of the examples in the paragraph rather than being mentioned in the opening sentence.”• “This appears to focus on primary sources, which is necessary but not sufficient. I would add attention to reading secondary accounts.”
<p>Round 3 Edits: This practice has been renamed “Model and Support Historical Reading Skills,” and the description revised to focus on reading. Other historical thinking skills are now included in “Use Historical Concepts.”</p>

Set Historical Context
<p>Round 2 Description: The teacher uses strategies and tools (e.g., timelines, maps, lectures, background reading) to help students develop knowledge of historical context of the events, topics, or concepts under study. This practice focuses on how the teacher provides opportunities for students to consider the social, economic, political, or cultural elements of the historical context under study.</p>
<p>Rank: Round 1: N/A; Round 2: #3</p> <p>Comments for this new practice were largely positive. Most suggestions focused on wording. Some suggested adding strategies and tools such as films, documentaries, and “student exhibitions.” Others noted that the practice involved 2 distinct practices. 2 participants voiced concern about this practice promoting traditional lectures.</p>
<p>Illustrative Suggestions</p> <ul style="list-style-type: none">• “I like the first sentence, the second less so....Basically, the sentence not only seems overwrought, more complicated than is necessary, but also ‘the hist. context under study’ could be multiple and could be a context that gets at several time periods, e.g., changes in transportation over time. As written this is two things, one--do teachers use tools/strategies to develop s knowledge? And then do they ask students to connect and USE that knowledge of context to make sense? The seond is much more difficult (and rare) but important. Not sure they should be together, or at least a teacher should get credit for doing the first, even if not the second.”• “Although I agree that setting context is crucial, the wording of this makes me uncomfortable. Providing students opportunities to establish context themselves based on their investigation of the past seems to me to offer wording that I think better represents my thinking here.”• “This is an important skill, but the wording above is slightly confusing in that it first says ‘teacher uses. . .’ Then next sentence it idenifties that the practice ‘focuses on how teacher PROVIDES OPPORTUNITIES’ which seems to suggest a lesson where students do the practice, rather than the teacher using them. Perhaps the first sentence should read something like ‘The teacher . . . to DESIGN LESSONS that help students . . .’ Just need a little more clarity on if the teacher is modeling, students are doing, or both.”• “The wording of the second sentence (using the word ‘or’) might imply that only one of those elements is needed to provide context to the concept under study, when in fact they are all important.”• “As worded, this seems to be about more than just setting the historical context. The first sentence indicates that it is about using (a variety of?) teaching strategies and tools. The word ‘variety’ should be included in the description (otherwise a teacher could use only lecture to do what the second sentence suggests). The teaching practice title may need to be modified as well.”
<p>Round 3 Edits: This description for this practice has been shortened and simplified based upon suggestions.</p>

Use of History Concepts, Big Ideas, and Essential Questions
Round 2 Description: The teacher plans lessons and units that focus instruction on central historical questions (e.g., Did the New Deal end the Great Depression?; How did the Bolsheviks consolidate power?; Was Reconstruction successful?) and key concepts (e.g., cause and effect; change and continuity; nationalism; revolution). The teacher makes explicit how historical content explored in class connects to, or is representative of, larger concepts, themes and questions.
Rank: Round 1: #2; Round 2: #4 14 people commented on this revised practice. 6 people suggested connecting it with other practices – 5 with “formulate and use historical questions” and 1 with “explain historical content.” Most suggestions focused on rewording. 1 person did not like the examples, others appreciated them.
Illustrative Suggestions <ul style="list-style-type: none">• “If those first examples weren't included I could agree with this one. I think those questions aren't really about ‘big ideas’ so much as school history. ‘Was Reconstruction Successful’ for instance, isn't what David Blight asked--he asked a much more profound question about whether reconstruction was about emancipation or reconciliation. That kind of question is more interesting, provides richer possibilities than discussing what ‘successful’ meant with something as amorphous as the goals of reconstruction, opens all sorts of possibilities beyond traditional political analysis, etc. Similarly, I'd argue that whether the New Deal ended the Depression is less interesting than the impact it had in succeeding generations and the political grist it has provided in political debate for that last 70 or so years. I think the kind of big ideas/themes, etc. outlined in Ross Dunn's World History for Us All are more ‘central’ to understanding the past and a better model than these rather old-school questions.”• “As I said earlier, this is absolutely a core practice, but should be combined with practice #3. I also strongly recommend using the term historical questions rather than ‘essential questions’, because I think that historical questions are the ‘essential questions’ in a history classroom and I would like to see these practices avoid jargon that is currently popular in the educational world but not necessarily long lasting. I would not like these practices to be follow ups or add ons to Wiggins and McTighe...good historians and good history teachers have been basing their teaching on historical questions long before the concept of ‘essential questions’ became “in vogue.”
Round 3 Edits: This practice is now titled, “Use Historical Concepts.” The revised description focuses squarely on historical concepts. References to questions have been moved to “Utilizing Historical Questions” and new examples of first and second order concepts have replaced previous examples.

Formulate and Use Historical Questions
Round 2 Description: The teacher models the formulation of historical questions and provides opportunities for students to generate their own historical questions. This practice involves planning and presenting questions focused on historical analysis, and raising questions in response to students' ideas, that elicit and support the development of students' historical thinking and understanding.
Rank: Round 1: N/A; Round 2: #5 25 people agreed or strongly agreed with this new practice. 3 participants noted an overlap with "evidence-based claims." Several made suggestions for re-wording.
Illustrative Suggestions <ul style="list-style-type: none">• "This practice is so interconnected with many of the other core practices. I wonder whether it might be combined with one of them. For example, typically when a person makes evidence-based claims, he or she observes some phenomena."• "So, does this practice involve two types of questions-setting: 1. questions developed by the teacher (and investigated by students) 2. questions developed by students (with teacher mediation) and investigated using the analytical practices of history? It may be that these are two separate core practices. The more I read it, the more I lean in that direction as I really think both types of questions (teacher generated where motivating student interest requires special attention) and student generated where helping students hone initial questions into something whose historical significance makes it worth investigating)."
Round 3 Edits: This practice had been re-titled "Utilize Historical Questions." Its description now focuses on questioning elements that were found in "Use of History Concepts, Big Ideas, and Essential Questions" from previous rounds. The new definition incorporates an element of historiography by highlighting the importance of "questions that have driven historical scholarship and debate."

Facilitate Discussion
Round 2 Description: The teacher creates opportunities for students to engage in extended discussion with teachers and among peers about historical questions, controversies, sources, or other historical artifacts. This practice focuses on how the teacher demonstrates - and has students practice - taking up, clarifying, pushing back on, or justifying and supporting ideas and comments with evidence, and the extent to which discussion is grounded in historical questions, texts, or artifacts.
Rank: Round 1: #6; Round 2: #6 12 people commented on this practice. 2 suggested connecting it with writing. Others made small suggestions for re-wording.
Illustrative Suggestions <ul style="list-style-type: none">• "I would change the teaching practice title to say 'facilitate text-based discussion' or 'facilitate evidence-based discussion' to match the description."• "sources" and "other historical artifacts" is redundant in the first sentence, cut the "or other ..." I like the simpler description from round 1 for the second sentence."• "this is a core practice, and the wording is much more clear and complete as opposed to the first iteration of the practice."• "Do we need to add the concept of civil discourse here? I'm thinking of Gerald Graff's insistence that argument must be given an ethical dimension. It's not just about learning to evidence and reassert what we already know, but being able to listen to and see the plausibility of ideas radically different from our own."
Round 3 Edits: We have made small edits to the wording of this description bases upon comments.

Select and Adapt Historical Sources
Round 2 Description: The teacher bases instruction and lessons around appropriate and engaging historical sources that include various types of texts and artifacts. Sources include, for example, both primary and secondary texts, images, political cartoons, documentaries, movies, graphs/charts, and maps. This practice also includes how the teacher organizes and, when appropriate, adapts historical sources to help make them accessible to students.
Rank: Round 1: #4; Round 2: #7 This revised practice was highly ranked by all participants with the exception of 1 person who strongly disagreed. 2 people voiced concern with adapting sources. Others voiced strong approval. Most suggestions focused on small wording issues.
Illustrative Suggestions <ul style="list-style-type: none">• “You say this is about texts and artifacts, but the examples suggest a different definition of artifact than I might use. I would include examples of material objects beyond print and film--perhaps just add ‘material objects’ to the list.”• “I would only add that teachers should select sources that don't all tell the same story or perspective-- teachers should select conflicting sources. Perhaps if the multiple perspectives piece remains then it's not necessary..”• “Should reword sentence #2: ‘Sources should include both primary and secondary texts, and may include images, political cartoons, documentaries, movies, graphs/charts, and maps.’ It is of core importance for teachers to use at all times both primary and secondary sources. The TYPES of sources are a different matter and should be listed as a list of possibilities.”• “I would say, ‘prepares and/or adapts.’ I don't think adapting sources is necessarily something a teacher has to do, but s/he does need to thoughtfully prepare them which could involve excerpting them, using questions as scaffolds, etc, but not adapting them.”
Round 3 Edits: We have made small edits to the wording of this description bases upon comments and added mention of sources that reflect multiple perspectives and interpretations.

Develop Historical Writing
Round 2 Description: 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 formulate historical claims and arguments, address counter-arguments, and use evidence.
Rank: Round 1: N/A; Round 2: #8 This new practice received 18 clearly positive comments. 25 people agreed or strongly agreed it is a core practice. Suggestions revolved around wording of the practice for greater clarity, or to make the description more history focused. 3 people questioned the meaning of writing conventions. 4 suggested expanding the practice to include other forms of communication.
Illustrative Suggestions <ul style="list-style-type: none">• “This practice could be strengthened by rewording it ‘develop historical writing, creating, and communicating skills’...Writing is just one of many communicative forms that allow students to express historical ideas and to engage in historical thinking...”• “I really like the focus and wording of this descriptor. It gets to the crux of the strategy with necessary explanation included.”• “This is fabulous and well written. I wonder if there will be a connection between history and the Common Core...!”• “I’m not sure what you mean by ‘using writing conventions’ and would like to see greater specificity here-- another option would be to cut ‘using writing conventions’ but it depends on the intent of that phrase. There are other key aspects of historical writing such as evaluating the evidence used (e.g., sourcing, corroborating), interpreting the evidence accurately, and situating the evidence in its historical context...”
Round 3 Edits: This practice has been re-title, “Model and Support Historical Writing,” and we have slightly revised the description based upon suggestions.

Explain Historical Content
Round 2 Description: The teacher uses historically appropriate and comprehensible explanations to convey - 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.
Rank: Round 1: #5; Round 2: #9 12 people commented on this revised practice. 3 suggested combining it with “Set Historical Context.” 2 voiced concern over lecturing, though 24 agreed or strongly agreed on this constituting a core practice. Others focused on small wording suggestions.
Illustrative Suggestions <ul style="list-style-type: none">• “Again, this is very important, but how is it discretely different from practice #2. I believe practice #2, setting the historical context, is part of this.”• “I would reword the teaching practice title, “explain and connect historical content” to capture the second sentence of the description.”
Round 3 Edits: This practice has been re-titled “Explain and Link Historical Content.”

Present Multiple Perspectives
<p>Round 2 Description: The teacher presents multiple perspectives of historical events and accounts. This practice includes the extent and effect to which the teacher includes diverse historical actors in the curriculum and facilitates historical inquiry that draws on different ways various historical actors, or groups, experienced and interpreted historical events.</p>
<p>Rank: Round 1: N/A; Round 2: #11 9 participants pointed out the connections between this practice and others. 4 claimed it was redundant with “use of historiography.” 2 suggested it be incorporated into “evidence-based claims.” 1 noted it connected with “set historical context” and 1 other with “connect to personal or cultural experiences.” 2 participants pointed out that each sentence in the description suggested different practices.</p>
<p>Illustrative Suggestions</p> <ul style="list-style-type: none">• “the effective use of evidence includes the consideration of multiple interpretations.”• “There are two completely different concepts wrapped up in this, and I think it is VERY important to separate them, though they are both important. ‘Multiple interpretations’ of historical events was already covered, as far as I can see, in the ‘historiography’ question. The perspectives of diverse historical actors is a different subject.”• “Agree, but can we change the wording to something like: ‘Teacher respects and encourages multiple, evidence-based interpretations developed by students through historical inquiry practices’?”• “The second sentence needs to be unpacked and the whole ‘extent and effect to which the teacher includes’ rewritten. What does all that mean? Maybe: This practice includes the extent to which teachers include diverse historical actors in the curriculum as well as the effectiveness of inclusion. It also attends to the extent to which teachers effectively facilitate historical inquiry that draws on the differing experiences of various historical actors and their interpretations of those experiences.”• “Presenting multiple interpretations and discussing multiple historical understandings of different historical events and concepts is a core practice, while making sure to cover a laundry list of diverse historical actors is not.”
<p>Round 3 Edits: This element has been cut from Round 3. Mention of multiple perspectives is now included in “Select and Adapt Historical Sources.”</p>

Engage in Historical Research
<p>Round 2 Description: The teacher models and creates opportunities for students to engage in historical research including the framing of historical questions, finding reliable primary resources, and developing historical accounts. This practice combines others – namely, elements of questioning, historical thinking, using source material, and writing - and focuses on how the teacher organizes these elements to support student participation in authentic historical research.</p>
<p>Rank: Round 1: N/A; Round 2: #10 Participants, in general, were enthusiastic about this addition though a couple noted that it might be unrealistic given time constraints, or that research might be more appropriate at the university level. 2 pointed out that they liked the explicit mention of other practices here. Most suggestions focused on wording.</p>
<p>Illustrative Suggestions</p> <ul style="list-style-type: none">• “Take out authentic – unnecessary and raises potential red flags.”• “Change title to be a teacher action, not a student action.”• “I support this practice as long as this description clarifies that the teachers should be responsive to students' incoming skills/experiences/understandings and adapt the research opportunity so it's appropriate for their students (e.g., this practice doesn't mean that all teachers should have their students write a 20-page research paper).”• “I would add to the description ‘including the framing of historical questions, finding reliable primary sources, developing historical accounts, and presenting one's findings as a contribution to conversations others are having.’”• “Suggested Rewording: The teacher models and creates opportunities for students to engage in historical research including the framing of historical questions, finding reliable primary resources, and developing historical accounts. This practice focuses on how the teacher positions students, through online research or other archival experiences, to engage in authentic historical research.”
<p>Round 3 Edits: This practice has been re-titled “Engage Students in Historical Research.”</p>

Use of Assessment
<p>Round 2 Description: The teacher crafts and implements formative and summative assessments that gather valid information about students' understanding of major explanatory accounts and concepts of history and the ability to engage in historical analysis. This practice focuses on the extent to which a teacher identifies and evaluates student thinking and understanding of historical content and concepts and provides feedback to help students improve their history understanding and performance.</p>
<p>Rank: Round 1: N/A; Round 2: #12 Although ranked 12th, 24 of 26 participants agreed, or strongly agreed with this practice. Close to all of the suggestions focused on wording issues.</p>
<p>Illustrative Suggestions</p> <ul style="list-style-type: none">• "This seems like a very important addition to the set of core practices. The title is quite generic so the description is key here. I like the way the description is focused on what teachers are assessing and that teachers are expected to assess/focus on students' understanding and analytical skills. This emphasis supports the goal of a core practice in history as you outline it. Also, it's important that feedback is included here. Attention to students' thinking and responsiveness to it has distinguished the novice teachers I've followed in their first three years and seemed closely related to teaching history successfully (e.g., Monte-Sano, 2011)."• "Rewording Suggestion: The teacher crafts and implements formative and summative assessments that gather valid information about students' understanding to engage in historical analysis and synthesize material into a warranted interpretation of evidence. This practice focuses on the extent to which a teacher identifies and evaluates student thinking and understanding of historical content and concepts and provides feedback to help students improve their history understanding and performance."• "Assessment is a core practice for all subjects. But this wording is so inefficient and convoluted that, again, it muddies rather than clarifies the role of assessment in history."• "This is a core practice, but only in conjunction with formulating and using historical questions, concepts and big ideas. Also, these concepts must be carefully tied to historical thinking and avoid assessing rote memorization of names, dates and events. In the second sentence, I would eliminate "understanding of historical content and concepts" and replace with "understanding historical concepts"• "Rewording Suggestion: The teacher crafts and implements formative and summative assessments that gather valid information about students' understanding to engage in historical analysis and synthesize material into a warranted interpretation of evidence. This practice focuses on the extent to which a teacher identifies and evaluates student thinking and understanding of historical content and concepts and provides feedback to help students improve their history understanding and performance."
<p>Round 3 Edits: We have changed the title of this practice "Assess Student Thinking about History" and simplified some of the language in line with suggestions.</p>

Use of Historiography
<p>Round 2 Description: The teacher plans lessons and units that recognize major interpretations of history. This practice focuses on how the teacher represents the tentative nature of historical interpretations, and helps students understand how and why interpretations can differ and change over time. Further, this practice involves how the teacher supports students to evaluate the strengths and weaknesses of different historical interpretations.</p>
<p>Rank: Round 1: N/A; Round 2: #13. Several participants noted the sophisticated nature of this practice and questioned whether it was appropriate for high school students. Individuals noted connections between this practice and “explicit instruction of historical thinking skills,” “present multiple perspectives,” and “use of concepts.” Several people suggested small wording changes.</p>
<p>Illustrative Suggestions</p> <ul style="list-style-type: none">• “I think that this core practice should be reworded ‘helping students understand the nature of history as a discipline.’ The renaming of the practice would allow for it to include helping students approach history with an appropriate epistemic stance; understanding the role of significance, evidence, perspective, etc. I wonder whether this core practice might also include helping students understand second order concepts or metaconcepts such as accounts, evidence, change, continuity, evidence, etc.”• “Students should understand multiple interpretations and learn how to evaluate different interpretations. I believe that a reworking of Practice 10 (Present Multiple Perspectives) may more accurately reflect the importance of multiple interpretations in my classroom. Students should learn how historians formulate and support their interpretations, which is linked to Practice 9 (Explicit Instruction of Historical Thinking Skills). A true study of historiography seems beyond many high school history classrooms and more appropriate in the undergraduate and graduate history studies.”• “In practice, this will depend on grade level. I would also re-word it to highlight students' grappling with incongruous interpretations: that is where the value for students understanding of the nature of historical interpretation will be realized.”• “I'm not sure the teaching practice title and the description fully align. To me, the use of historiography indicates using writings by historians on their discipline and practices. This can be very interesting in K-12 history classrooms, but not a core practice. The interpretive nature of history discussed in the description is core, however. So, I would suggested taking "historiography" out of the title...”• “If #9 remains a core practice (explicit instruction of historical thinking skills), then students will receive requisite instruction on how to "do" history. As far as knowing how others have "done" history in regards to specific concepts, this would only be confusing for students until they reach an appropriate developmental level.”• “Yes, core, but I hesitate some as curriculum and resources for doing this are scarce. And how often are these core practices supposed to happen? if all of them are supposed to be seen in 1 or 2 lessons, then I would not necessarily list this as core for pre-collegiate schooling.”
<p>Round 3 Edits: This practice has been eliminated from Round 3, as its elements are included in other practices – in particular, the revised descriptions of “Utilize Historical Questions” and “Select and Adapt Historical Sources.”</p>

Connect to Personal/Cultural Experiences
Round 2 Description: 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.
Rank: Round 1: #7; Round 2: #14 (tie) Although 20 agreed or strongly agreed that it was a core practice, 5 people included negative comments, claiming this should not be core as it can easily distort history. Others appreciated the re-wording from the previous round and 1 noted this constituted good pedagogy, but was not unique to history.
Illustrative Suggestions <ul style="list-style-type: none">• “Although this is essential for getting high school students to “buy in” and have deeper understanding, as a teaching practice, this should not have to be stated. This is what good teacher do anyway.”• “Students need to understand that even though their history may not be in history books (and A LOT is neglected because of the narrative manner in which history is told) that it is VERY important and deserves to be told.”• “I am not a fan of this. It becomes tricky depending on the demographic make up of your school. Plus, if you are very diverse like my school is, how do you connect with the personal and cultural experiences of students from across the globe.”
Round 3 Edits: Appropriate connections to current events, previously in “Historical Significance,” is now included in this practice.

Establish Historical Significance
Round 2 Description: The teacher provides opportunities for students to evaluate the significance of historical events, phenomena, people, and concepts. This practice involves the extent to which the teacher helps students develop and use criteria for evaluating why and how someone or something is historically significant. Further, this practice includes making appropriate connections both between historical and contemporary events and phenomena.
Rank: Round 1: N/A; Round 2: #14 (tie) While participants generally agreed that this practice is important, several noted that - as one of many second order history concepts - it does not warrant a separate practice. 9 people recommended incorporating this practice into one of the others – in particular, “use of history concepts,” “connect to personal/cultural experiences,” or “set historical context,”
Illustrative Suggestions <ul style="list-style-type: none">• “I strongly agree with this core practice but think that significance is just one of many second order concepts that students should learn (along with concepts like account, evidence, continuity and change, and cause and effect). I think that all of these could be rolled into a single core practice of “helping students understand the nature of history as a discipline” (as I explained on core practice #5).”• “I believe that Practice 14 (Establish Historical Significance) can replace Practice 8 (Connect to Personal / Cultural Experiences).”
Round 3 Edits: This practice has been cut from Round 3. Mention of significance as a second order historical concept is made in “Use Historical Concepts.”