STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Steps in Time: The 18th Century America

IDENTIFIER NUMBER: 1016009

MAXIMUM POINTS: 60

GENERAL OBJECTIVE:
This professional development, Steps in Time: The 18th Century America, will provide an opportunity for selected American history teachers to gain content knowledge and enhance their instructional strategies in order to increase student achievement.

SPECIFIC OBJECTIVES:
Objective point value for each objective:
  2 points: 1-10
  3 points: 11-18
  4 points: 16-19

Within the duration of this program, participants will:

1. demonstrate an understanding of the social, political and cultural influences in Colonial America.
2. identify historical landmarks and architectural features from the colonial time period.
3. compare and contrast various key issues related to gaining independence in the colonial times.
4. demonstrate the ability to understand the content of the Declaration of Independence and explain how it forms the philosophical foundation of our government.
5. demonstrate an understanding of the meaning, implications, and political logic of the American Revolution.
6. identify significant military, social, and cultural events related to the American Revolutionary War.
7. identify and explain the arguments in support of adopting our republican form of government.
8. identify the essentials of the United States Constitution and explain how it provides the structure of our government.
9. identify historical figures and their contribution to history.
10. demonstrate an understanding of how various groups: women , Hispanics, Native Americans, African Americans, and other multicultural groups contributed to the formation of the United States of America.
11. demonstrate an understanding of how concept maps and scaffolding can be used as an instructional tool in presenting content.
12. demonstrate an understanding of how to use the inquiry-based method (collect, record, organize, and analyze data) to support a hypothesis.
13. demonstrate an understanding of how social, cultural and political issues are repeated through out history.
14. identify various instructional strategies that can be used to facilitate inquiry-based instruction.

15. demonstrate an understanding of how to implement inquiry-based instruction into American History curriculum.
16. demonstrate the ability of how to demonstrate effective modeling of instructional strategies for colleagues.
17. demonstrate the ability to identify research and organize resources to achieve curriculum goals.
18. demonstrate how to infuse technology into instructional practices.
19. demonstrate the ability to support colleagues through sharing instructional strategies and best practices.

DELIVERY PROCEDURES:
Participants will engage in facilitated interactions and activities relating to researched-based practices. These include: guest presentations from experts in the field, reading current research-based material, simulated modeled lessons, observation of specified content via technology, discussion groups, creating authentic products and written reflections.

FOLLOW-UP:
Participants will apply their learning by providing:
1. various data affirming implementation of content knowledge and instruction.
2. written evidence of the impact on student attitudes, learning and achievement as a result of implementation.
3. a portfolio.
4. evidence of modeling various ideas, lessons or best-practices.
5. documentation of computer-based technologies such as digital imaging, websites, streaming video, e-mail, word processing, presentation software, and other multimedia resources used to prepare and present lessons.

EVALUATION OF PARTICIPANTS
Participants must demonstrate a mastery of the component's specific objectives as measured by portfolios, assessments or other valid measures. Participant will demonstrate a mastery of specific objectives.

COMPONENT EVALUATION:
The professional developer will assess the degree to which the information/activities addressed the specific objectives through a component evaluation.