

HOW PROFESSIONAL DEVELOPMENT AT ONE CULTURAL
INSTITUTION AFFECTS PARTICIPANTS' THINKING
ABOUT THE TEACHING OF HISTORY

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ABSTRACT

The current study examined the impact that professional development has on teaching history. A total of nine middle school and high school teachers, with varying degrees of teaching experience and content backgrounds, participated in the study. Through an artifact analysis, field notes, interviews, dilemma analysis, and lesson plans, the study asks two questions: (1) What characterizes the approaches to professional development at one cultural institution, and how do teachers respond to that professional development? (2) To what extent and in what ways does the professional development impact teachers' approaches to teaching history? Findings suggested that there was almost no impact from the professional development on their teaching. For example, only two of the teachers showed the potential to be influenced by the professional development. Additional findings suggested that the professional development almost exclusively adopted the exposition-recital approach and teachers saw the professional development as a source of content knowledge and not teaching. In examining the impact that the professional development has on teaching history, these findings have implications for the developers of professional development, for teachers and teaching, and for future research on the influence that professional development can have on teaching.

DEDICATION

To teachers everywhere –
Here is to refining your craft.

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To the Penn Museum, thank you for welcoming me and supporting my research.

To my better half, Meredith. Thank you for your unwavering love and support.

This is for us.

To my sister, Christel. I kept you in mind in every word I wrote. I hope I made you proud.

To my loving parents. I have the little letters behind my name. Thank you will never suffice.

To Marlene “Linny” Fowler, thank you.

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CHAPTER 1

A BIOGRAPHICAL JOURNEY TO THE DISSERTATION

Background

I vividly recall playing with little war figurines my parents bought for me when I was growing up. I spent countless hours turning my bedroom into a war zone with those action figures spread out everywhere. I also remember watching war films with my father, such as *The Longest Day*, *Gettysburg*, *Sands of Iwo Jima*, and many others. My father would also talk about his experience as a medic in the 42nd Rainbow Division during the Vietnam War. I was captivated by his stories of the military and, more broadly, with history in general. My interest in history, particularly American history, was so pronounced that my father took me to Gettysburg National Military Park when I began high school. It was my first experience at any military battlefield, and I was hooked. I was mesmerized being at Gettysburg, from learning about the details of the battle to walking throughout parts of the battlefield, such as Little Round Top and Devil's Den. Shortly thereafter, I met with a group of Civil War reenactors to find out how I could participate in the annual Gettysburg reenactment. Unfortunately, it cost much more than any high school student could afford. Not to be deterred, I tried to enlist in the military during my senior year of high school to continue my family's military tradition. Unfortunately, I was denied because of a medical condition. I had to face the reality that serving in the military was not in my future. What was I going to do, then, if I could not join the military?

Admittedly, history class was the only course that excited me in high school. Since it was my favorite course, I thought I had found a career path as a history teacher.

Senior year of high school, I met with my guidance counselor and told him I wanted to major in history so that I could become a history teacher. That conversation with him became a defining moment for me, and to this day, I never forgot his response. Sitting in his office, he looked at me and said, "Well, most Puerto Ricans don't go to college. So, I'm going to suggest you attend a trade school. Here is a brochure on what the trades offer." I was shocked and left speechless. It is not something I expected to hear from my guidance counselor. Not to denigrate anyone who pursues a trade, but he completely disregarded what I wanted to do and, in the process, disparaged who I was based on his prejudicial misconceptions about Puerto Ricans. Thankfully, I did not follow his deleterious guidance. I did, however, find myself extremely motivated to prove him wrong and someday let him know what I accomplished in my life.

I enrolled in my undergraduate program in the Fall of 2003 and majored in secondary education to become a history teacher. After receiving my undergraduate degree, I decided to complete a graduate program and, subsequently, began my teaching career. Every year I taught high school history, I made sure to impart my passion of history to my students by providing them with engaging and rigorous lessons. I am grateful for the academic training that taught me how to develop history lessons that were effective enough to engage my students. Nevertheless, other experiences outside of academia provided opportunities to learn historical concepts and ways how to teach history.

Living in the Philadelphia area has offered plenty of opportunities to visit museums, battlefields, libraries, churches, and other cultural institutions. My visits to cultural institutions were either immersed in experiencing greater content knowledge or

about learning pedagogical methods. For instance, in visits to Valley Forge, I learned more about the historical content of the site. Meaning, I learned about the encampments, visited the monuments, and hiked the trails to better explain what occurred during the winter of 1777 to my students. Admittedly, my experiences at Valley Forge have all been self-guided, which forced me to be responsible for my learning. I approached this site with my students in mind from the perspective of a teacher. I thought about different ways I could teach about Valley Forge to my students. For example, I could have had my students separated into groups to present from both the Colonial and British perspectives. Also, my students could role-play events that occurred during Valley Forge. Overall, I remembered thinking about different ways I could engage my students in the events of Valley Forge. Besides my experience at Valley Forge, other cultural institutions offered professional development. These sites planned professional development for teachers that had a specific curriculum and dedicated staff members who designed and facilitated the workshop.

I participated in numerous professional development programs as a teacher. Two of those experiences particularly influenced my teaching. The first was a professional development at the Holocaust, Genocide and Human Rights Education Center in Trenton, New Jersey. There, I learned through interactive ways how to implement Holocaust education into the curriculum from staff members who worked at the museum. The second professional development was at the Pennsylvania Veterans Museum in Media, Pennsylvania. There, I learned about the sacrifices of our military veterans involved in America's conflicts from the museum's volunteers. Not only did I learn historical concepts at each cultural institution, but I realized that I could borrow teaching strategies

the cultural institutions used during their professional development that could be beneficial for my teaching. It is worth mentioning that I never had an opportunity to apprentice with a historian at a museum. I always thought having that experience could have expanded my instructional repertoire.

Nevertheless, at the Holocaust, Genocide, and Human Rights Education Center, I participated in a professional development where I had to work with other teachers to construct lesson plans for our students. After my group completed our lesson plans, we shared the lessons that we created with the rest of the teachers, and they provided feedback on the lessons we developed. It was a collaborative professional development experience that was grounded in active learning. That is, I interacted with other teachers to construct lessons and engaged in a dialogue on how our lessons and activities enhanced Holocaust education. It was rewarding to participate in this professional development because I took ownership for creating lessons that engaged my students, and it empowered me to teach in a hands-on and collaborative manner.

In contrast, at the Pennsylvania Veterans Museum, one tour guide shared stories about America's military conflicts. He led a guided tour of the museum's artifacts, pausing every few minutes to answer questions or highlight particularly interesting things he wanted us to focus on. This experience was grounded in the expertise of the tour guide passing along historical content knowledge to the visitors. I learned quite a bit from the tour guide because I could ask questions and learned from someone more knowledgeable who could increase my historical understanding of America's military conflicts. In turn, I shared some stories from the tour-guide with my 11th grade American History students because I thought it was vital for them to hear a professional account of history that

expanded upon the content in the textbook. Moreover, it was a rewarding professional development because I learned how to teach historical concepts more directly. In all, these two examples highlight educational approaches teachers may encounter during professional development.

To summarize, my research focuses on how professional development at one cultural institution impacts teaching. I am not offering a critique of professional development; rather, I am examining the extent to which teachers take what they learn and apply it in their teaching. To gather the data, I will observe the professional development, interview teachers about the professional development, provide dilemmas for teachers to explain, and interview teachers about lesson plans that they developed.

Theoretical Framework

Although Bouhan's (2009) work focuses on the instructional approaches teachers can take, his taxonomy is also useful in understanding how cultural institutions might approach their professional development. Bouhan's framework is useful in thinking about the teaching of history because he goes into great depth about explaining the implications. Indeed, Bouhan's three different approaches provide ways to understand the professional development I have experienced in my career.

Bouhan (2009) described *Exposition Recital* as the belief that historical knowledge is passed down or transferred through traditional didactic means. This is like my experience attending the Pennsylvania Veterans Museum, where I was on a guided tour being told the history I needed to know. I was cast in the role of a consumer of knowledge because the tour guide, who was cast in the role of a lecturer, told us a scripted historical account that served to increase my understanding of the museum's

artifacts. Also, I did not have the opportunity to perform a task that would demonstrate my knowledge of the content. For Bouhan, exposition recital means that the transmission of knowledge is dependent on a historical expert to select, organize, and convey understanding through didactic means. Exposition recital is akin to surface knowledge and understanding the breadth of historical concepts that is indispensable to traditional didactic means. A way to understand the salience of Bouhan's work on exposition recital is to recognize how it speaks to some important controversies in the field. For example, one of the ongoing debates in the teaching of history is on social history versus great man history. That debate is summarized by pitting every-day historical figures against historical icons in a way that forces teachers to explain how they place a value on historical actors. For example, knowledge of the past is arguably centered on a national identity that shows reverence to the individuals who helped to shape the history of the country. In other words, history education is a linear progression of historical events where values are placed on famous people who have had significant historical roles in shaping the country. Therefore, one possible way to teach that type of historical account is through didactic approaches that carefully employ a hierarchical transmission of knowledge from teacher to student.

Conversely, *Discourse Discovery* is the belief that active learning encourages critical thinking about history. This resembles the professional development I participated in at the Holocaust, Genocide, and Human Rights Education Center that was based in a hands-on approach. As teachers, we were cast as actively engaged students, and the museum's educational specialists were cast as facilitators who modeled for us engaging instruction by having us collaborate with one another. We played the role of students

only so we could use our experience to more effectively take on our role as teachers. For example, during the professional development, we constructed lessons by discussing the types of content, activities, and projects we would have our students do. Then, our group had to present the lessons that we constructed to the other groups of teachers for feedback. Another way to understand the salience of Bouhan's (2009) work on discourse discovery is to recognize how it speaks to some important controversies in the field. For instance, one of the ongoing debates in the teaching of history is historical knowledge versus historical thinking (Wineburg, 2001). That debate is summarized by teachers employing canonical knowledge to guide their teaching and how that is in tension with an active learning approach that encourages a deeper analysis of historical concepts. Bouhan's discourse discovery takes up the controversy by explaining that for much of the 20th Century, teaching history was delivered through a teacher-centric approach focused on historical knowledge, and that was challenged by newer methodological approaches centered on more active methods meant to engage the process of historical thinking.

Apprenticeship-Research is the belief that learning is situated in order to construct an understanding of the past (Bouhan, 2009). It is a type of mentor-mentee relationship where the teacher is the mentee in the professional development learning the disciplinary strategies historians use to interpret history. The museum's educational specialist is cast as a mentor to share their expertise of the museum by collaborating with the mentee. For example, this would be a professional development where teachers are working alongside historians and developing their own disciplinary identity stemming from the mentor-mentee relationship. For Bouhan, then, building historical awareness works in tandem with historical research, and this is accomplished when teaching and learning are role-

modeled by a historian. Another way to understand the salience of Bouhan's work on apprenticeship-research is to recognize how it speaks to some important controversies in the field. For example, arguably, one of the debates in the teaching of history is on historical critique versus historical respect. That debate is summarized by how teachers model disciplinary approaches to teach and learn history and how that helps students to possibly see themselves as learning to be historians. The expectation is that the analytical approaches and skills used by historians will transfer into critical thinking skills needed for students to be informed citizens in a democratic society. For Bouhan then, learning how to conduct historical research is akin to historian knowledge. That is, Bouhan contends that teachers should help students how to situate themselves in terms of historical events in order to understand the past. Bouhan's differentiation between apprenticeship-research and exposition recital can also be summarized that didactic activities do not allow for linking or situating educational concepts and historical events.

While there are competing frameworks, Bouhan's (2009) is better suited for my study because it describes my experiences and maps onto the literature. I also believe his approaches are more detailed and relate to the experiences of history teachers. Additionally, Bouhan's framework is useful in thinking about the teaching of history because he goes into great depth of explaining and drawing clear distinctions between each of the instructional approaches. Given the research and theory, my goal was to make a sensible claim for using Bouhan's teacher beliefs as the framework for my study.

The following roadmap outlines each of the chapters in my dissertation. Chapter 1 introduced my study for the dissertation, presented an overview of my background, and outlined a theoretical perspective. Chapter 2 reviews the literature and provides an

argument for the study. Chapter 3 defines the methods used in this qualitative study.

Chapter 4 discusses the findings for this study. Chapter 5 provides the implications of my findings and recommends directions for future research.

CHAPTER 2

LITERATURE REVIEW

The focus of my research is to study how professional development at one cultural institution influenced teaching. The three different approaches that cultural institutions tend to take are *exposition-recital*, *discourse discovery*, and *apprenticeship-research* (Bouhan, 2009). Although my experiences came out of personal and career endeavors, it reflects what the literature says. Baron (2013) claims there is a need for this type of study because more evidence is required to understand how professional development at cultural institutions support the development of instruction in the classroom.

Baron, Woyshner & Haberkern, (2014) similarly agree that it is important to understand how teachers develop pedagogical strategies at cultural institutions. They argue, “For teachers, rather than seeing the historic site as a document to read, they encounter it as a ‘tool’ for presentation that raises pedagogical and logical questions and concerns” (p. 211). My research could address the gaps in knowledge and lay the groundwork to further understand the extent to which professional development affects how teachers teach history.

Exposition Recital

The goal of exposition recital is to model how subject matter is acquired through direct instruction. Arguably, then, the primary focus is on content delivery (Marcus, 2008). Or, as Baron (2014) says, “Enrichment, not education” (Baron, 2014a, p. 29). It is rooted in the assumption that content-specific learning is at the core of professional understanding (Kleickmann, Richter, Kunter, Elsner, Besser, Krauss, & Baumert, 2013;

Brown, Collins, & Duguid, 1989). The best example was my experience at the Pennsylvania Veterans Museum, where I was on a guided tour. In this scenario, teachers were asked to do less work in interpreting the meaning or purpose of the artifacts they encountered because the tour guide provided all of the information. In turn, teachers would create more direct-instruction activities for their students.

Exposition recital is grounded in content-specific learning and manifests through didactic instructional strategies (Brown et al., 1989). For the most part, the literature on exposition recital is scant because of reform efforts to move away from this type of educational approach and its failure to enhance or develop teachers' pedagogical strategies (Darling-Hammond & McLaughlin, 2011; Baron, 2013; Baron 2014; Birman, Desimone, Porter, & Garet, 2000; Little, 1993; Lieberman, 2000). However, moving professional development completely away from exposition recital may be short-sighted. That is because there is research pointing out that one cannot discount the importance of content knowledge since it is the basis and foundation of the teaching profession (Kleickmann et al., 2013). Thus, exposition recital may not completely lead to enhanced teacher development, but it appears that research should take into account how exposition recital may impact the teaching of history.

While there has been a shift away from professional development bound to exposition recital, there are still occasions that teachers encounter this type of educational experience (Darling-Hammond & McLaughlin, 2011). This might be because cultural institutions are trying to foster content knowledge. Little (1993) adds that, "Most training places teachers in passive roles as consumers of knowledge produced elsewhere, that the 'workshop menu' is fragmented in content, form, and continuity" (p. 142). In other

words, professional development based in exposition recital is prescriptive and already interpreted by the facilitators instead of the teachers participating in the workshop. Consequently, the teachers are only there to absorb information and not construct knowledge that will benefit their craft (Darling-Hammond & McLaughlin, 2011). In turn, teachers become passive learners because the historical information was already interpreted (Baron, 2013; Long, 2006). Baron also points out that cultural institutions that prescribe to exposition recital are, "Passive field trip destinations" (p. 158). As a result, Baron writes that, "Passive programs beget passive learners" (p. 167). Baron summed up my professional development experience at the Pennsylvania Veterans Museum.

Webster-Wright (2009) points out that a number of professional development programs are still offered in a, "Didactic manner, separated from engagement with authentic work experiences" (p. 2). Additionally, Baron, Sklarwitz, Bang & Shatara (2018) add that a vast number of teacher preparation programs at cultural institutions stress didactic-based education. In their three-year study of what teachers learn at museums, Baron et al. (2014) implemented an assessment based on Q methodology with interviews of teachers and discovered that a majority of teachers sought out professional development to work with peers in content-specific areas. Lea, Stephenson, and Troy (2003) define a didactic approach as, "A strong emphasis on teacher control and coverage of academic content" (p. 321). Accordingly, teachers who participate in didactic or exposition recital-type professional development typically experience scripted passive learning activities (Baron, 2013; Pesick & Weintraub, 2003; Webster-Wright). Since exposition recital is grounded in passive teaching and learning experiences, Baron claims professional development becomes, "More heavily mediated for visitors" (Marcus,

Stoddard, & Woodward, 2012, p. 23). This means historical concepts are already interpreted for visitors to simply absorb. For example, Blair (2016) discovered that didactic approaches to professional development were the most commonly referenced approach on museum websites. However, Blair indicates that didactic approaches were among the least commonly reported approaches when surveying museum educators. Blair unpacks this tension between what is reported on museum websites and the responses of museum educators by stating that the websites did not specify the pedagogical practices encountered during professional development. According to Blair, only the responses by the museum educators clarified the educational approaches and goals of the professional development. To Blair, this inevitably led to a more substantive understanding of how professional development was taught because it highlighted the teaching practices of the museum staff. It is important to note that Blair's data was self-reported as she did not observe the museum staff but relied on their survey responses. To that end, research shows that professional development informed through exposition recital can affect teacher approaches to teaching history.

Moreover, cultural institutions that are more technologically interactive might be less intellectually engaging (Marcus et al., 2012). As Marcus et al. detail, "Visitors are asked to do less work in interpreting the meaning or purpose of artifacts they encounter (p. 23). For one, these objects are, "On a pedestal to be worshiped passively by adoring viewers" (Lindauer, 2014, p. 18). It is no surprise that teachers use passive instructional strategies at the onset of crafting lessons where the historical content is already interpreted and mediated for their students (Baron, 2014a; & Marcus et al.). For Baron, this results in teachers being unable to explore the process of historical construction. That

is because, “Teachers have been told all too often that other people's understandings of teaching and learning are more important than theirs” (Lieberman, 1995, p. 67).

Exposition recital pushes the idea that teachers are not meant to interpret historical concepts, only accept what is already published. Darling-Hammond & McLaughlin (2011) explain this as,

Teaching for transmission rather than teaching for understanding, and the assumption undergirding the desired teaching behaviors is that students are passive, standardized participants in classroom activities (p.89)

For instance, when teachers create lessons that ask students to engage with historical texts in uncritical ways, teachers are telling their students that history is, “Concise, journalistic in a way, just saying what happened” (Wineburg, 1991, p. 501). This may result in students only addressing the obvious claims encountered in a source while ignoring alternative interpretations, motivations, and perspectives (Epstein, 2012). This end result may be due in large part to students’ lacking the ability to actively engage with historical concepts because of how their teachers are teaching the material (Paxton, 1999). Paxton explains this occurs because, “Students tend to act as acquiescent assimilators of information, merely scanning the page in search of facts and explanations” (p. 321). Consequently, Paxton warns that if history teachers are asking their students to just read historical texts as the main instructional strategy, then more passive learning will occur in history classrooms.

When professional development presents historical concepts that were already interpreted by some historian or museum aficionado, the ability for teachers to explore and understand history is removed (Baron, 2014b). As such, Baron explains that, “Teachers in these programs tend to improve their content knowledge, but not their

ability to interrogate historic materials” (p. 11). The inability to interrogate historical concepts means that teachers who underwent passive learning during professional development employed didactic pedagogical practices as teachers (Baron; Marcus, 2008). When students are naïve to history and view the past as linear, that is due to their teachers teaching them history through sequential and structured didactic methods rather than through a variety of perspectives (Beck & McKeown, 1991). Bal (2011) affirms that sequentially organized history can shroud students’ interpretative abilities to decode and make sense of the past.

By crafting these types of pedagogical experiences, teachers will not show students how to, "Engage in the processes by which those historical understandings come to light" (Baron, 2014a, p. 25). Instead, teachers implement passive pedagogical strategies to teach historical concepts. For example, lecture is one of the oldest pedagogical strategies used for professional development (Lieberman, 1995). As a stand-alone instructional strategy, lecture does not meet the needs of diverse learners (Long, 2006). In fact, Long asserts that, "Lecture alone often fails to inspire a lasting interest in learning about the past" (p. 496). This is evident when lecture is the main instructional conduit used during professional development. Long contends that, "Lecturers sometimes overlooked the need to establish relevance for the learner, and missed out on other opportunities to help teacher-learners refine skills that are essential to our discipline" (p.497). If teachers attend lectures during professional development, they are more likely to use lecture in their teaching of historical concepts (Baron, 2014a). Lectures prevent teachers from creating meaningful instructional strategies for their students (Birman et al., 2000). The current literature highlighted some of the possible benefits and

problematic issues of exposition recital during professional development. In addition, the literature introduces how teachers might think about teaching history when faced with a professional development taught with exposition recital. The following section brings into focus the discourse discovery approach to demonstrate how it could impact the way teachers teach history.

Discourse Discovery

The goal of discourse discovery is to model teaching and learning through active and hands-on experiences (Blair, 2016; Bouhan, 2009; & Wineburg, 2001). It is rooted in the knowledge that is socially constructed (Brown et al., 1989). An example of discourse discovery was my experience at the Holocaust, Genocide, and Human Rights Education Center, where I was cast as a student participating in active learning experiences.

Discourse discovery is rooted in social interaction leading to a social construction of knowledge. Teachers are responsible for creating and developing their own learning through collaborative experiences (Blair; Burke, 2012; Falk, 2004). It is important to note that there is a shortage of research on discourse discovery throughout professional development at cultural institutions. Current literature focuses on the types of learning that take place at cultural institutions, but not necessarily on how professional development affects the approaches to teaching history. Nevertheless, discourse discovery in professional development, “Involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role” (Darling-Hammond & McLaughlin, 2011, p. 82). Darling-Hammond and McLaughlin added, “Teachers learn by doing, reading, and reflecting (just as students do); by collaborating with other teachers; by looking closely at students and their work; and by

sharing what they see" (p. 83). If teachers are engaged in hands-on learning during professional development, Blair contends that it may affect teachers' approaches to teaching history. Consequently, discourse discovery seemingly yields quality instructional outcomes for teachers (Desimone, Porter, Garet, Yoon, & Birman, 2002). There is substantial advocacy for discourse discovery (Baron, 2012; Baron, 2013; Baron, 2014a; Baron et al., 2014; Blair, 2016; Marcus, 2008; Schrum; Kortecamp, Rosenfield, Briscoe, & Steeves, 2016) and how it might positively affect the way teachers teach history.

For example, in an analysis of discourse discovery across disciplines, Blair (2016) explains that there are common characteristics such as, "Participation of learners in both the construction of experiences and activities, learner autonomy and empowerment and direct relevance of experiences to learners" (p.131). Moreover, Blair points out that learning should be an actively engaging process that encourages teachers in professional development to take charge of what they want to learn, how they will learn it, and what they will do with their knowledge. Blair also collected data from questionnaires completed by site professionals to understand their perspectives on using discourse discovery. Blair had gathered the data from websites from each of the cultural institutions to examine the programmatic descriptions of how the professional development would be conducted. Blair primarily found, through content analysis, that the professional development programs aligned with the idea of discourse discovery. Still, the professional development programs fell short of explaining the instructional benefits teachers take away from the professional development workshops. Nevertheless, Blair points out that with discourse discovery, "The emphasis is on engaging the whole person

in active learning, learner participation, and direction in learning, and continued reflection throughout the process" (p. 133).

Blair's (2016) findings are similar to Fowler's (2007) research on discourse discovery. For example, Fowler explains that participants engage in authentic activities with peers to develop a deeper understanding of professional development experiences. Both Blair and Fowler share a conceptual understanding that active learning and continual reflection are pillars of discourse discovery. Darling-Hammond and McLaughlin (2011) also reinforce the idea that teachers should engage in hands-on learning activities, reflect upon their learning, and collaborate and share their knowledge with other teachers during professional development. In a qualitative case study, Klein and Riordan (2011) similarly claim that professional development should provide opportunities for teachers to apply what they learned with their peers. They found that teachers create their own experiences based on their motivations to construct meaning, reflect upon those meanings, and engage with others on a deeper level to discuss and refine what they learned. Rennie and Johnston (2004) confirm that learning not only starts with the teacher but also involves others in the meaning-making process. As such, discourse discovery may contribute to the ways that teachers teach about the past since collaboration with peers can yield a deeper understanding of historical concepts that can be mirrored in the classroom (Marcus, 2008).

In other words, discourse discovery may be designed to encourage teachers to implement innovative and engaging instructional practices that can enhance the curriculum (Burke, 2012). For example, in a study on six cultural institutions, Schrum et al. (2016) describe teachers participating in a hands-on activity of removing seeds from

cotton by hand during a professional development at a cultural institution. Doing this activity with students is an engaging way to demonstrate how challenging it is to pick seeds from cotton. Nevertheless, this hands-on experience encourages teachers to find innovative teaching strategies they can use with their students. In turn, the teachers taught their students how to remove cotton seeds by purchasing raw cotton bolls and developing a similar lesson to their professional development experience. Schrum et al.'s (2016) findings indicate that a well-organized professional development that actively engages teachers transcends the canonical understanding of the past. Schrum et al. claim that, "The tactile experience of touching a cotton boll shaped the teachers' understanding of slave life and work, making history more than words on a page" (p. 33). This cotton boll activity demonstrates to Schrum et al. how significant hands-on professional development can be for teachers to try new educational techniques with their students. For example, Schrum et al. explain that teachers created a competition for students to extract the seeds from the cotton bolls and followed up with a discussion on the challenges individuals faced when picking the seeds and the impact that can have on an agricultural economy. In the end, Schrum et al. depict this activity as a tactile experience that engaged students in historical experiences that stemmed from a hands-on professional development. This type of activity is meant to engage participants in investigating authentic problems (Blumenfeld, Soloway, Marx, Krajcik, Guzdial, & Palincsar, 1991). This is an example of a pedagogical outcome that stems from teachers participating in professional development centered on discourse discovery (Baron, 2013). Teachers transferred the principles experienced during the professional development into their instructional practices (Harris & Bain, 2011). The teachers then taught from their

previous experience of being cast as students in the professional development (Blair, 2016).

Nevertheless, when professional development is grounded in discourse discovery, there is a direct correlation between teachers engaging in inquiry activities and positive student growth (Penuel, Fishman, Yamaguichi, & Gallagher, 2007). However, they explain that their study does not have a direct measure of how professional development influences teacher practice or student outcomes. Moreover, it is important to note that their study was a large survey of over 400 teachers in 28 different professional development programs. They were also only talking about a science program, which may have different instructional implications than teaching history and limits the scope of their study. However, their results indicate that when teachers plan how to implement content into their lessons during professional development, teachers are better prepared to teach the material. This links to my study because I can target the way history teachers develop their instructional strategies and ways they think about teaching history from a professional development.

Schrump et al. (2016) describe another hands-on professional development at Monticello impacting teachers' approaches to teaching history. Throughout the professional development, Schrump et al. explain that teachers participated in interactive activities investigating and analyzing objects used during Thomas Jefferson's life. For Schrump et al., the interactive activities kept teachers constantly motivated and interested in learning about Monticello. Teachers worked collaboratively with others during the professional development to identify and analyze objects. In the end, Schrump et al. point out that teachers were discussing and reflecting on instructional strategies and ways they

could engage their students in similar projects. Schrum et al. describe the pedagogical outcome of Monticello:

Several participating teachers designed classroom activities that used objects in similar ways to engage students in learning about the past. One teacher designed a 'pocket' activity for fourth-grade special education students. Pockets reflected the daily lives of a free man, woman, and child, and an enslaved adult living in Virginia in the colonial era. Students started by discussing what a person would carry in his or her pockets today (e.g., keys, cell phone, tissues, money). The teacher then provided each group with a pocket, asking students to analyze the objects and determine who would have used each item in colonial-era Virginia as well as how and why (p. 46)

This hands-on activity encouraged students to work together to analyze objects and lay a foundation to understand life during Colonial time. This resulted in the teacher's asking the students to use modern-day items to represent historical concepts. Teachers need to stress that historical positions change throughout time because modern experiences are different than those from the past (Seixas & Peck, 2004). That is why the teacher designed the activity for students to connect something modern to something historical so they could understand how items changed over time. Arguably, the teacher taught this way because discourse discovery was the educational approach presented at Monticello. Schrum et al. collected surveys, conducted classroom observations and interviews with teachers to explain how teachers implemented discourse discovery. In large part, Schrum et al. found that the teachers credited their time at Monticello for their instructional ideas.

In another study grounded in discourse discovery, Baron (2013) relied upon teacher interviews to understand how they engaged in learning at the cultural institution. She found that the teachers going through the professional development were more interested in problem-solving activities. Specifically, Baron explains that, "By allowing teachers to experience a preferred instructional practice as a student, before having to

teach it, the participants were able to make meaningful connections between what they learned on-site with the needs of their particular classrooms” (p. 167). The teachers had opportunities to make important connections and reflect upon their learning before they developed ways to teach the content to their students. As a result, the teachers might be able to recreate for their students the hands-on learning they experienced during the professional development (Dudzinska-Przesmitzki & Grenier, 2008).

Grenier (2010) similarly describes how professional development affects teachers' approaches to teaching history. At the Smithsonian American Art Museum, Grenier found that teachers worked in hands-on and collaborative group activities to explore how art is integrated throughout the curriculum. Grenier explains that, "The participants are actively involved in constructing the museum experience in cooperation with colleagues and peers, often over several days" (p. 502). Grenier gathered data from observations, document reviews, and interviews with participants. Grenier found that contextualized learning of history and a personal connection to the material can translate to opportunities for pedagogical implementation. By also participating in a community of learners, professional development can be more productive (Grenier; Darling-Hammond & McLaughlin, 2011; Brown et al., 1989). Lieberman (2000) claims there are important benefits for teachers to participate in professional development that encourages collaborative opportunities with their peers:

They attract teachers because they mount agendas that give teachers opportunities to create as well as receive knowledge. Teachers become members of a community where they are valued as partners and colleagues, participants in an ongoing effort to better the learning process for themselves and their students. (p. 226)

Teachers find value in participating in professional development that allows them to co-

construct knowledge because they are cast as students, which can provide them with insight into developing lessons grounded in discourse discovery.

The previous research highlighted the benefits of discourse discovery and how it impacts the way teachers think about teaching history. What was absent was the lack of research on discourse discovery throughout professional development at cultural institutions. For example, the current literature that I presented focuses on a narrower understanding of the types of learning that takes place at cultural institutions, but not necessarily on how professional development affects teachers' approaches to teaching history. The following section highlights the apprenticeship-research approach to demonstrate how it may affect the way teachers think about teaching history.

Apprenticeship-Research

The goal of apprenticeship-research is to develop skills and knowledge through a mentor/mentee relationship and to develop historical thinking skills that are transferable to the classroom, rather than professional development that aims to instill content historical knowledge (Baron, 2014b; Baron et al., 2014). It is rooted in the understanding that learning is a collaborative process that requires interactions with others and different ways teachers can structure knowledge for teaching (Kleickmann et al., 2013; Brown et al., 1989; Vygotsky, 1978;). An example of apprenticeship-research is when a museum education specialist mentors and works alongside a participant to learn more about the cultural institution and develops his or her own disciplinary identity from the relationship. Consequently, Baron asserts that teachers engage, "In the work of disciplinary experts in the settings in which experts do their work" (p. 10).

Apprenticeship-research is rooted in the assumption that learning is collaborative, which impacts how teachers teach the material to their students. The expectation is that teachers model disciplinary approaches to teach history. In doing so, it prepares students to take on the analytical skills of historians. Whereas, discourse discovery engages professional development participants as teachers. Apprenticeship-research, however, offers teachers opportunities to work with museum professionals in a mentor/mentee relationship (Baron, 2012; Baron, 2014b; Baron et al., 2014; Marcus, 2008; Patterson & Woynshner, 2016). Apprenticeship-research moves away from passive content-based learning to modeling disciplinary approaches to teach and learn history (Baron, 2014b). For example, teachers that are in apprenticeship-research professional development have, "The opportunity to engage in historical analysis and construction using authentic historic materials and the opportunity to integrate that into their teaching practice" (Baron, 2014b, p. 11). In other words, teachers are doing history alongside professionals in the field who can impart historical strategies that teachers can draw upon (Baron et al., 2014). Moreover, this experience provides teachers, "Opportunities to develop their own historical reasoning" (Baron et al., 2014, p. 209). Therefore, teachers and museum professionals are partners in creating meaningful relationships centered on historical concepts and instructional goals.

Apprenticeship-research stands in contrast to Bouhan's (2009) other approaches of historical teaching. Instead of listening to a tour guide narrate memorized historical information, teachers can develop their ability to model disciplinary approaches to teach and learn history for their students (Baron, 2014b). This is important because the impetus behind apprenticeship-research is not solely about content acquisition, but how a

mentor/mentee relationship affects the disciplinary understanding of teaching history. Also, instead of collaborating and engaging with other teachers during professional development, museum staff guide teachers on developing the analytical skills used by historians that will transfer into the critical thinking capabilities students need (Baron et al., 2014; Marcus et al., 2012). Apprenticeship-research has a reciprocal relationship where teachers are reliant upon the expertise of museum staff to help them meet their instructional goals and explore history through a collaborative experience (Baron, 2012; Marcus et al., 2012). At the same time, the museum staff learns from the teachers about how to provide them with appropriate teaching and learning activities that best meet their students' needs (Baron, 2012; Marcus et al., 2012).

For teachers to meet their instructional goals during an apprenticeship-research experience, they must participate in authentic investigations of historical concepts with museum professionals, and be able to model in their classrooms the disciplinary skills used by museum professionals (Baron, 2014b). Thus, according to Baron, apprenticeship-research may be able to support the pedagogical skills being transferred from professional development to the history classroom. Baron claims it should provide a context for ways to implement teaching strategies in the classroom. To Baron, apprenticeship-research, "Must emphasize opportunities to explore historical materials via broad heuristic development and inquiry, rather than emphasizing content acquisition" (p. 14). That way, teachers who participate in an apprenticeship-research can provide opportunities to make their students' learning, "More meaningful, more connected and therefore more permanent" (Marcus, 2008, p. 73). Marcus based this notion on an analysis of previous research on museums and professional development and concluded that student learning

is predicated on how content knowledge intersects with historical understanding. Marcus asserts that this intersection between content knowledge and historical understanding is espoused by teachers in the classroom because of the professional development they experienced at the museums.

Baron et al. (2014) describe how an apprenticeship-research affects the way pre-service teachers think about teaching history. In their study, Baron et al. analyze two apprenticeship-research experiences. Their findings reveal that this type of interaction enhances how pre-service teachers construct their understanding of history. Their example with pre-service teachers can be modeled and replicated by other cultural institutions during professional development to benefit teacher development and their approaches to teaching history. That is, according to Baron et al., pre-service teachers work alongside historians in the field to construct historical concepts that they can implement into their teaching practices. This is an essential exercise for pre-service teachers because they learn how professionals apply historical methods in their work can, in turn, benefit their instructional practices (Patterson & Woysner, 2016). By engaging in this experience, Patterson and Woysner argue that, "Preservice teachers not only learn how to think like historians, but also begin to develop the pedagogical content knowledge necessary to think like teachers..." (p. 10). In other words, pre-service teachers are learning how to become history teachers by discovering disciplinary ways to teach the subject.

For example, one pre-service teacher worked together with an archivist who served as an, "Instructional and historical research coach" (Baron et al., 2014, p. 209). Baron et al. describe how the pre-service teacher refined the way he thought about

teaching history by working with an archivist and was then able to develop a lesson for his students to compare and contrast historical concepts. Furthermore, Baron et al. explain how the pre-service teacher developed the lesson based on how he learned history with the archivist during the apprenticeship-research experience. As such, Baron et al. claim, "Preservice teachers have the opportunity to engage in active apprenticeship alongside historians in the field" (p. 206). By participating in an apprenticeship-research experience, Baron et al. argue that pre-service teachers learn how to develop ways to think about teaching history. However, when pre-service teachers participate in exposition-recital activities, such as memorization of facts, this inhibits their development of conceptualizing ways to think about teaching history (Patterson & Woysner, 2016). Patterson and Woysner's research stems from pre-service history teachers taking a methods course at Temple University. Specifically, Patterson and Woysner collected and analyzed data from student lesson plans and student field notes in order to discover student experiences and thoughts about teaching history. Ultimately Patterson and Woysner's research revealed that pre-service teachers working alongside historians at cultural institutions increased their ability to develop inquiry-based lessons incorporating primary sources. Patterson and Woysner also found that the cultural institution plays a role in which the pre-service teacher conducts their fieldwork because it combines instructional strategies with historical content knowledge. For Patterson and Woysner then, "The potential exists for history teachers to experience an epistemological shift in their approach to history with exposure to the disciplinary techniques used by historians during their pre-service training" (p. 13). From this, Baron explains that pre-service teachers learn how to develop historical questions, expand their use of primary sources as

instructional strategies, contextualize historical concepts, and mirror the methods historians use to explore and interpret historical concepts. Arguably the goal of professional development is to learn concepts that are applicable to the classroom.

Nevertheless, apprenticeship-research experiences can be beneficial for teachers to develop their understanding of how to teach historical concepts. For example, "Using historic sites for laboratory-based work can be a critical juncture for developing pre-service teacher's own historical reasoning and using that reasoning as a foundation for developing their pedagogical content" (Baron et al., 2014, p. 212). Furthermore, Patterson and Woysner (2016) conclude that apprenticeship-research experiences enhance the way teachers think about teaching history. It is enhanced because the participants in Patterson and Woysner's study not only increased their disciplinary knowledge but the apprenticeship-research experiences, "Helped them bridge the divide between disciplinary knowledge and pedagogical applications that tend to exist for pre-service and novice teachers" (p. 27). Arguably, the pre-service model of an apprenticeship-research experience can be replicated on a larger scale throughout professional development workshops because of the impact it has on how teachers construct their instructional and disciplinary strategies.

The purpose of this literature review is to take stock of the research on the approaches of teaching history and evaluate how my research connects to prior scholarly findings. I reviewed the most pertinent literature to help me establish a framework that will guide my research. The current studies I reviewed are largely descriptive, while only a few studies attempt to measure the influence of the professional development on participants' teaching. This is where my research might make a valuable contribution to

the literature. Overall, discourse discovery and apprenticeship-research are more positive professional development experiences that impact teachers' approaches to teaching history. Exposition-recital is more criticized because of recent reforms advocating for more hands-on and collaborative learning that benefit teacher development. However, exposition-recital should not be necessarily downplayed because, as previously mentioned, learning content through expository methods is part of the foundation of the teaching profession (Kleickmann et al., 2013).

Nevertheless, this review shows that each approach has its own impact on how teachers think about teaching history. Namely, discourse discovery is more hands-on, exposition recital is centered on more didactic methods, and apprenticeship-research relies on mentor/mentee participation to increase disciplinary understanding. For the most part, the literature on professional development at cultural institutions do not necessarily depict how professional development impacts how teachers think about their teaching of history (Baron, 2014b; Blair, 2016; Marcus, 2008). Moreover, Baron et al. (2018) explain that research about learning at cultural institutions is relegated to visitor surveys on how they felt about exhibits and reviews on professional development programming delivered at the site. While there are a number of studies addressing professional development at large, there are fewer studies on how the educational approaches affect the ways teachers think about teaching history (Blair, 2016; Baron, 2013; Patterson & Woysner, 2016). However, "There is evidence that professional development can lead to improvements in instructional practices" (Borko, 2004, p. 3). As a consequence, then, I will investigate professional development offered at one cultural institution that aligns with Bouhan's three approaches to how teachers think about teaching history.

My research questions are:

- What characterizes the approaches to professional development at one cultural institution, and how do teachers respond to that professional development?
- To what extent and in what ways does the professional development impact teachers' approaches to teaching history?

CHAPTER 3

METHODOLOGY

I chose a qualitative inquiry approach to conduct my study. Qualitative research, “Is a method of inquiry that uses various traditions of gathering data in order to understand human behavior in their natural settings” (Lichtman, 2013, p.324). My research required observations, interviews, and dilemma analysis with a small number of participants (Creswell, 2009; Marshall & Rossman, 2006). Lichtman explains that qualitative research is dependent on the subjectivity and interpretation of the researcher. Lichtman also suggests that qualitative research is more personal, data is analyzed thematically through coding schemes, and it is about understanding interactions. For example, Creswell writes that, “Qualitative research is interpretive research, with the inquirer typically involved in a sustained and intensive experience with participants” (p.117). That is why I collected data alongside participants during the professional development and interpreted those experiences for my study. Since the purpose of my study is to understand how the educational approaches to professional development affect the way teachers think about teaching history, a qualitative inquiry was the most effective way to collect and analyze my data.

Setting

In a qualitative study, researchers collect data in a setting where participants are naturally experiencing the problem being studied (Creswell, 2009). Creswell says that it allows researchers to observe and interact with participants over a period of time. I observed my participants and each professional development at The Penn Museum. The Penn Museum boasts around 44,000 square feet of historical exhibits from ancient Egypt,

Mesopotamia, Rome to modern Native American communities. The Penn Museum was not just geared to teachers and students, but welcomed the public-at-large. The description of the museum states, “Experience the mystery of the ancient past, gain an understanding of our shared humanity, and find your own place in the arc of human history.” The museum's education program manager provided me with a brochure explaining their overall goal of their professional development. It reads,

Build your content knowledge through a series of lectures, workshops, and presentations by world-renowned experts. Share your experience of unpacking the past with other teachers and work together to develop ways to expand the learning in your classroom.

I was invited by the museum to conduct research during two of their professional development workshops in the Spring of 2019. The first professional development was about how ancient civilizations used textiles and the second professional development was about Ramadan. I selected this museum because they geared their professional development toward developing curriculum that teachers could use in their classrooms. It also became logistically easier to manage to work with one cultural institution than multiple locations. Lastly, the museum's education program manager was excited and supportive of my research because she was trying to obtain similar data from teachers, but was unsuccessful. She thought this would be a good opportunity to see more substantial data from the teachers who participated in the professional development programs.

Participants

I selected nine teachers who attended the professional development sessions by asking them if they would like to participate in a research project on the influences of

professional development on their teaching. It is important for me to mention that none of the teachers in my study attended both of the professional development sessions. They attended whichever session piqued their interest or best served them as teachers. Since each professional development session was open to all teachers and the general public, I was limited to selecting whoever attended the sessions. Nevertheless, each of the teachers were excited to participate in the study and their enthusiasm produced a robust amount of data for my dissertation.

Table 1. Participant Descriptions

Participant	Professional Development Attended	Grade Taught	Subject Taught	Length of Service*	Curricular Control**
Dana	Textiles in Ancient Civilizations	High School	History	Veteran	NA
Carlos	Textiles in Ancient Civilizations	High School	Special Education & History	Novice	Flexible
Felipe	Textiles in Ancient Civilizations	High School	ELA	Veteran	Flexible
Provi	Textiles in Ancient Civilizations	High School	ELA	Veteran	Flexible
Christel	Textiles in Ancient Civilizations	High School	Special Education & History	Veteran	Flexible
Wanda	Ramadan	Middle School	Humanities (Combination of ELA & History)	Veteran	Nonflexible
Aida	Ramadan	Middle School	ELA	Veteran	NA
Rachel	Ramadan	High School	ELA	Novice	NA
Meredith	Ramadan	High School	History	Novice	NA

*Veteran=Tenured Teacher

*Novice= Non-Tenured Teacher

** Flexible= Teacher has control to develop their own lesson plans without constraints

** Nonflexible= Teacher lesson plans are restricted

**NA= No lesson plan submitted to determine curricular control

Data Collection

I collected data from numerous sources that provided a clearer picture for my research (Lichtman, 2013). For example, I used field notes, artifact analysis, interviews, and dilemma analysis in order to ensure that my study maintained its rigor and validity. By having these various data collection methods, it added internal validity to my study (Creswell, 2009). By having all of these sources of data, Creswell says that it would cause, "A coherent justification for themes...based on converging several sources of data or perspectives from participants" (p.191). Both Creswell and Lichtman explain that these data sources provide a framework to understand how participants create meaning and set parameters for the study. Creswell and Lichtman also add that a well-crafted qualitative study benefited from numerous sources of evidence. Below is a visual representation of my data collection:

Data Collection	<ul style="list-style-type: none"> -Field Notes from Observations -Artifact Analysis -Stimulated Recall Interviews -Dilemma Analysis
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This was the timeline of when I collected my data:

During the Professional Development	After the Professional Development
<ul style="list-style-type: none"> -Field Notes from Observations -Artifact Analysis 	<ul style="list-style-type: none"> -Artifact Analysis -Stimulated recall interviews from Field Notes of PD -Three Dilemma Analysis -Stimulated recall interviews w/ 2 lesson plans (1 Pre-PD and 1 Post-PD)

This is how my data collection maps onto each research question:

<p>Research Question 1:</p> <p>What characterizes the approaches to professional development at one cultural institution, and how do teachers respond to that professional development?</p>	<p>Research Question 2:</p> <p>To what extent and in what ways does the professional development impact teachers' approaches to teaching history?</p>
<p>-Field Notes from Observations -Artifact Analysis</p>	<p>-Stimulated recall interviews from the field notes of the professional development -Stimulated recall interviews on pre- and post- PD lesson plans -Three Dilemma Analysis</p>

Observations

The observations provided a first-hand experience to document activities at the Penn Museum. During both professional development sessions, I took field notes of the instructional episodes and interactions between the presenters and teachers and interactions between the teachers. I followed Creswell's (2009) plan to be an observer where my intention as a researcher was known. At each professional development session, I introduced myself and explained my intention being at the session. I wrote down descriptive field notes on how the educational approaches were being taught, what activities were being used during the professional development, conversations held between teachers, interactions between workshop facilitators and teachers, demographic information, and the way the physical setting was being used for the professional development. As Creswell explains, these descriptive notes reflected, "The researcher's personal thoughts, such as speculation, feelings, problems, ideas, hunches, impressions, and prejudices" (p. 182).

The observations not only created a portrait of what was occurring during the professional development but also include my perspective for understanding the experience. For Creswell, observations are an important data collection method because it, "May transport readers to the setting and give the discussion an element of shared experiences" (191-192). To the best of my ability, I described the professional development in a way that demonstrated attention to detail and employed sound qualitative data collection procedures. I followed an observation protocol, which Creswell described as procedural steps to record data, to mitigate these limitations and increase the reliability and validity of my observations. This observation protocol helped me to characterize the activities in the professional development. The field notes described the instructional events, or episodes, within each of the professional development sessions. Using Bouhan's (2009) three approaches as the lens to gather field notes, I divided the professional development into episodes. That is, episodic boundaries were determined by a change in instructional approach. For example, the presenter during the textile professional development lectured for some time before transitioning to a group activity. Below is an example of my observation protocol:

Date: Time/ Length of activity: Site: Participants:
Field Notes

Artifact Analysis

To better understand both of the professional developments, I collected and analyzed artifacts produced by the Penn Museum. For example, I gathered educational material and literature found on their website and handed out at each of the professional developments. To analyze the artifacts, I focused on how Bouhan's (2009) instructional approaches were categorized throughout the artifacts. For example, I looked at a flyer for the Ramadan professional development and determined the type of instructional episodes that were going to be used during the session. Moreover, the artifact analysis provided additional validity for data collected in the field notes, dilemma analysis, and stimulated interviews.

Interviews

Stimulated recall. The stimulated recall interviews offered insight into the teachers' thoughts, experiences, and motivations about the influence of the professional development on their teaching (Lichtman, 2013). For my research, the stimulated recall interviews, "Provides access to otherwise inaccessible or 'privileged' data" (Shubert & Meredith, 2015, p. 5). I conducted stimulated recall interviews using the field notes from each professional development and also using the teachers' lesson plans. After recording each interview, I transcribed both for coding.

For the stimulated recall interviews of the professional development, I met with the teachers individually over the course of a week following each session and spoke with them about the instructional episodes they experienced during their session. For example, one of the questions I asked Wanda about the professional development was, "Were there any instructional things that he was doing that you may be able to model in your

classroom? Or, as I asked Matt, “Talk to me more about the word ‘dance’ in terms of what you saw. You said she was going this way and that way, what did you mean?”

Calderhead (1981) explains that stimulated recall interviews, “Will enable the participant to relive the episode to the extent of being able to provide, in retrospect, an accurate verbalized account of his original thought processes” (p. 212). In other words, stimulated recall interviews are used, “To make much of teachers’ ‘tacit’ thinking explicit and elicit cognitions underlying their observable actions” (Meijer, Zanting, Verloop, 2002, p. 410).

For the stimulated recall interview of the lesson plans, I asked teachers to bring a lesson plan they developed prior to the professional and another lesson plan created after the professional development. The goal was to determine what influence, if any, the professional development had on their teaching by reviewing their lesson plans. Similar to the artifact analysis, I parsed the lesson plans into instructional episodes and interviewed the teachers about their lessons. For example, I asked Christel about her second lesson plan, “I see that you start off morning meetings where you have two groups. Can you tell me about that activity?” In Chris’ second lesson plan I asked him, “You said that the students will orally answer the question after getting a few minutes to think about it. Why do you do that part?” In all, the stimulated recall interviews were used for teachers to, “Explain their decision making” (Fox-Turnbull, 2009, p. 206). Barton (2015) also adds that stimulated recall provides a window into the thought process of teachers to understand their instructional belief system. In all, stimulated recall interviews clarified and explained teachers’ actions, motivations, and statements that related to the educational approaches during the professional development.

Dilemma analysis. History teachers should know the major issues that they will encounter in the field. For example, they should be aware of the difference between historical knowledge and historical thinking. Knowing historical content is important, but so is the ability to interpret historical content. Similarly, history teachers need to be cognizant of how they will present every-day historical characters and major historical icons that most everyone is acquainted with. For example, how will a history teacher teach about Daisy Bates and Martin Luther King Jr.? In another example, history teachers need to know the issue between historical critique and historical respect. That is, do history teachers adhere to the canonical explanation of the past, or are they more inclined to question it?

To determine those answers, I used dilemma analysis to understand how the teachers responded to the dilemmas or teaching scenarios I developed. While dilemma analysis is not widely used in qualitative studies, it was a valid data collection method grounded in qualitative research (Marshall & Rossman, 2006). For Marshall & Rossman, a dilemma analysis uses real-world scenarios and, “Asks for respondents’ choices and the thoughts and feelings surrounding those choices” (p. 129). Moreover, “Dilemmas represent situations in classroom practice that are problematic for teachers and force them to make decisions based on competing values, beliefs, and practices” (Talanquer, Tomanek, & Novodvorsky, 2007, p. 402). The dilemmas promoted reflection among the teachers and offered a window into how they thought about their work (Talanquer et al., 2007). Furthermore, Talanquer et al. point out that dilemma analysis revealed common patterns of thought among teachers and uncovered the decisions teachers made in their responses to the dilemmas. Accordingly, the dilemmas helped me to understand how the

teachers viewed the educational approaches from the professional development that affected their teaching of history. As Altrichter, Posch, and Somekh (2000) describe, “Dilemma analysis is based on the notion that teachers are continually faced with dilemmas that require professional decision-making” (p. 143). Lastly, dilemma analysis, “Produces a thematic coherence that does not depend upon academic theories or hunches of the researcher” (Marshall & Rossman, 2006, p. 129).

In keeping with the aforementioned research, the teachers in my study were provided with three dilemmas that addressed a major issue in the field. I used the dilemmas for teachers to explain their thoughts after attending the professional development workshop. By doing so, I drew connections to how the educational approaches affected the way that teachers thought about teaching history. After reading each dilemma, I asked the teachers four questions. What positive and negative things do you see about the teacher in the scenario? Where do you see yourself in this story? Lastly, how, if at all, did the professional development affect your feelings about the teachers in the dilemmas?

The first dilemma was on historical knowledge versus historical thinking. In this dilemma, participants read about a teacher’s instructional style of using canonical knowledge to guide his teaching and how his former students enrolled in college encountered a different style of teaching and learning with primary sources. I selected this dilemma because I wanted to provide my participants an opportunity to explain how they valued historical knowledge and historical thinking in their classrooms. The second dilemma was about every-day historical characters versus historical icons. In this dilemma, participants read about how regular people were portrayed in history classes

juxtaposed to major historical figures, such as Martin Luther King Jr. and Abraham Lincoln. I selected this dilemma because it juxtaposed every-day historical figures against historical icons in a way that forced teachers to explain how they place a value on historical actors. The third dilemma was about historical critique versus historical respect. In this dilemma, participants read about how a teacher presented the Founding Fathers and the issue of them owning slaves. I selected this dilemma because it forced my participants to grapple with reverence to the past and how they would envision themselves teaching history that may be considered controversial. In all, the dilemmas helped me to identify pedagogical themes or predispositions teachers had in regards to how they taught historical concepts.

Data Analysis

Data analysis is a constant process that occurred throughout the course of my study (Creswell, 2009; Lichtman, 2013). Creswell explains that qualitative inquiry requires detailed descriptions of the site and participants, followed by an analysis of the data to identify themes, issues, or other meanings. Creswell recommends that researchers use a system to analyze data that transitions from, "The specific to the general and as involving multiples levels of analysis" (p. 184). Creswell views data analysis as an interactive and recurrent process instead of a linear and hierarchical approach. For that reason, I followed Creswell's six steps for data analysis.

After each professional development session, I typed up the field notes and parsed them into episodes to code for Bouhan's (2009) categories. After interviewing each teacher, I organized the data by participant and transcribed each audio-recording. I began by coding the artifacts and field notes by identifying any instructional episodes aligned

with Bouhan. For example, I coded an artifact from one of the professional developments as exposition recital because it said, "Build your content knowledge through a series of lectures." Similarly, I coded the interviews of the professional development, the dilemmas, and the lesson plans by using turns or statements that each teacher said about an instructional episode. For example, Felipe said in his interview about the professional development that, "The PD at Penn was a real multisensory, touch, feel, smell coordination" and I coded that as discourse discovery per Bouhan's description. There were a number of turns across the data, and I coded the turns to see larger patterns of Bouhan's instructional approaches that stemmed from each of the turns. I then developed positive and negative themes for exposition recital and discourse discovery that manifested from the data. Throughout the findings I wove in Bouhan's constructs and the positive and negative themes that manifested out of the coding process. I finally provided an analysis of the findings by using examples from the data to talk about the relevant themes and its impact on my research.

Role of the Researcher

It was also important to take into consideration my role as the researcher because I am the one interpreting the data. Lichtman (2013) explains that, "The role of the researcher is to bring understanding, interpretation, and meaning" (p.17). In other words, Lichtman contends that, "All information is filtered through the researcher's eyes and ears and is influenced by his or her experience, knowledge, skill, and background" (p. 21). So everything I observed, teachers I interviewed, and documents I collected were scrutinized through a particular lens shaped by my experiences. That is, I am a seasoned history teacher and current school administrator. This was important because I understood

effective teaching and learning through two distinct educational roles. I facilitated professional development with teachers in my school district to address their instructional practices. This was significant for me as the researcher because I had substantial experience not only creating professional development but also, I recognized what effective and ineffective professional development look like. For example, I am leery of passive professional development workshops and tend to shy away from them because of my propensity to favor hands-on activities. I needed to be careful about being overly critical of exposition-recital experiences because there were arguably valid times to teach using this type of educational approach. I am not saying that an exposition-recital experience does not have its place in professional development; rather, I am skeptical of how it impacted teachers' approaches to teaching history. Nevertheless, I admit to using passive instructional techniques as a teacher because they were useful in presenting information to my students. This is important for me to acknowledge because, "Self-reflection creates an open and honest narrative that will resonate well with readers" (Creswell, 2009, p.192). I am admitting my bias against exposition-recital because I want my readers to know my predisposition when I am interpreting the findings.

Limitations

Despite the functionality and benefits of using observations, there were limitations for data collection. Lichtman (2013) explains that observations are quite intricate, stating, "Observation of human interaction, seemingly so simple, is incredibly complex. Your perspective on what you see and hear and how you make meaning of it is critical" (p. 223). I was unable to audio-record either of the professional developments, which limited my ability to capture everything going on. Every time I looked down to

write my notes, I would miss parts of an instructional episode. I sat at the same seat for both sessions on the periphery of the room, which limited my ability to hear instructional conversations being had by the teachers on the far side of the room.

Similarly, stimulated recall interviews also have limitations for data collection. The first limitation is that stimulated recall interviews need to occur shortly after the activity is completed (Fox-Turnbull, 2009). For one of my participants, Dana, we were unable to meet in person given her schedule and we resorted to a skype phone call that ended up being cut short by technical issues she was experiencing and I missed out on her lesson plans. I tried to reestablish contact several times over the next few days, without success. Fortunately, I was able to interview the rest of my teachers within a week after the professional development. Another limitation is that the participants may alter their views for the researcher because of possible anxieties they have about how to present themselves and their experiences (Calderhead, 1981; Fox-Turnbull; Shubert & Meredith). Rachel and Meredith were rather shy at first during the interview and did not give extended responses, even after my prompting. After some time, however, they did open up, but I missed out on data toward the beginning of the interview with them because they seemed unsure on how far they could take their answers.

Finally, Fox-Turnbull states that stimulated recall interviews only document, "Participant's thinking, but not their actual behavior, because classroom interaction is very complex and often automated with information being difficult to access" (p. 206). Therefore, Fox-Turnbull suggests that stimulated recall interviews should be used in unison with other data collection methods to substantiate findings. For example, while the dilemmas were meant to be a proxy for their teaching, I was unable to observe the

teachers in action with their own students. I had to rely on their responses of the dilemmas to build an idea for how they taught. Also with the dilemma analysis there was no pre-test to measure the change of the responses to each dilemma. That meant that I did not have a baseline to know the way that the teachers thought about teaching prior to them responding to the dilemmas. Marshall & Rossman (2006) also warn that it may be challenging to interpret personal statements and elicit themes from the teachers' responses. I kept asking clarifying questions or extension questions to help me understand what they meant or clear up confusion about an answer they gave. There were occasions that did not lead to me fully understanding their positions. In the end, the data collection methods provided substantial insight into the participants' thoughts and actions. In order to interpret and make sense of the observations, interviews, and dilemma analysis, I will present the findings from my data collection in the following chapter.

CHAPTER 4

FINDINGS

Description of the Professional Development

I observed two professional development sessions at the Penn Museum. The first one was held in March 2019, and the topic was about ancient textile technology. The presenter discussed how cultures around the world used fiber for clothing and then invited the participants to experience weaving for themselves. The second session was held in April 2019, and the topic was Ramadan and Muslim celebrations. The presenter discussed the background of Ramadan and how Muslim celebrations are observed throughout the world. In order to describe the professional development, I took detailed field notes. I then parsed my notes into instructional episodes. An episode is a unit of instructional time, the boundaries of which are marked by a change in instructional approach.

The first professional development had the following episodes: lecture presentation, visualizations, and an interactive weaving activity. I coded all of these episodes except the weaving episode as exposition recital because they were didactic instructional activities where the presenter solely transmitted content to the participants without engaging the participants. I coded the weaving episode as discourse discovery because it was an interactive and hands-on experience for participants to practice weaving with other participants in groups.

The second professional development was a single 45-minute episode, in which the presenter did a PowerPoint-assisted lecture on the following: an overview of Iraqi culture, cultural sites, geography, religion, and political dynamics. I coded this episode as

exposition recital because the presenter only provided didactic instruction that did not engage participants in any hands-on activities.

Professional Development Interviews

My analysis of participants' interviews suggested that they felt positively for exposition recital for a number of reasons and under a number of conditions. For example, the participants who embraced exposition recital connected with the presenter, increased their subject matter knowledge, and were engaged by the use of visual aids. In the second professional development, in contrast, the participants who rejected exposition recital were soured by the prolonged use of didactic instruction, the presenter's focus on personal experience instead of the topic of the presentation, the presenters not attempting to learn about the participants' backgrounds, and the presenters' lack of manifest enthusiasm.

In contrast, participants collectively praised discourse discovery during the first professional development session. For example, the participants welcomed discourse discovery when they participated in active learning activities, when they collaborated with their peers, and when there was a connection made to the past. The participants responded positively to discourse discovery, which was a commonly held notion in the professional literature. A more detailed discussion follows.

Exposition Recital

Positive Feelings

Criteria for positive feelings. Despite the fact that exposition recital as an approach to teaching is uniformly criticized in the professional literature, the teachers in my study embraced it as long as it met a certain set of criteria. It is possible that the

teachers believed in and had a positive outlook towards exposition recital when there was a personal connection to the presenter, a presentation of useful subject matter knowledge that teachers can take back to their classrooms, and some type of visual aid used by the presenter to engage teachers. Aida, a soft-spoken veteran teacher best captured that point when she stated, “It all has to be there though. To really pull me in.”

Personal connection to the presenter. When the presenters used their own experiences as a way to connect to the teachers, the teachers seemingly embraced that personalization. Wanda, a veteran humanities teacher, was perhaps the most vocal in her embrace of experiencing a personal connection with the presenter,

It was nice learning about it and also from an educator's aspect of what it was like being an immigrant here, not having family, friends and also feeling isolated. I related to him on that aspect but I didn't know what to expect except what the PD was about but it really wasn't about that.

Wanda continued with her thought,

When I went last time, we met a Middle Eastern woman, I remember her PD, and she lectured, but she had a valid point. She told a story of how she had a rich house and she showed a picture of, maybe it's because I wanted the house, grand with all the pillars and the crown molding, beautiful and she was dressed in beautiful clothes, and they had money. The war broke out and her family had to run up and leave everything. She told about the struggles, and how going back to school, and she had to go through and then we walked around the museum and she showed us all the different pieces that came from her particular area. It was beautiful. I still remember that, it was beautiful.

Felipe, a veteran teacher, provided a thoughtful explanation about the importance of connecting with the presenter,

If you were trying to teach somebody, if you were trying to engage somebody, how would you use what you got? How would you use your bag of tricks to connect with people? That's what she was doing, connecting with us. I just thought that that was great.

Interestingly, Aida had a different kind of personal connection that happened prior to attending the presentation and voiced her delight knowing one of the presenters was Muslim. Knowing there was this type of personal connection became the impetus behind her attending the professional development. Aida said, “Well, I’m a Muslim. As soon as I saw it, I was like, Uh, going!” On the other hand, Provi, a thoughtful veteran teacher, articulated how she came to embrace a personal connection with the presenter during the professional development,

I think it was good and the way she presented it. I made a connection to her. Because she was connected to it, it was more personal. To listen to it, it wasn't some information she had just read in a book. This was a part of her culture. Then bringing it to us the way she did wasn't boring and you can see where she was going with the information.

Provi went on to say, “I keep saying this, you make a connection to the people through her presentation.” In agreement with Provi’s account, Aida explained how vital it was for connections to be made between the presenter and the participant. She said, “When you're looking at others, you always try to find similarities because that makes it like okay. So, ‘Okay,’ and you accept it on whatever level that you accept it on, that's what I heard.” Provi seemed to provide the most succinct summary for why teachers were keen on this type of personal connection during exposition recital, “She was actually bringing it to you from a personal experience. That is what kept my attention.”

Presentation of useful subject matter knowledge. The second reason that the teachers seem to have embraced exposition recital was that they went to the professional development not to learn about teaching, but to primarily increase their subject matter knowledge. Teachers were united in their appreciation of the subject matter knowledge

they received, and they noted particular aspects of the presentations that made it compelling to learn the content. Felipe started the conversation by explaining how impressive it was for the facilitator to navigate the content by allowing the audience to steer her in topics of interest. He said,

I was just very impressed. She went from one point to the next very naturally. I'm sure it was tightly planned. She had a lot of stuff that she wanted to cover, but the flow just seemed real natural. Different people in the crowd bumped her in different directions, and she was perfectly comfortable going there and discussing the implications and talking about how they started out really pretty rudimentary and then worked their ways into dying things. She talked about the clans and clan identification. This group's going to wear red, and that group's going to wear green. That's how they're going to differentiate themselves. I think she showed us something about angular momentum and the spindle. I thought she was expert, that was clear. She knew her stuff.

Here, Felipe emphasized more of his point,

That, to me, was fascinating like, yes, there was a time when everybody wore skins. Why would they adapt, why would they go in a different direction? She explained it very, very well. She said, hey, this was a chance for them to make environmental adaptations.

Rachel, a novice teacher with two years of experience expressed how important it was to learn the subject matter in order to understand her students better,

I guess I wasn't going as much looking for things I could do in my classroom, it's just more of an understanding of the holiday and the religion. It was more just to understand my students in a particular way.

Meredith, a novice teacher, wanted a professional development where she could add to her subject matter repertoire by relying on an expert to guide her learning of the subject matter. She said,

I don't want to go to a PD where we're just hearing what everyone's talking about. I want an expert to tell me something, but I also want to hear, again, maybe some novel ideas that are in the room. I don't like when it's

only conversation. It's just like maybe you're not offering me anything, and I want to hear what the expert has to say too.

She then added how important it was for her to hear specific stories that increased her subject matter knowledge about Islam,

It was very much like they had a lot of, it was much more like they were teaching a lot more things, and then these are very specific stories that are following along with the Lunar New Year. I was expecting something very similar to that that I can learn.

Meredith continued by explaining how some professional developments provide teachers with a how-to manual to teach, while other workshops offer subject matter knowledge.

She praised how this experience offered her the latter by saying,

So, sometimes you go to a workshop and they're teaching you how to teach your students, and then sometimes it's for information for you to have background to go back and further investigate the information. It was nice to get that extra background knowledge.

Dana, a veteran teacher, chimed in with a similar praise about increasing her subject matter knowledge. She added,

Well, I like the actual pictures of the mats, because I had done mats just with two colors a long time ago. And I like learning that there were the floater parts, where the parts that don't get underneath, that they just kind of float. So that was brand new and that's something that I can use. And actually, I was planning to do some weaving, but this week we had different schedules at school so that didn't work out, but we did something else. So, I would say that the historical part of it, and then seeing those images, the old images and the pictures of the Native people was important to me.

Carlos, a first-year special education and history teacher, similarly echoed the sentiments of the other teachers in support of exposition recital, but took his praise a step further by arguing that subject matter knowledge is best represented through lectures,

I wouldn't say I completely go away from the lectures because a lot of times in social studies, there's a lot of academic language and content that is a lot easier and efficiently delivered with direct instruction.

Carlos continued with his thought,

I would still be really interested in hearing the lecture because of the guy's expertise and the fact that that's his field and he's an expert for the museum. Then it's almost like you're selling them on the lecture afterwards because they get to check out all this stuff and they're like, here's the expert on the museum and he's going to go more into depth on these things and it's open for questions so it feels like then you'll be able to. You hook them more with checking everything out with the artifacts and everything and then it moves into the lecture part.

Christel, a seasoned veteran teaching both special education and history, fittingly captured how learning through exposition recital should have an immediate impact on her ability to impart the knowledge she learned during the professional development with her students, "As soon as I come from their professional development, it's something I should be able to use the next day. The turnaround time should be minimal; you want to implement the lesson."

Visual aid used by the presenter to engage teachers. The last set of the criteria that the teachers embraced was some type of visual aid used by the presenter to engage the teachers. Provi was by far the most outspoken teacher embracing the power of visual aids during exposition recital,

The fact that she had a PowerPoint, that was great for me. Because not only could I hear what she's saying but I can see it. I also think that having a PowerPoint was important. Because it provided the background information as to why they were doing this. How the culture was set up, and you're not just jumping into activities. She showed, I remember I loved it more the way they showed us the video, the PowerPoint, and it shows that the clothes the people wear, wore in those days and the men the jobs the men had to do. What the women had to do and how they would weave this thing to make a living. Yes, I do remember that part. It was informative the fact that she has a visual. You can see what's going on

with it. Even though they remember the visual more than the words. If I have a Power Point they will remember pieces of the PowerPoint more than they will remember what I'm saying.

Dana echoed Provi's sentiment, "I do like PowerPoints. I like when I can see something, I like when they have the visual stuff." Christel also chimed in, "I enjoyed the lecture and I enjoyed the way she presented it." On the other hand, Wanda provided the most succinct praise for the presenter using visual aids during exposition recital, "He did a good job, he was able to engage us." Rachel added to the conversation,

It's interesting to ask these questions because I actually love being lectured at in PowerPoints. I feel like I really learn that way. If it had been a really good PowerPoint with good information, I would actually prefer that to conversation, but that's how I learn. I think it's about, I guess, learning, but also what you're interested in.

Here, Aida took a different route saying the presenter's visual aid got his message across, but she wished for more technology to slightly enhance the presentation, "It could've been more tech, a little more tech, but it got the point across. It did get the point across. This is still my history, I would've used a little bit more tech, that's all." In opposition to Aida's position, Felipe embraced the Power Point as is and thought a hard copy of the presentation would help him organize his thoughts better. He explained,

It probably would have been even better to have the slides on hand so you could jot down notes. Some people are auditory learners, they acquire most of their information by listening. I'm sure for them, the lecture and the slides were cool. That was all they needed.

Dana detailed the importance of the visual aid during the exposition recital, "So the lecture part was good, but it wasn't as effective without those slides, so you needed those slides. It will be good if we had that PowerPoint, that would really help." Provi fittingly surmised why she embraced the visual aids used by the presenter,

It was informative the fact that she has a visual. You can see what's going on with it I think it was good and the way she presented it. It made a connection to her. Because she was connected to it, it was more interesting. To listen to it, it wasn't some information she had just read in a book. This was a part of her culture. Then bringing it to us the way she did wasn't boring and you can see where she was going with the information. It was pretty interesting and it held our attention.

As we can see from the teachers' responses, their positive outlook towards exposition recital occurred when a personal connection was made with the presenter, when there is useful subject matter that teachers can use in their classes, and when the presenters embedded visuals in the presentations.

Negative Feelings

Criteria for negative feelings. Exposition recital, as an approach to teaching, is uniformly criticized in the professional literature. As such, the teachers in my study rejected exposition recital when they encountered a certain set of criteria. It is likely that the teachers had a negative outlook towards exposition recital when the presenters used didactic instruction for a prolonged period of time, where there was too much focus on the presenters' life as the content of the presentation, when the presenters did not learn about the teachers' backgrounds, and when there was a lack of an engaging presentation.

Didactic instruction for a prolonged period of time. When the presenters use didactic instruction for most of the presentation, the teachers rejected that style of instruction. Wanda, the most vocal of the teachers said,

It wouldn't work, actually, in a classroom because you can only do direct teaching for so long. That would have probably worked for 20 minutes and after that, you have to move on to something else.

Wanda continued emphasizing her point arguing, "That wouldn't work for middle school because you could only do direct lecture for so long." In agreement, Christel added, "I

don't want to just listen to a PowerPoint, when you're listening to somebody talk about their PowerPoint and they go on and on.”

Aida joined in to explain how challenging it was for her to remember all of the information that was given throughout the entire presentation. She said,

Well, because they lecture, and we just give you all this information from start to finish, and then you had to give it back. Then you forget about it. I got A on my test, but I don't remember any of it.

Then, in response to a question I asked about how long the presenter spoke about Islam and how it helped her understand the content of the professional development, Meredith said, “I do think 45 minutes is fine, again, if you're an expert, which I'm not.” Lastly, Carlos explained the impatience he felt during the professional development, “I think that usually after a lecture especially towards the end, you feel like a little like, all right, when is this getting over?”

Too much focus on the presenters' life as the content of the presentation. The second reason that the teachers seemed to reject exposition recital is that the presenters spent too much time focusing on their personal lives during the professional development. While the teachers favorably responded to the presenters using their backgrounds and experiences as a way to connect to the teachers, the teachers were less impressed when the content of the presentation became more about the presenter and less about the topic of the professional development. Wanda gave the most succinct and direct account, “We spent way too much time learning about him.” Here is Meredith also voicing her displeasure,

I think it was a very personal issue for him, and he ended up talking a lot about what it meant to him to come to the United States, a lot of feelings

about, and opinions about that. I was just like, there's nothing valuable to us, so I just was like, let's go back to the PowerPoint.

Dana added, "He was just saying, 'I'm going to just tell you about my life.' But it was more of his family narrative, and he was going through some PowerPoints about it."

Rachel joined in the chorus,

I don't know what he would've done with just talking about his family. There would've been no activities, really. There are pieces I would've really liked. I would've liked a lot more real information out about being Muslim and what that means. It did feel like pretty broad strokes.

Meredith chimed in again to say,

I think it would've been better to be more, for me at least, more of like an expert, either assessment of Ramadan or the history of Ramadan plus maybe activities you could do in the classroom, rather than just a personal account.

Christel emphatically criticized the presenter even more saying,

I thought it was a little bit maybe too much of it just a personal account of what one person does for Ramadan rather than maybe more of a historical background that you could bring into the classroom. It was more like, this is what my family does, and this is what we eat, and this is what we do, and this is my family. It wasn't necessarily something that you could then be like, I could take this activity about Ramadan back to the classroom. There wasn't, for that one, a lot of things that actually could be used in an academic way. It was just very personal.

Wanda, one of the most outspoken critiques about the constant focus on the presenters' life joined in saying,

He was repetitive with a couple of things. For example, talking about how being a non-native speaker of English was an issue for him. He already mentioned that in the beginning and then he kept coming up again. It was a reoccurring topic throughout the entire presentation, so I understand how that's important because we will have non-native English speakers. ESL students coming but it really, again, didn't relate to Ramadan or Eid. There were some times that he actually lost me because we spent too much

talking about one specific topic rather than moving on with the slide. I think with him sharing more about himself, we stayed too much on that. Initially, with his lives, he was more talking about himself, his experiences. Not really addressing what the PD was supposed to be about, which is Ramadan and Eid al-Fitr. He was sharing more of his cultural experiences, coming to America, being alone, isolated his family. Initially, the way it started out, it felt like I was learning just more about the presenter rather than how to be more inclusive.

Not learning the teachers' backgrounds. The third set of the criteria that the teachers rejected was that the presenters did not know anything about the teachers that were in the professional development. Carlos explained the criteria,

Even if you were to think about adding discussion questions, there was no discussion. I think there was no pre-assessment of, what do you people already know? I think one woman said, 'I practice Islam for a few years.

Dana expressed that the presenter missed an opportunity to learn about his audience and how much, if anything, they knew about the topic he was presenting. She said,

I think he could have drawn a little bit more from maybe her background information or other people's background. There's another woman in there that said, I am Muslim. I do practice Ramadan. I think that it was a little bit like he didn't know where the audience was coming from.

Meredith, too, voiced her concern about the disconnect between the presenter and the teachers saying, "I almost feel like there wasn't necessarily a match between his expertise and what we were looking for."

A lack of an engaging presentation. The last set of criteria that the teachers rejected resulted from a lack of an engaging presentation. Carlos opened up about how he felt during the presentation, "Sometimes it just feels like a boring PowerPoint that if you just gave it to me I could read over and I can get just as much from it as if they're just

reading off the slides.” Christel yearned for activities that would engage her during the presentation, but was let down. She explained, “Also, I asked about the activities. If you noticed, on the slides, it had some of the activities. If she would've only used activities for each part, which she didn't.” Carlos expressed his dissatisfaction of the professional development because the presentations were disengaging. He said,

Usually with the impact of the lecture style professional development, it's a very I wouldn't say it's very significant in the impact of me on professional development because I almost feel disengaged from it. It almost feels boring, like I'm in a very passive role as a learner.

Carlos continued to voice his aversion to the professional development,

The PDs this year haven't been very hands on at all. It's just a broad-brush stroke and it's like the facilitators get together and they make a PowerPoint, basically everyone does the same PowerPoint. It's just like a 'one size fits all type of thing, it's not very specialized.

Lastly, Wanda fittingly summarized what the rest of the teachers were trying to explain about a lack of an engaging presentation,

When he's like, ‘Do you guys know what main rivers happen to be in Iraq?’ It was silent. None of us knew. That's how it got the ball rolling but I don't think that was the intention that he meant to have. Also, I think with the flag, he could have explained the flag rather than just saying that just happens to be the flag for Iraq. I get he wanted to have an event or talking point which is what river do you think this is? But it really didn't have the gusto that it was supposed to get us to talk more about it.

From the teachers’ statements, we can see that they rejected exposition recital when the presenters used didactic instruction for a prolonged period of time, where there was too much focus on the presenters’ life as the content of the presentation, when the presenters did not learn about the teacher’s backgrounds, and when there was a lack of an engaging presentation.

Discourse Discovery

Positive Feelings

Criteria for positive feelings. Discourse discovery is largely praised throughout the professional literature as the model approach to teaching. As such, the teachers in my study collectively embraced discourse discovery when it met a certain set of criteria. For example, the teachers welcomed discourse discovery when they participated in active learning experiences, when they collaborated with other teachers, and when a connection was made to the past. Aida captured the positive impact of discourse discovery, “If it's fun, interactive, it brings where I'm at to where the student is.” Similarly, Dana’s input lays the foundation for the positive sentiments,

I like when I can see something, I like when they have the visuals stuff, but I think it just needs to be combined with something else. I don't want to just listen to a PowerPoint, when you're listening to somebody talk about their PowerPoint and go on and on.

Participation in active learning experiences. The teachers embraced active learning experiences the most out of all the positive criteria. Provi valued the chance to engage in active learning experiences, saying,

Because I was doing it and I was struggling, and because I was actually in it. It felt like I was actually making it. That connection was better for me. The difference in that with the hands-on is that you could still do the activity without hearing the lecture, the way she presented it, because you could really see what was going on.

She found the active learning experiences so valuable that she would use them in her classroom, “In my classroom I would use the actual physical activity because to some, it's more fun it's fun to weave.” Provi went a step further and explained why she valued the active learning experiences,

The most useful for me would be the actual demonstration, the actual doing. I would rank that about an eight. Reason being you hold on to it longer. Because you're interacting with it, you remember it. You remember the feel of the different material. You remember when you were doing it, it's a productive struggle.

Carlos then connected how active learning experiences transferred into his teaching practices,

I would always try and use ample opportunities so they can become engaged in learning where that's maybe a thing share or maybe using a Web 2.0 assessment like a Kahoot or a quiz or something where the burden is more on them so that I'm not doing all the heavy lifting. I'd always try and make sure that I have something that's engaging. Maybe have them a chance to get up and move around.

Adding to the chorus, Christel looked forward to participating in the active learning experiences,

I liked it better when we actually got into the activity. A lot of the hands-on activities are very important for me, a lot of the visuals are important for me. Because for me, the materials that they have where she told you to touch the textiles and where the certain materials come from and they have them touch it and then, tactile, is really important things. The visual, to see it because they're not getting the information. They're getting it visually and through tactile. That will be really important for them. The demonstration is the best part of it.

Christel was quite thoughtful about how active learning during the professional development benefited her as a teacher,

You can compare those different types of the textiles, even as far as having them touch it, comparing, how does it feel? and having them describe. That adds to the language because you can actually jot that down and share with someone else because maybe they didn't feel the same way that this person did. It draws up a conversation. For me, it would be because as I said, the kids would be able to do something, like when we had to spin the yarn. They can actually see it becoming a fiber that they

can use. Or when we're comparing the textures and then, we have a finished product.

Christel took it a step further by describing active learning as a process that can positively benefit her students' learning. For her, this was how she responded to the professional development,

As I stated, they have to have the visual, the hands-on, and to see their product going from the process of, first it came in raw wool, we spin it, and then, it becomes yarn. Then, what are the things we can do with it? Where did this wool come from? You can even get like, which animal? Where do we find the animals? Show me on the map. We can do some research. It doesn't have to be in-depth research, but to have them both in the process of where it came from. Then, you compare to the clothing you wear, where did this come from? It didn't just come like this. It had to go through a process. That's a life skill for them to actually think, have, and develop their language, asking questions.

Interestingly, Christel connected a previous professional development experience at the same museum to ways in which she could incorporate active learning experiences into her class,

We just went to the Penn Museum for a trip. We did Egypt and we had to do mummification. What they had us do was to actually put salts and bananas inside of a plastic bag and see how it mummified. They were showing it, comparing it to actual mummies that they have. What you would do with the kids is, we have them actually making it, you have them even feel the salt that they're putting in versus sugar, and you can do the bananas versus an apple and just have them compare those types of things.

Felipe, one of the most vocal teachers, joined in to praise active learning experiences. He started off saying,

It was like watching a performance, watching a dance. We're going to move this way, then we're going to move that way. When she moved into the experiential stuff, everybody was prepped for that, everybody was motivated, everybody wanted to see, can I do that? I saw it fall twice. In a way, that's encouraging because if the expert doesn't nail it on the first try

and then she wraps it around that little hook at the top of the spindle, if she's allowed to mess up, so am I. She's giving me permission to just experience the whole thing. I thought that was great.

Felipe then analyzed why the presenter decided to use active learning as the conduit to engage the teachers,

If you were trying to teach somebody, if you were trying to engage somebody, how would you use what you got? How would you use your bag of tricks to connect with people? That's what she was doing, connecting with us. I just thought that that was great. She didn't force anybody to, Hey, you've got to create three feet of string. It wasn't like this is a proficiency exam, it was just, you want to see how this works? You want to try it out? You want to check it out? I've got bags full of stuff here. I've got some stuff that you've probably never touched like camel hair. I can talk to you about the differences between using animal hair and using a vegetable, plant product. Well, what she did, it allowed for student-student and teacher-student interactions.

Felipe elaborated, “What she was really demonstrating was how we can take the stuff that turns us on, the stuff that captivates us, how we can take that and incidentally bring it in to a discussion with our students.” Felipe next credited the presenter for demonstrating effective ways to orchestrate active learning experiences during the professional development. He said,

She never left the group. It was never like she felt a need to take a break. She was always there, and she worked with three or four different people, but she was also smiling and pointing at other people and saying, you've got to comb it out, you've got to comb it out. Don't let it kink up. Don't spin it too far without. It was great. She was real good with us. I took one shot at the spindle and mostly felt like camel hair and yak hair, let me see what the difference is between that and what was the really expensive one?

He followed up by analyzing how important it was for him to participate in active learning experiences,

I can show you how to do it. It was like the I do, we do, you do. Hey, come on, I'll hold it for you, and I'll comb the hair as it's feeding on to the spindle. Okay, now, I'll hold the spindle and you comb the hair and hold it and you see how it's going to kink up if you let it go. I think the experiential stuff is what's going to stick. I remember the whole hustle and bustle around that front table when people were feeling the hair and trying to create a PC yarn. It was just amazing to me. That's, I guess, where the amazement came in, like, wow, that's how? I always wondered how you make hair into thread or how you come up with this stuff. The experiential stuff was the most important. That was my direct experience trying on the spindle, I wasn't very good, but just feeling the hair, you've got the multisensory stuff going on. I can smell it, I can feel it, I even tried tasting it. I could see the products of other people who were successfully spinning a PC yarn.

Felipe fittingly ended his responses by reinforcing how much he valued participating in active learning experiences,

It's the experiential stuff. I can explain to you how to I can explain to you how to position yourself behind the play if you want to block foul balls, but doing it is really ingraining the new skills, the knowledge.

Collaboration with other teachers. The teachers also embraced the opportunity to collaborate with their peers during the professional development.

For instance, Carlos said,

The most important part, the most helpful part has been just the classroom discussions among the teachers and then the teachers breaking off and then at the break going and meeting up with a teacher. I notice she said this, this is what I do.

Carlos further added,

Maybe have them talk with partners or do maybe a group work, closure or something at the end so that it's not just them sitting there and just taking notes, because I know that majority of the learners don't like doing that. Some do, but you also need to make sure that you incorporate different styles of teaching so that the multiple intelligence of the students really are reached.

In agreement, Christel argued that a dialogue between teachers is an effective way to have teachers collaborate with each other. She said, “When you can compare and have them have a conversation about it, it draws up more teaching language.” Christel goes on to explain how the collaborative experience works for teachers during the professional development,

For example, where it might've been rough. This person may have said it was soft. Tell me why you thought it was rough, first, as why you felt it was soft. Let's touch it again and see how we feel about it. That gets them to talk about what it is that they're doing.

Finally, Felipe shared his experiences collaborating with others and how that impacted him as a teacher,

Back when I was doing my teacher's coursework at Temple, we heard a lot about ‘withitness.’ That was a term that-and the people in his program used, just being with it, being in the moment with your learning group, feeling their movement or sensing their particular interest in having something explained further, having some elaboration together.

Connection to the past. When there were opportunities for the teachers to make connections to the past, they developed feelings of nostalgia that they embraced. Meredith started off by saying, “I feel like you do need the historical part, the background in order to get it.” Provi shared how important it was for her to connect to the past,

It would break and you fidget, oh my goodness, how did these people do it? You feel that connection to the people. You can relate. It just adds an extra piece to the lesson and the fact that you could experience it from years and years ago. You felt drawn into what was being done. It was not like you're on the outside looking in. You felt like you are a part of this culture trying to weave and you're trying to make it work, so I thought that was good.

Aida took the connection to the past a step further to explain how you can tie different

memories together as a way to form relevant thoughts about the past. She said,

Not just like a lab time, but it's actually something that we're going to have to use for maybe not the rest of our life, but something that will sit with a memory that'll connect with another memory and another memory, and it'll be there. It'll be usable.

As we can see from the teachers' statements, their positive outlook toward discourse discovery occurred when they participated in active learning experiences, when they collaborated with other teachers, and when they were able to make connections to the past. The teachers only had effusive praise for discourse discovery.

Negative Feelings

Criteria for negative feelings. The teachers did not criticize discourse discovery at all throughout the professional development and, therefore, did not have any criteria for negative feelings.

Description of the Dilemmas

My research is focused on how, if at all, the professional development affected their teaching. That is, the dilemmas stood as a proxy for their teaching. For example, Mr. Cole's dilemma is about how he used canonical knowledge to drive his instructional style. In this dilemma, the teachers explained the extent to which they valued historical knowledge and historical thinking in their own teaching practice. Mrs. Smith's dilemma is about how regular people are portrayed in history classes juxtaposed to major historical figures, such as Martin Luther King Jr. and Abraham Lincoln. In Mrs. Smith's dilemma, the teachers drew distinctions between every-day historical figures and historical icons by explaining how they placed a value on historical actors in their lessons. The third dilemma is about Mr. Roberts and how he presented the Founding Fathers to his students

and addressed the controversy of owning slaves. Here, the teachers explained the extent to which they would teach about the Founding Fathers who owned slaves. See Appendix A for each of the dilemmas.

In this section, I will discuss the extent to which the teachers were consistent across the dilemmas based on their positive and negative feelings they expressed in the professional development interviews. My goal was to determine the degree to which the professional development impacted their teaching. It seemed to me that the teachers' views were not at all conditioned by the professional development and, in fact, often conflicted with it, or were not expressed. A more detailed discussion follows.

Dilemmas

Positive Feelings

Criteria for positive feelings. I discussed in the previous section how the teachers in my study embraced exposition recital and discourse discovery as long as it met a certain set of criteria in the professional development. The positive criteria for exposition recital were a personal connection to the presenter, a presentation of useful subject matter knowledge that teachers can take back to their classrooms, and some type of visual aid used by the presenter to engage teachers. The positive criteria for discourse discovery were when they participated in active learning experiences, when they collaborated with other teachers, and when a connection was made to the past.

Mr. Cole's dilemma. Mr. Cole's dilemma represented one of the ongoing debates in the teaching of history, teaching historical knowledge versus historical thinking (Wineburg, 2001). Mr. Cole used a canonical approach to teach his students and his students appreciated the way that he used didactic teaching. Interestingly, his former

students now enrolled in college complained about the lack of direct instruction from their college professors. With that background on Mr. Cole, when I asked Aida how the professional development impacted her feelings about Mr. Cole, she said, “Well since he got into the swing of things within his first year, he started to jive with the students on a level.” During the professional development, Aida spoke about the importance of building connections with the presenter. However, when Aida spoke about the connections in the dilemma, she talked about the personal connections made between Mr. Cole and his students. The type of connection Aida described contrasted with what the teachers praised during the professional development. Evidently, this suggested that the professional development did not impact the judgement she made about Mr. Cole.

Christel believed that Mr. Cole’s students must have had some type of connection to him because they frequently returned to visit him. However, when I asked her how the professional development affected her feelings about Mr. Cole, she said,

It didn't really affect me one way or the other because I think because he has that passion for what he's teaching, that comes through his teaching because as you see, he had many of his former students come back. Even though they were complaining, I'm sure that they also praised him on the work that he did. Even though it's not in here, I'm just making an inference because I think they thought that his teaching was okay.

Similar to Aida’s response, the connection Christel was talking about was not the kind of connection that the teachers in general praised during the professional development. Moreover, Christel did not appear to make a connection between the professional development and the dilemma.

When Carlos explained how the professional development affected his feelings about Mr. Cole, he said,

The positive things that I see about Mr. Cole is it definitely seems that he has a strong rapport with the students. He obviously did something right if the students are coming back and saying that they really enjoyed his teaching. I always think that's a positive. I like to think that I develop a good rapport with the students, so I think if I was to see myself in the story, how he has his students coming back and said that they really knew a lot, I would hope that that's what I would be able to do, and I would hope that I could get my students to always do well in the tests. I hope that if I ever do a direct instruction, that my lectures are- that I'm able to demonstrate a passion for the subjects because I feel if you are going to use direct instruction in a lecture, that if you're not able to at least show that you care, then the students will never care. If the teacher doesn't care about it, then they will never care.

Similar to Aida and Christel, the connection Carlos was referring to was not the type of connection that the teachers embraced during the professional development. I inferred from Carlos' quote that his position was a long and deeply held belief because when I asked Carlos about the source of those beliefs he did not reference the professional development.

During the professional development interview, Dana indicated that learning the subject matter increased her ability to teach the content in her class. However, when I asked her how the professional development affected her feelings about Mr. Cole, she said,

Well, he has been teaching, how long? It says he's been teaching a long time. I've been to the Library of Congress workshops. I know the importance of reading cursive, so you can read these historical documents and letters. And being that the City of Philadelphia is full of history. So, I would say that the closer, the last, I guess six years, I've been dealing with students who don't have the background. So, if they're just coming to the country, they don't know all that other history. So, those dates are not going to really mean anything to them, but maybe that there's warring in the country, say, to summarize or something, that they can connect to that because maybe they had to leave their country because how bad it was.

And how did it affect the economy or jobs or things like that. Something that they can relate to.

Dana's response suggested that the professional development did not impact the judgment she made about Mr. Cole.

While Christel embraced the use of visual aids in Mr. Cole's dilemma, when I asked her how the professional development impacted the way she thought about Mr. Cole, she said,

The fact that he has passion for what he's teaching and that he uses the visual aids. I definitely see using the visual aids to maintain their interest. Giving them the key terms, having a passion for what I do, and also, even though the quiz says something about the primary source material, it was interesting that they brought that up because we just participated in the National History Day project and we had to have a lot of primary source materials. The kids had to learn about primary sources and secondary sources, and you would think, life skills, can't teach that. If you give them a lot of visual aids and different things that say, this is what it is, and then, make a list of what it isn't, that comparison helps them to understand what a primary source material may be, even though they're lower functioning kids when we talk about academics. They were able to understand it. I can appreciate that. I pretty much can appreciate what he's doing because he's even giving them some extra information, which I think is important.

Her positive view of Mr. Cole's use of visual aids was in line with that of the other teachers. However, from her response, there did not appear to be a connection between what Christel said in the professional development and what she said about Mr. Cole.

Even though Felipe valued active learning experiences during the professional development, this was his response to how the professional development impacted his feelings about Mr. Cole,

I think I taught a lot like Mr. Cole taught. I was getting less-than-satisfactory results, and I was having more and more discipline concerns. I realized that the kids didn't want to listen to me going all day. They wanted to have their say, they wanted to have an opportunity to be more

active in the classroom, to be participants of some sort. We need to prepare teachers. I would want to be prepared to be more dynamic in class right from the outset.

His response about active learning experiences jived with that of the other teachers.

However, his quote indicated that there was no connection between what he said about the professional development and what he said about the dilemma.

Similar to Felipe, Carlos valued active learning experiences during the professional development. Carlos said the following about how the professional development affected his feelings about Mr. Cole,

Yes, I would say that he has a good foundation to really prepare students for the next level that he just needs to add more educational tools and that maybe the hands-on stuff could maybe stimulate his passion for social studies and bring out his creativity.

Carlos' position on active learning experiences also aligned with that of the other teachers. Just like Felipe, Carlos' response did not show a connection between what he said about the professional development and what he said about Mr. Cole's dilemma.

There were seven instances in Mr. Cole's dilemma where the teachers brought up the criteria for positive feelings. However, none of the seven instances in Mr. Cole's dilemma were conditioned by the professional development. That is, the teachers held beliefs that manifested prior to the professional development, conflicted with the professional development, or not expressed.

Mrs. Smith's dilemma. Mrs. Smith's dilemma represented another of the ongoing debates in the teaching of history, teaching social history versus great man history. Mrs. Smith believed in teaching about the preeminent historical figures rather than focusing on more ancillary historical actors. The students in the dilemma brought that tension to the forefront.

Given the context of the dilemma, when I asked Felipe how the professional development impacted his feelings about Mrs. Smith, he said,

Right at the beginning of the year, she elicited stuff from the kids that she used later on in her classroom that was good. She had Monique motivated enough to say, Hey, maybe we can talk about my grandma? That's saying she'd reached that kid.

During the professional development, Felipe spoke about the importance of having a personal connection to the presenter. However, when Felipe talked about connections in the dilemma, he instead talked about personal connections made between Mrs. Smith and her students. This stood in contrast to the kind of connection that the teachers praised during the professional development, suggesting that the professional development did not affect the judgment he made about Mrs. Smith.

Wanda believed Mrs. Smith's lessons would be better if she moved away from a prescribed curriculum to a more student-centered approach. The subject matter knowledge that Wanda referred to depicted an evolution of her instruction moving away from teaching the prescribed content to incorporating more student-centered lessons, which contrasted with what the teachers praised during the professional development.

When asked how the professional development affected her feelings about Mrs. Smith,

Wanda said,

I would probably say in the beginning of my teaching career, I was dismissive a lot with a lot of things. I'm like, if it's not on the curriculum, I'm not covering it, because I need to teach this, this, this by this, this, this. Hindsight, now, when students ask me for things, I try to incorporate what they ask only because, one, they're sharing a piece of something that they want to learn, so that's what you want to learn? Absolutely. I'll teach you. Actually, let's say I was in Mrs. Smith's shoes, this young lady, that's her grandmother, I would have said, why don't you teach it to us? and I'd learn something new.

Given her response, there appeared to be no connection between what she said about the professional development and what she said about the dilemma.

When I asked Carlos how the professional development affected his feelings about Mrs. Smith, he said,

If I see myself, I would probably see it as the planning part. I always think that I do-- I'm pretty meticulous about planning my lessons and units. It's great that she's planning out and that her department chair is happy that she's following curriculum and she's planning. I think that's extremely important. It's like you can't just go, pick up, and go to fly around the country, fly to Indonesia without having a plan how to get to Indonesia, Okay, I need to go. Someone drive me to JFK. I need to make sure that I get to Germany. Then if I get to Germany, I need to go there, I need-- It makes it important to have a road map. Will you always take a road map? No, but as long as you have a guide of where you're going and why you're going, because it can be very easy to get off track and go on tangents, and it's always important to allow yourself the ability to plan it out and see where you're going.

Carlos praised Mrs. Smith for following the curriculum and incorporating subject matter knowledge in her teaching, which was consistent with what he said about the professional development, but he did not talk explicitly about how it influenced his teaching.

When I asked Felipe how the professional development impacted his feelings about Mrs. Smith, he said,

She's experienced, she's got all that time in the classroom, she's probably an excellent classroom manager. Kids behave in Ms. Smith's class. She was efficient, she was well-organized, she was well-prepared. They're all good things. You want to be all of those things, too. She followed the curriculum. She covered all the material. She emphasized central elements of the units.

Just like Carlos, Felipe credited the way Mrs. Smith organized her class by following the curriculum and using subject matter knowledge in her lesson. There was a connection between what Felipe said about the professional development and the dilemma, but it

seemed informed by not what he learned from the professional development. Meaning, Felipe's belief about using subject matter knowledge was held prior to the professional development because he discussed how he had developed lessons using a predetermined curriculum. Thus, the professional development could not have influenced his teaching because of past practice.

Even though Christel praised the use of visual aids in Mrs. Smith's dilemma, when asked how the professional development affected her feelings about Mrs. Smith, she said, "The fact that she had visual aids throughout her classroom, which had historical images, a lot of historical folks, and different things. I think that was important." Interestingly, while Christel's position about the value of visual aids mirrored the praise of the other teachers, there appeared to be no connection between what she said about the professional development and what she said about the dilemma.

Felipe, too, valued the use of visual aids during the professional development and transferred that sentiment to Mrs. Smith's dilemma. When asked how the professional development impacted his feelings about Mrs. Smith, Felipe said,

She decorated her room, nice displays. She even used some of the stuff that the kids came up with to make the room colorful. The physical environment fit the subject matter. She provided images. I think Rosa Parks and Lord knows who else, Babe Ruth, I don't know, to establish a mindset for the class, not bad. When I walk into a locker room, I expect certain things, I walk into a gym, I expect certain-- I walk into a history class, I don't want to see DNA on the bulletin board, I want to see something about the period that I'm studying.

His praise of Mrs. Smith's use of visual aids was on par with the other teachers' sentiments expressed during the professional development. Even though there was a connection between what Felipe said about the professional development and the

dilemma, his teaching was not informed by the professional development because it was a belief he had already held.

Christel mentioned how much she relished participating in the active learning experiences during the professional development. She explained how important it was for her to learn how to incorporate active learning techniques that she experienced during the professional development into her teaching. This indicated that there was some type of connection and it seemed to be informed by what she learned in the professional development. For example, when I asked Christel how the professional development affected her feelings about Mrs. Smith, she said, "I always think it's important because we're teaching them. We've got to include them and make them feel like they're part of their learning. They have to be a part of it." Here, Christel said it was important to always involve students in their own learning. This was something that she embraced from being at the professional development. Therefore, Christel's teaching experience gave rise to both her view of the professional development and of the dilemma.

Provi also carried over her support for active learning experiences from the professional development to Mrs. Smith's dilemma. Here, she explained how the professional development affected her feelings about Mrs. Smith,

For me having teenagers and being around teenagers because it's upper middle and I've taught seventh grade for a lot of years. I see that kids just don't want you to come in and just present from 1950 to the present and skim on things. Most people think that kids don't want to learn. That's such misconceptions. When you present information to kids, they always have questions. They want to get in it. They don't want you to touch the surface. They want you to get deep.

Provi used the concept of going deep, or the ability for students to solve problems and create ideas, to further explain how she felt about Mrs. Smith,

My thing is if she doesn't have the time to get deep she should have figured out a way. How can I get the kids? Okay, I have this particular topic. How can I get the kids to go deep? She doesn't have to go deep but come up and ask the kids what types of projects or activities they could think of that could cover the material? Maybe some of them could do a slideshow presentation. Some of them could do a dramatic because you do have kids who are all over the place. They could act out something. Some kids could do a poster or a collage or something and do-- you can do all these different things where you could have-- I forgot the name of the academic term but you could--a gallery wall. Where they could come and see and ask questions. Give them sticky notes, read this and then if you have questions write down some questions. Have a discussion tied into the present some which way or tying in the past-- make it relevant to them some which way.

Provi credited the professional development for giving her the inspiration to use more active learning strategies in her teaching. With the dilemma, Provi then talked about how Mrs. Smith could have had her students do more hands-on activities to make connections with the past. It became evident, then, that there was some type of connection and it appeared to be informed by what she learned in the professional development.

There were eight instances in Mrs. Smith's dilemma where the teachers brought up the criteria for positive feelings. From which, there were two instances in Mrs. Smith's dilemma where the professional development seemed to influence the teachers' instructional planning. Both aligned with Bouhan's (2009) tenets of discourse discovery. For example, Christel believed that using active learning experiences should be part of her teaching. Provi also believed that having students go deep into the material by using active learning experiences should be incorporated in her teaching. There were six instances where the teachers' views were not conditioned by the professional development. That is, they held beliefs that manifested prior to the professional development, conflicted with the professional development, or not expressed.

Mr. Roberts' dilemma. Mr. Roberts' dilemma also represented one of the ongoing debates in the teaching of history, teaching historical critique versus historical respect. Mr. Roberts taught about America's Founding Fathers and had to grapple with issues of slavery being brought up by his students. He attempted to contextualize that history and the arguments of his students. Knowing the background of the dilemma, Wanda brought up how the professional development affected her feelings about Mr. Roberts. She said,

The presenter was able to share and also engage us. For example, he really caught my attention with the big feast once the sun sets. We share this with our family and look at the food on the slide. It looks like a lot but imagine, this is just for half of my family. When the rest of my family comes, it's even more food. Everyone participates as a community. Of course, he was sharing that aspect of him but also still not forcing it on us. Just like your thanksgiving, this is what you have to do as a whole big family. He wasn't like that at all.

Her response focused on the presenter's family and building that personal connection with the presenter, which was in line with what the teachers said. However, Wanda did not allude to how that type of connection with the presenter influenced her judgement of Mr. Roberts.

Christel, who expressed how important it was to incorporate subject matter knowledge from the professional development into her instruction, said the following about how the professional development impacted her feelings about Mr. Roberts,

Trying to be an expert on the subjects that you teach. I can relate to him because I had a positive student-teaching experience in middle school and I think, even when we had these children that may blurt out things, whether they are right or wrong, to just be able to respond and not downplay it in a negative or a positive. Just don't downplay but let's find out and let's do this together, see what you find out. Then, we can share what we found out, share our knowledge. I think he's on the right track, he's a new teacher. He probably doesn't want to get off to a rocky start. Just because the kids said he didn't know his stuff, it's not that he doesn't

know his stuff, he just didn't know how to impart and respond to them, that's all.

She continued,

Yes, let me see. The fact that, actually, he tried to follow what the department chairs asked him to do, do not deviate from the textbook. He's a first-year teacher. He probably should stick with the textbook as much as he can. The fact that he was an expert on history, he was good with history. That's about it.

While Christel was consistent with praising Mr. Robert's subject matter knowledge as the other teachers did, she did not explain how the professional development influenced her teaching.

Carlos also embraced learning about the subject matter at the professional development. Interestingly, when I asked Carlos how the professional development affected his feelings about Mr. Roberts, he said,

He's definitely really seems like this this is a textbook, like this is the truth and this is where we're staying on. I think in the professional development that with the lecture and then using the primary artifacts and everything, I think he could definitely implement that more into his lessons and he could definitely implement a change in philosophy. I think that it's just something that he could bring into that's not related to the textbook. He seems like really firm on a textbook. Not that using a textbook's wrong, but the more that you can bring in other sources of information, I think that always proves and enhances the instruction. Monticello, he could probably talk about stuff that he learned and he heard from the museum and the people that work there that might be more specialized and unknown than what the textbook has to offer.

Unlike Christel, however, Carlos mentioned in the dilemma how important it would have been to incorporate other content avenues besides the textbook, such as primary sources, and lecture to impact teaching. In the professional development, Carlos explained how he valued the lecture and learned how the background of the presenter added an additional

dimension to the presentation. Taken together, this indicated that there was some type of connection and it seemed to be informed by what he learned in the professional development.

Similar to Christel and Carlos, Felipe recognized how valuable it was to learn about the subject matter during the professional development. However, when I asked Carlos how the professional development affected his feelings about Mr. Roberts, he said,

He was encouraged- I think it was the principal or the department head, I think it was- to stick to the curriculum. You're a new teacher, you don't want to get too fancy here, you don't want to take too many risks. Stick to the curriculum. He followed the department head's recommendation there. He's a rules follower, he's good that way. Experience speaks volumes in some situations. He had a rocky start because he wasn't skilled with behavior management, but it didn't blow him out of the box. He hung in, found his groove. He followed the curriculum; he incorporated a lot of his experience. He was the guy who worked at Monticello, which is why he knew Jefferson. He talked from his experience. He knows his stuff. He wasn't denying that Jefferson had some racist inclinations, what he was doing was soft peddling that stuff and hoping to skate by, but he got placed into a situation with the smarter kids, more insightful kids, whatever it was, and they called him on it. A lot of positive stuff leading up to finally getting called. He offered a fair perspective on Jefferson, saying, A real person, he was flawed, but then he didn't want to talk about the flaws quite so much. Jefferson was probably his hero. He knew everything there was about Jeffersonian Democracy and could probably differentiate that from Jacksonian Democracy and whatever the hell else was going on. He was a knowledgeable guy but threatened with the idea that some of these of labels might be attached. That's where the positive stuff ends.

Felipe described how Mr. Roberts should have embraced canonical historical events in his teaching given his background and experience working at Monticello. Unfortunately, Felipe fell short in connecting what he said about the professional development and what he explained about Mr. Roberts.

Provi did not discuss the impact of subject matter knowledge during the professional development. When I asked her then to explain how the professional development affected her feelings about Mr. Roberts, she replied,

I liked how he had volunteered at Monticello and he wanted to share his expertise of Thomas Jefferson with the students. Sounds like that's something that he could really help his students with. It's always nice when you have a side artifact like that to tie into the classroom. The fact that he consulted others because he knew that he was young and he wasn't as experienced as all the other people. I think he wanted what was best for his students but he didn't know how to do it but he wanted what was best for them. Yes, he knew history. He knows he knew his stuff but that was it. The district gives you this nice curriculum in here and all and you have a nice textbook but if the kids can open up that floor plan for you, you can squeeze the district agenda right into the floor plan. Then already you don't have to create the interest and they already have it. Now you have to figure out, okay, let me squeeze into here because they already opened up the plan for you. It's not like you have to build the plan and let them squeeze in. It's best when they are ready to discuss, they are ready to bring the information and you can just weave in there and then you don't have to worry about, Oh, did they learn anything? Yes, they learned because it was them who was creating all this excitement, all the knowledge. You were just helping along. You were the outsider trying to help them make sure everybody's standing straight and everybody's connected. Normally, a teacher comes in and the teacher has this mentality, we're going to build the floor plan and let the kids weave in. We have to think otherwise.

While Provi praised the way that Mr. Roberts followed the curriculum as a way to guide the use of subject matter knowledge in the dilemma, she did not explain how the professional development influenced her teaching.

While Provi praised the use of visual aids in the professional development, when I asked her how the professional development affected her feelings about Mr. Roberts, she said,

Someone say he's a racist and the term racist just makes your ears pop up and you sit up and say, Tell me more. Now you could have a rich debate in

the room and then from the debate that the kids would have, I don't agree with that. Then you could bring some information whether it be PowerPoint if you don't have one present-- if he had a PowerPoint on Jefferson already made up he could have pulled up the PowerPoint and present several pieces of information that would agree or disagree with what the kid was saying, after the kids have the discussion or he could have said, Okay, I'm going to give you some of the information.

Even though Provi valued the use of visual aids during the dilemma, her teaching did not appear to be informed by the professional development.

Christel appreciated and thought it was important to learn how to use active learning strategies she experienced during the professional development in her teaching. This revealed a connection that appeared to be informed by her experience in the professional development. For instance, when I asked Christel how the professional development affected her feelings about Mr. Roberts, she expressed,

If you know the student is right, it might be to your advantage to ask the student, tell me exactly what you learned. Let's research it together and then, we can share that knowledge with the classroom. You find out what it is that you want to know and then, I'll share what I know. Then, we'll have this information and then, we could decide whether Jefferson is a racist and what is a racist.

Christel said it was important for Mr. Roberts to engage his students in their learning. This was a concept that she embraced from participating in the professional development. As a result, Christel's teaching experience was seemingly informed by the professional development.

Similar to Christel, Provi carried over her praise for active learning from the professional development to Mr. Roberts' dilemma. For example, Provi described how the professional development affected her feelings about the dilemma,

Let them do the work and you facilitate and ask questions, or let them come up with their own question. Do you want to debate kids come up-- you didn't have just one person, you have another person saying something. It's nice. You think about the PD, she taught us how to do the weaving and she taught us about how the men did the hunting, whatever, and the woman had to do all this stuff, housework and the weaving and the children. Then you think of how the community came together and they worked as a team. Now, first day of school, you could come up with a with weaving an activity, and the kids can bond because now they're doing a cooperative learning activity. They have to figure out how to weave this string, and the person with the longest string. Then they could talk about the challenges they faced and what was positive about it, what they gained from it. If they could do something different, what would have done? Something like that.

Provi acknowledged that the professional development inspired her to use more active learning strategies in her teaching. With Mr. Roberts, Provi explained that the onus of learning should rest with the students. As a result, there was some type of connection and it seemed to be informed by what Provi learned in the professional development.

Carlos also valued active learning throughout the professional development.

However, when asked how the professional development impacted his feelings about Mr. Roberts, Carlos replied,

I think he needs more hands-on stuff where the kids develop their own thoughts and conclusions about things, because his history shouldn't just be like, okay, this is the truth, I'm going to tell it you and this is how you remember it. It should be like this is what happened. These are the circumstances. What do you think about that? Allowing students to draw their own conclusions about it. At the end of the day, a lot of his stuff sounds like it might be his opinion, and you don't want to teach opinion. You want to teach as many facts as possible. You want to teach them skills, not just mere facts. You want them to learn how to think critically, you want them to be able to present their opinions and use evidence to back up what they're saying.

Even though there was a connection between what he said about the professional development and the dilemma, Carlos' teaching did not appear to be informed by the

professional development because he indicated that he had previously held that belief about active learning.

While the teachers did not address the notion of collaboration in Mr. Cole or Mrs. Smith's dilemmas, Carlos brought up how important collaborative activities were during the professional development. When I asked him how the professional development impacted his feelings about Mr. Roberts, Carlos responded,

You also want them to be able to collaborate and communicate with other students because at the end of the day, you want to prepare them for life, and by just having them sit there and just listen to you, and take tests, they're not learning how to prepare for a workforce that requires you to communicate and collaborate with other people.

While Carlos praised the way that Mr. Roberts encouraged his students to work together, he did not discuss how it influenced his own teaching.

When it came to drawing a connection to the past, Meredith expressed the following about Mr. Roberts, which was consistent with comments she made during the professional development. Meredith said the following about how the professional development affected her feelings about Mr. Roberts, "It's nice that he wanted to share personal experiences with the students to have them connect with the material." However, the comments she made failed to explain how it would have informed her teaching.

There were 11 instances in Mr. Roberts' dilemma where the teachers brought up the criteria for positive feelings. From which, there were three instances in the dilemma where the professional development appeared to impact the teachers' instructional planning. One aligned with Bouhan's (2009) tenets of exposition recital. For example, Carlos believed that using subject matter knowledge should inform his teaching. The

other two instances aligned with Bouhan's tenets of discourse discovery. For instance, Christel believed that using active learning should inform her teaching. Provi similarly believed that active learning experiences should inform her teaching. There were also eight instances where the teachers' views were not conditioned by the professional development. That is, the teachers held beliefs that originated prior to the professional development or were not expressed.

Negative Feelings

Criteria for negative feelings. The teachers in my study rejected exposition recital when the presenters in the professional development used didactic instruction for a prolonged period of time, where there was too much focus on the presenters' life as the content of the presentation, when the presenters did not learn about the teacher's backgrounds, and when there was a lack of an engaging presentation. The teachers did not share any negative feelings towards discourse discovery and, therefore, not addressed.

Mr. Cole's dilemma. During the professional development, Carlos claimed he was not a fan of the lecture because he felt it would never end and it did not engage him at all. When I asked him how the professional development impacted his feelings about Mr. Cole, he gave a lengthy, but thoughtful response,

It seems that the students are in a very passive role in his classroom. Passive, it's very teacher directed. There's not much students that are learning and going on in his classroom. The fact that they're just mostly listening is I think a problem, because it's not really letting them elaborate or really draw connections to the material and connecting it with their life. It seems that a lot of their learning is simple recall. If I was thinking about Bloom's Taxonomy, I would say it's on a lower level thinking skill because they know the names and the dates and great at filling out timelines, but I would be worried about what do they know about the actual concepts and how they could evaluate, how they could analyze, and how they could really connect the dots to really develop the critical

thinking skills. I also find it very worrisome that he's really focused on secondary sources and that it sounds like he really didn't use primary source materials in his classroom, which as a social studies teacher I think you need to do that. History is something that is created by being able to use primary source documents, you're able to see what they were thinking, the actual people living in the moment were thinking, how they were feeling, and then you can almost create- they can create their own understandings. Instead of a textbook telling them what to think about it, by using primary source documents you can have them read and analyze it and then come to their own conclusions. Instead of telling them, this is where you should be. You could be like, this is what this person said about the event, this is what another person said about the event. What do you think from that event? What can you draw using these primary materials? What do you think?

Carlos largely criticized Mr. Cole's didactic instruction and lack of engaging teaching.

However, from his response, there was no apparent connection between what he said about the professional development and what he expressed in the dilemma.

Just like Carlos, Wanda admonished the professional development for its lack of an engaging presentation and similarly denounced Mr. Cole's didactic instructional style. But when I asked how the professional development affected her feelings about Mr. Cole, Wanda said,

That sentence that says although students just mostly listened, that reaches to me. I see that as a negative because I want the students to also participate, not just listen. Also, the lecture part. I don't know what age group, I'm assuming this is high school but, again, no one wants to be lectured.

Wanda's criticism of Mr. Cole stemmed from his use of didactic instruction, which was a feeling she held prior to the professional development, and, consequently did not impact her own teaching.

Provi did not discuss the didactic instruction or lack of engagement within the professional development. When I asked her how the professional development affected her feelings about Mr. Cole, Provi replied,

Oh my God. Is he considering me? I'm not a listening person. I would forget it the minute I walk out the door. I'm not remembering it. To me it's like rote learning. Yes, he has a visual utility, which is fabulous as a positive I can see, but what about the other learners in the room? Does he consider them? We don't all learn the same way. Lectures don't always cut it. How are the kids learning from each other? They're not interacting. It's just him. It's not his show. He's a facilitator, but he's not. It's his horse and his pony show and he's just going around to them heads up, heads up. Yes his voice might be interesting because he's, he is passionate and so he carries the passion into the room, which I think is wonderful, but I just don't think that he's considering everybody in the room and realizing that kids sometimes learn more from their peers, you don't have to do all this talking. They can learn from each other. A kid comes up with a way I'm like, Woah, I didn't think of that way. The kids can bring more to the table than two ears and a pencil.

Since Provi did not address the didactic instruction of the professional development, her response in the dilemma had no connection to the professional development, and, therefore had no influence on her teaching.

Similar to Provi, Felipe did not address the lack of engagement during the professional development. Felipe gave a long reply after I asked him how the professional development affected his feelings about Mr. Cole,

Well, the lack of active engagement, testing the waters. He didn't even need to wait until the quiz to check to see if the kids would get it. He could put a question out there, not just a factual, but, "Who remembers the date?" He could've said, "With all these dynamics, why do you think there was a conflict?" and allow the kids to get into that. I didn't get the sense that that's an approach and, again, no grade level, but it wouldn't fly with first and second graders. You can't talk at first and second graders, you've got to give them a chance to build a building that might've existed in 1600 or draw something or do this, do that. He might not have prepared them

quite-- Let's assume that he was a high school teacher and he's prepping them for college. In a university situation, the professors are occasionally interested in your mastery of the facts, but they want you to be able to draw connections, they want you to be able to make inferences and have an opinion about things. High school is a lot of learning the facts; college level is, develop your critical thinking skills. He didn't give much of a chance to do that. "Give me the dates, give me the names." The kids lacked ownership in that process.

Felipe clarified his comments about a lack of ownership within Mr. Cole's dilemma,

I don't think anybody walked away from Mr. Cole's class or went home for the summer after Mr. Cole's class and said, "Boy, I said some cool things in there. I had insights that nobody else had. I think I impressed him with what I said." No, that didn't happen. They didn't walk away thinking, "This guy's brilliant. He's a good lecturer, and he kept me engaged." It was limited to that.

Since Felipe did not give any insight on how impactful the professional development was with using didactic instruction, his answer in the dilemma suggested that there was no connection to the professional development, and, influence on his teaching.

Meredith's negative opinion of the professional development filtered into her criticism of Mr. Cole's use of didactic instruction. However, when I asked her how the professional development affected the way she thought about Mr. Cole, she said,

He's structured, but maybe he's not mixing it up, so maybe he's really not reaching all of the kids, because I don't think that every kid learns from lecturers. Yes, and they're not prepared when they're given these primary sources, or when they're asked to work in a group, they're not prepared to do that, and you know, that's life.

Meredith was critical of Mr. Cole's use of lectures and she indicated prior to the professional development that she rejected lecture-based teaching. This suggested to me then that there was no connection between her teaching and the professional development.

Rachel also did not discuss the lack of engagement during the professional development. However, when I asked her how the professional development impacted the way she felt about Mr. Cole, Rachel said,

There's no higher-level thinking. It sounds like it's all memorizing dates and notes from books, and when they're confronted with something like how to analyze or synthesize or anything else, they're lost, so it's memorizing, it's rote learning, nothing deep about it.

Since Rachel did not share her thoughts about a lack of an engaging professional development, her response to Mr. Cole suggested that there was no connection made between the professional development and her teaching.

Dana similarly did not address the didactic instruction within the professional development. Yet, when I asked her how the professional development impacted her feelings about Mr. Cole, Dana replied,

I don't know about the textbook part, because a textbook is good too because it's very clear, hands-on, you can pick it up, you can take it with you. You can go back and look at the pictures, but not by itself. Today's people use a lot of computer stuff. So maybe, it says they know the names and dates, and great at filling out a timeline, which I don't think you should have to memorize things that you can look up. Now, I only know maybe like three, I don't know them myself, I don't need to know them because they're not important for my survival, I can look online and see the list of Presidents. That's what I'm saying. Now, it's important to know, okay, did World War I happen before the Berlin Wall came down? That time frame kind of thing. But to pinpoint, to memorize dates, I don't believe in that.

Dana suggested that Mr. Cole's reliance on the textbook had some utility in the classroom. However, the material in the textbook should not be memorized or used in a purely didactic manner. Notwithstanding her position, Dana did not answer how the

professional development affected her feelings about Mr. Cole. Therefore, it had no influence on her teaching.

There were seven instances in Mr. Cole's dilemma where the teachers brought up the criteria for negative feelings. In each instance, the teachers' views did not appear to be conditioned by the professional development. That is, the teachers held beliefs that manifested prior to the professional development or were not shared.

Mrs. Smith's dilemma. Aida did not talk about the didactic instruction within the professional development. However, when I posed the question about how the professional development impacted her feelings about Mrs. Smith, Aida responded,

It was a lost teachable moment. Very lost, and this child probably, well okay, we won't say turned off but it's like she could've been turned on a lot more, a lot more, a lot more, yes and unfortunately it sounds like she's remaining stuck with the book.

Aida seemed to only critique Mrs. Smith's overreliance with the textbook and not address how the professional development impacted her feelings toward the dilemma. This suggested that the professional development did not inform her teaching.

Provi also did not discuss the didactic instruction or lack of engagement within the professional development. She did however give a lengthy response after I asked her how the professional development affected her feelings about Mrs. Smith,

It seems to me like as she's doing this, the kids like Mr. Cole's aren't really involved. I don't see where she's doing any project based anything. She's asking them who their favorite historians are but she's not doing anything with it. She just put the pictures up around the wall and she has a timeline and that's it. The kids aren't really involved in history, here's a student, this would be a perfect example of her to teach from the student's perspective. This student has a grandparent, she could have asked if she is still alive when, when did this happen? Maybe bring that person in and have a live dialogue. When are you going to have this live chat and then the class

would be more interesting, more relevant? Then kids will see the history is not just from my history book and it's not happening around us. It might happen way, way back then, but it's still affecting us. For example, we look at the civil war, you look at slaves some people were discriminated against, but then you look in today's society where we have people saying, in poor neighborhoods, people are beaten down by the cops. It's two-fold. It could come around. So, history doesn't have to be just in the textbook. It can be related, and for some reason, I don't think this woman is doing this at all. Is just, she's another Mr. Cole where she's, the room is pretty, she has a nice timeline. The principal walks in and says, it's gorgeous.' What about she's not getting to the meat? Yes, where's the meat? I always ask my kids, Okay, give me a nice easy statement, but there's nothing to support what you're saying. There's no meat. She has this nice facade, look at all this, I'm 10 years a teacher and my room is pretty. but what is happening in the room? Nothing.

Provi then targeted how Mrs. Smith covered too much content and did not go into any meaningful depth.

Well, I think she's so caught up in what she thinks is important, that she thinks that she's not covering the most important things. It's too wide. She's just focusing on this, okay. In this textbook, like Mr. Cole, I need to cover here to here. We're not worried about the current information, what's happening around us. It doesn't have to be in a textbook or it doesn't have to be in your curriculum that you wrote 10 years ago. Life is happening and here's the girl in a classroom with the information. Instead of using that and going back and linking it with current, she is just stuck on what she knows. She's very limited in- she's teaching history, but how informed, she doesn't seem very informed to me because she only wants to deal with the people that she knows about the popular people. Then she's not even going into depth. What good is it if you know all these things and you're only tapping on it? The kids aren't really learning a whole lot. So it's very limited and she's saying, if I have more time, then kids are not relating. You know how they say the information should be relevant, it's not relevant. If you're just telling me about this old thing happening way back then and then you can't connect it to what I'm doing, I don't care. Especially today's kids where they have iPads and all this technology, you have to make history relevant to them. If it's relevant, then they'll be hungry for it then they'll want to research.

Since Provi did not give any insight on the impact of the professional development, her response to the dilemma further suggested that there was no connection to the professional development, nor any influence on her teaching.

Wanda admonished the professional development for its lack of engagement and similarly denounced Mrs. Smith's instruction. Yet, in her response to how the professional development impacted her feelings about Mrs. Smith, Wanda said,

A negative thing I see with her would be it seems like she's very rigid with the curriculum even though I feel like there could be some way she can incorporate a lot of the significant Americans that she asked her students about and into the curriculum. Not just the scope and sequence. She asked her students the beginning of every school year, can you tell me of a person from American history that you admire? Her students gave her a list of Americans. I see that as her as segue into what they'll probably be covering throughout the school year, but then I'm sure there's still a way, again, she can incorporate all of these significant Americans. Just some of the pop icons because she disregarded most of the current icons, but this is something that's contemporary that she could still add even though it's an American history class because, again, history does repeat itself. A lot of things that were going on back then, she could incorporate and relay it to her students today.

Wanda also added that Mrs. Smith was dismissive of her student's relative being in the Civil Rights Movement, which resulted in Wanda's reaction,

She could have added that too but then she seems to really dismiss this, saying, if we have time, we'll cover that. Dismissed. Saying pretty much, Okay, we're going to cover American history that has nothing to do with me, but this is actually someone that, because I'm guessing. She said that's a grandmother. She's African American, so that has to relate to her. Maybe it's even a diverse group of kids that this is relevant to everyone in that class. She's lost that kid if she doesn't cover any time soon.

Wanda found Mrs. Smith to be moored to the curriculum in a way that history was canonical and absolute. Unfortunately, Wanda's response also indicated that her teaching was not informed by the professional development.

Felipe only mentioned how the professional development lacked engagement when I asked him the question about how the professional development affected his feelings about Mrs. Smith,

As the lecturer over at Penn was, she was expert and she had a clear idea where she wanted to go, but she wasn't bound to it. She could take comments or interests or questions and move in that direction. Ms. Smith's a whole lot more rigid and not likely to make that kind of curricular adaptation. She's going to stick to covering the material. We're going to cover this material. Whether you like it or not, we're going to get through this stuff. That was the perfect opportunity to say, absolutely, absolutely. Tell me more about your grandma. I want to hear this. It would've helped the kid tremendously to know that she's an important person descended from another important person and that she had her teacher's respect just like she respects her teacher. That didn't happen. Sitting in here today, I heard one of the kids asking about Rodney King. She was apparently writing a paper on police brutality and its consequences. I turned around at some point and said, Yes, but what about Watts? What about Marquette Frye? She had her teacher who was probably 40 years younger than me. Who was that? I said, Well, Rodney didn't just come out of nowhere. This kind of stuff's been going on. Really? Let's talk about it. Then the kid starts talking about some of the-- She and her friends had to take shit from the local on occasion. All of a sudden, it's not a dry discussion of how many times Rodney King got hit by how many officers, it's something that's much more real for the kid. Talking about grandma would've been much more real for her.

Felipe credited the professional development presenter for having flexibility within her lecture and conversely chastised Mrs. Smith for being too rigid and not engaging in her instruction. Interestingly, Felipe did not mention this during the professional development interview. However, after I posed for him the question in the dilemma, his response suggested that his teaching might have been informed by the professional development.

Meredith's opinion of the professional development filtered into her criticism of Mrs. Smith's lack of engagement. But when I asked her how the professional development affected her feelings about Mrs. Smith, Meredith replied,

Yes, for me, I think that the teaching is just awful. Honestly, you're teaching American History, and you have the 19th-- I think the biggest problem with the kids learning history is that they learn it in these little blips on a timeline, and that's it, but they're not maybe seeing the connect if she's teaching 1950 till present, she could do the entire year surrounded around civil rights from the 1950s until the present and make it seem maybe more these of connections and how history affects all of these other things. As much as I liked the decorations, they just seem like, Okay, I'm not going to teach you any of these things. Let's throw a picture up there, maybe you'll remember that there's Martin Luther King, and not really dive deep into who he was besides like "I have a dream," which seems like, again, these very surfaced level. Maybe she has no History at all.

Meredith found Mrs. Smith lack of engagement to be off putting for her students.

Unfortunately, Meredith's answer also suggested that her teaching was not informed by the professional development.

There were five instances in Mrs. Smith's dilemma where the teachers brought up the criteria for negative feelings. From which, there was one instance in the dilemma where the professional development might have impacted Felipe's teaching. It aligned with Bouhan's (2009) exposition recital. There were also four instances where the teachers' views were not conditioned by the professional development. That is, the teachers held beliefs that originated prior to the professional development or were not expressed.

Mr. Roberts' dilemma. Aida did not bring up issues of inexperience during the professional development. Here, she explained about how the professional development affected her feelings about Mr. Roberts,

Well, unfortunately, someone else was doing his behavioral management, so he wasn't getting the full story of managing a classroom. Knee jerk, you know, you're just gung-ho and you know what I got to do, know what I got to do and I'm going to do it and unfortunately, he didn't rise to the occasion, that's like the biggest part. So, when the students were calling

out and asking him for information, he should have been able to turn that around and make a teachable moment, but it did show his ignorance because all of those things were a part of history. They were a part of Jefferson's life, yes, yes, yes.

Aida found Mr. Roberts' inexperience led to most of his instructional issues.

Nevertheless, her reply suggested that her teaching was not informed by the professional development.

Provi also did not discuss the issue of inexperience during the professional development and said the following about how the professional development affected her feelings about Mr. Roberts,

He could have refuted, "I want to keep it positive but let's talk about that. Anybody who might like to refute what was stated or support or whatever?" He just left it at that which was sad. You can't do that and teach. Once the kids lose faith in you then there's going to have a management issue because no one's going to listen to you until you gain that trust again. You are going to have to do something because when you're talking, I'm playing with something in my desk or I'm tuning you out because we already agree you don't know what you're talking about.

Provi, who agreed with Aida's critique about the issue of classroom management, took the criticism of Mr. Roberts a step further and argued that missing out on instructional moments that would capture students' attention, might inevitably lead to classroom management issues. Yet, her quote indicated that her own teaching was not informed by the professional development.

Carlos continued the trend by not bring up issues of inexperience during the professional development. When I asked him how the professional development affected his feelings about Mr. Roberts, he said,

There's a lot negative, I guess not negative. There's a lot of areas of growth for Mr. Roberts for sure. Since he is a student teacher, and hopefully these

are things that he can work on and improve. If I'm being optimistic. I would say the worst thing that he did, was ignoring the student who yelled at that, not that they yelled at but the point that Jefferson is a racist and he owned slave and instead of acknowledging that, he basically got down to their level and said, I volunteered in Monticello and know the history himself. He didn't really handle the situation well as a history expert, or as the teacher who's in charge of students, because it almost shows him to be, insecure in the moment. It was almost getting down to the student's level. I would acknowledge the fact especially since its history that yes, he did own slaves, and he quite could have been a racist. It's pretty cut and dry. I'd also explain how we all have our vices and our virtues, and that no one in history is either all good or all bad, that the history is something that's colored with colors of gray, different shades of grey, and that we could take this opportunity to make it a group debate about Jefferson and his legacy in America, whether it's a positive or negative thing. I would stop the class and say, hey, it seems that you guys have different opinions on this. Why don't we make this into something that's constructive, and that we can debate? Academic way there's obviously going to be ground rules, but we can argue for if we are going to view him in a negative light or positive light. Then if we look through Thomas Jefferson, in that manner, how we look to ourselves and do we want ourselves to be defined by our failures or successes? Is it in the middle like that we had this failure but we did this, and how that remembrance and legacy isn't as cut and dry as black and white? This person was good this person was bad.

Given his response, there was no connection between the professional development and what he talked about in the dilemma.

During the professional development, Felipe also did not talk about the presenter's lack of experience. When I asked how the professional development affected his feelings about Mr. Roberts, he replied,

He wasn't assertive enough to say to his experienced teacher when he was in training, Hey, let me handle them. I want to get a feel for it. It's like being a student driver and your teacher is saying, I'll work the brake pedal for you, you just steer. Let me do some of the brake pedal stuff, too. Teaching, it involves all of you if you're doing it right. There's a number of skill sets that you have to develop. Understanding of the curriculum, knowledge of the subject area material, managing the classroom behaviors, keeping records, grade books, everything, dealing with parents,

helping to swab tears when the kid's crying, getting the kid to the nurse if they cut themselves. If your lead teacher says, as Ms. Labowitz said to me over at Man School, you just teach. I'll make sure that they're behaving. You want to say, Thanks, but let me try. If it goes crazy, jump in and save me, but at least let me give it a try. Ms. Labowitz has to jump in and save me and then I need to talk to her about what I could've done differently and what she would suggest so that it doesn't happen again. I don't just want cover; I want to learn. The only way we learn is by falling down and picking ourselves back up and moving ahead.

While Felipe acknowledged the inexperience of Mr. Roberts, he was not surprised how Mr. Roberts' lack of classroom management led to the instructional breakdown of the lesson. More importantly through his response, the professional development did not inform his teaching.

Just like the other teachers, Meredith did not mention any issues of inexperience during the professional development. Moreover, when asked how the professional development affected her feelings about Mr. Roberts, she said,

Just saying the fact that he was trying to downplay the slavery part. That's a huge-- also depending on your students being, "Yes, I own some slaves", but he did-- I think that that is a super insensitive and a privileged approach to teaching history, and to the fact that he agreed to teach the textbook as it is knowing the racial biased and inaccuracies that are in a lot of these textbooks. At first, agreeing to that. I know as a first-year teacher, it can be tricky, but I don't know. As a teacher, you have to maybe stand up a little bit firm.

Even though she thought he misplayed his hand by not addressing the racial issues brought up by his students, there did not appear to be any connection between the professional development and her quote about the dilemma.

Lastly, Wanda, who had previously taken issue with the professional development's lack of engagement in both Mr. Roberts and Mrs. Smith's dilemmas, had

a similar sentiment with Mr. Roberts. She then gave a comparable explanation to how the professional development impacted her feelings about Mr. Roberts,

He was also dismissive like the other teacher. I understand that he's passionate and he's actually trying to educate the students but he pretty much lost this entire group of students, first, by not addressing what one of the, even though, of course, the student called out, she'd address that first, Please, don't call out. But Jefferson is a racist. He should have addressed that as a teaching moment thing. What makes you think that? Yes. He did, honestly. I'm so glad you knew that. Can we talk more about it? What else do you know about it? Instead of saying, where was the part where he downplayed the slavery part and focused on accomplishments. Of course, everyone knows about founding fathers and even contemporary people that contribute to our history. There are positives and there are negatives of each person so, of course, Jefferson wasn't 100% positive. He needs to address the negatives also but he's just trying to force the exact same feelings that he has of history on his students.

Wanda explained that Mr. Roberts was dismissive of his students' opinions and questions, resulting in the contentious dialogue with his students. However, the same was true here as in the other dilemmas, her teaching was not informed by the professional development. There were six instances in Mr. Robert's dilemma where the teachers brought up the criteria for negative feelings. In each instance, the teachers' views were not conditioned by the professional development. That is, the teachers held beliefs that manifested prior to the professional development or were not shared.

The responses from the teachers offered a window into how they drew a connection from the professional development to the dilemmas. The dilemmas acted as an instructional proxy to determine the extent to which the professional development impacted their teaching. Only two teachers from Mrs. Smith's dilemma and three teachers from Mr. Roberts' dilemma indicated that they were somewhat influenced by the criteria for positive feelings from the professional development. Only one teacher from

Mrs. Smith's dilemma indicated that he was seemingly influenced by the criteria for negative feelings from the professional development. For most of the teachers, however, it appeared, that they saw the professional development as a vehicle not to develop their thoughts about teaching, but rather to get additional knowledge about what it is to teach.

Description of the Lesson Plans

Unlike the dilemmas that stood as proxy for their teaching, the lesson plans showcased the way that the teachers actually thought about their teaching. In order to understand how the professional development affected the way that the teachers taught, I asked them to bring two lesson plans so that they could explain the ways that they taught. The first lesson plan reflected their typical practice before the professional development and the second lesson plan was created after the professional development.

In general, an analysis of the lesson plans revealed that although their practices were in line with their critiques of the professional development, for the most part, their teaching did not appear affected by the professional development. For three of the teachers, the lesson plans did not seem to reflect in any way an influence of the professional development, as we can see from a comparison between the lesson plans. However, in two cases, I did identify at least the potential that there was some influence from the professional development. It is important to note that only five of the teachers brought their lesson plans to review. A discussion of their lesson plans follows.

Lesson Plans

Even though the first three teachers were arguably not influenced by the professional development, they each provided a unique perspective on their teaching practices. Provi, for instance, took pride in her ability to engage her students. That might

explain why in both of her lesson plans she displayed discourse discovery focusing especially on student engagement in collaborative activities. Here is what she said about the first one,

Okay, so collaborative, you want the kids to work together, so that when someone is struggling, you have an idea of what to do. Like I said, having kids talk, it's like that turn and talk, sharing ideas. When you go to your independent piece, you feel like, I can do it, you build that confidence. Not just that, but you want to see what they can do. What have they learned in the lesson? Can they stand in their two feet or are they still shaky? You need the collaborative piece, to not just build confidence but so that kids can hear each other think and they can hear different ideas and so that they can work together and sometimes they don't feel overwhelmed I like to make sure they don't feel overwhelmed because some kids do feel overwhelmed. Some kids need that, help me at first.

I then asked her to explain why she placed the collaborative activities before the independent practice and she replied,

The collaborative is so that they can work together first. If they're reading the text, let's say they're reading a chapter, a small section on Jefferson. They are going to read about Jefferson, and then you're going to discuss what they've learned about Jefferson. Then, the independent piece now is based on your discussion. I'm not sure what's written in here. Based on your discussion, you go back and write down one thing that you learned, or one fact and give me, or a question that you still have so that you see that they not just sit there and copy everything someone else says. You want to make sure that they're thinking they're part of whatever is happening in the room, so that the independent piece. The collaborative piece is just to get your brain move in with someone else, to make you feel that comfort, to make you feel like you can hear what someone else is thinking besides what you know, share ideas. I'd share an idea piece, or just to have a little crutch. Because the teacher comes up with the shared piece, and that piece you're listening to me. Now, you two work together. Based on what I've stated, now you work with someone, so you'll hear it from me. You're hearing it with two or three other people. Now, based on what you've heard, go off on your own and maybe answer these two questions. They on Jefferson. Then, you see that I didn't just sit in the classroom and didn't learn a thing. I'm learning from myself; you're learning from the teacher. You're learning from your peers. That's a

collaborative piece, you're learning from your peers. Then, now the independent piece, I'm going to show what I've learned.

I followed up by asking her if she had ever rearranged her lesson for her students to work independently first and then collaboratively. She responded by saying,

Yes, I see. I don't know many, but the independent will, I always keep for last, unless it's not something new. If it's not something new, then yes, I could change it up. If it's something new, or something I know that you're going to struggle with, or something they have been struggling with, then they have low independent purpose. If it's something that we're reviewing, then the kid can always speak first. Then, if I hear any misconceptions, then I'm going to clear it out. That means I'm going to jump in the middle. Then, I'm going to have you work with your partners again to solidify what you heard me say, and then now you can show me what you know based on what you have learned over that time.

Provi's teaching before the professional development was based on having her students collaborate with each other as a way to build confidence in their ability to eventually work independently. Her lesson indicated that she adhered more to the tenets of discourse discovery than exposition recital.

Similar to her first lesson plan, here is what Provi said about the second lesson plan developed after the professional development,

To guide them, I would explain, what does first question say? We share a piece with questions and with whatever visual or whatever you're using to talk about window poem. What does that mean? When you talk about a window, you're looking through. What are some senses that you use when you're looking through a window? We discuss all that.

She followed up the guided reading activity with a collaborative activity that was meant to spark their writing,

Now, you might show them a model. Then, you want them to sit together now. You ask questions that they have and you go through and whatever. Then, when you go to the collaborative piece, you're bouncing ideas off of each other. You're bouncing ideas off of each other. What might we see?

Then, you talk about it. Then, you might see reverse bridges, people of different cultures.

After the students practiced together how to develop ideas for their writing, Provi allotted time in her lesson for her students to independently do their own writing,

Now, I can go to my seat and do all that by myself. I'm going to think about my own writing, figure out where I want to look out, and then I'm going to write. When I'm looking out, what do we talk about our senses? What am I seeing, hearing? It's not new. It's like you're hearing it, you're hearing, you heard it from the teacher, you heard it from your peers, you heard it from. Now, I can do it myself.

Lastly, Provi held a large class debrief regarding the writing that the students individually created. She explained,

Then, you group everyone together to do the debrief. Everybody, okay, might want to share. What were some of the struggles you had? What are some of the positives you encountered while writing? Well, that's how we hope to put it together.

In her second lesson plan, Provi shared a writing lesson that adhered to a more discourse discovery approach to teaching. She was one of the teachers whose pre-and post-lesson plans strongly resembled each other, indicating her commitment to discourse discovery and suggesting that her teaching was not influenced by the professional development.

Wanda's teaching was centered on compliance and directives set by her principal. That might explain why both of her lesson plans displayed exposition recital focusing specifically on direct instruction. Here is what she said about her first lesson plan,

All of that started with vocabulary. That was really important. Just learning parts of speech, the definition, then using it in context. I would build on the different activities once they knew what the word meant. His definition, how to spell the word. Building scaffold, we would do words in context, filling in the blanks, multiple meanings. What else would I do? Really, I focused on words in context also because that's something that

would pop up on the PSSA. I was actually trying to prepare students for that as well.

Interestingly, Wanda strongly emphasized vocabulary instruction throughout her lesson because it was mandated by her principal. She said,

It's in the beginning after our do now and that time was picked by the principal. This is what we're starting out. Vocabulary workshop and it is actually for their grade levels. It's eighth grade. I've noticed that a lot of my kids, we started from the beginning have a difficult time, pretty much just an-- first of all, using a dictionary to look up the words. First, they were telling me was in Springfield. This book is the word is not in the dictionary. I'm like, "Okay, tell me how you're looking it up. We did a pre-lesson on using the dictionary and look up words. Then once they get into that activity, the next activity is, "Okay, look at the sentence." They would read a passage. In that passage, all the 20 words are used in the passage. It's telling them a story too. Then they're like I'll ask them, "Is this word used correctly in the senses in the passage that you just read?" Then now we're applying that they're doing an independent activity. Now figure out which word from the 20 words you learned would go in into this context to make sense. Then after that, it's is this word used correctly in this context. Just building on everything.

Wanda's teaching before the professional development suggested that she followed an exposition recital approach because the curriculum was predetermined by her principal in order to address PSSA scores.

Similar to her first lesson plan, this is what Wanda said about the second lesson plan that she developed after the professional development,

The whole thing is for a week. Monday, I actually started with a pretest. This was something that I'd add. I do a pretest of spelling of words to get them exposed to it and then we'll go over the words. Then I was like, "I didn't know it was spelled that way or things like that." Matching the vocabulary with the correct definition. I've learned that that's another way to check for understanding. Monday, they learned the words, the definitions. Tuesday, now let's see, do you remember, can you apply what you learned from Monday to Tuesday to match it with the definitions?

She then explained how the lesson ended on Thursday, with the test being given on

Friday,

Thursday, we're done with the packet. They've had multiple opportunities in different exposures to words in context, whether I asked them as a check in real quick or it was in their packet, or I gave them homework similar to that. On Friday, this is now the post-test. You're spelling the 20 words. Are you able to give me synonyms and antonyms of these 20 words? Are you able to in a completely new set of words in context to figure out if they're used correctly?

Wanda's second lesson plan closely mirrored her first lesson plan. Even though Wanda taught humanities, which combined history and English into one class, she explained that she did not have the autonomy to change the lesson plan format or delivery because her principal stressed preparation for the PSSA test. In the end, both of Wanda's lesson plans adhered to exposition recital, due to administrative oversight, which suggested that her teaching was not impacted by the professional development.

Felipe believed in providing his students historical context through direct instruction and then allowed them to participate in more engaging activities. That could explain why both of his lesson plans displayed both exposition recital and discourse discovery focusing on acquisition of knowledge and student engagement. This is what he said about the first lesson plan,

The kids have to understand the language. Certain terms in order to be able to appreciate the discussion, the reading, the, or whatever it is that's going to be involved in the lesson. It's like, I looked at PBL and I said, PBL, all right, get me up to speed now. Because I want to appreciate what's here in the lesson plan. For me that would have been a perfect vocabulary word. To lead off my lesson on understanding this plan. That's pretty standard practice. You put up five words on the board and you say, "Okay, let's pronounce these. Anybody ever heard that word before? What did it mean to you? What's the context you heard it then?" That sort of thing. It's pretty standard practice for introducing the lesson.

He followed up the vocabulary review with a project on comparing the northern and southern economy during the American Civil War. Here, he explained why he wanted the students to work in groups,

There's in my mind three ways the kids learn. They learn independently and they go research, they read a book. They watch a TV program, they listen to an adult, whatever. That's dependent learning, they depend on an outside source. There's, I'm sorry, that's independent learning. No, talking to an adult would be dependent. Hearing from a teacher, hearing from a parent, hearing from even a peer can be dependent learning. I'm counting on you to explain this to me. Give it to me now. Interdependent learning, group work is just third mode. It's where most kids find a great deal of comfort. It's more like the play activities that they've been accustomed to, or the online gaming where like, do you want to sit there by yourself, and try and figure out how to figure your way through the maze? Or do you want to talk with your buddies and bust on one another and figure all this stuff out together. It's a shared experience. Plus, it gives you that opportunity to hear other perspectives. Independent, when and where is it starting here? The interdependent, the group experience is just that. Didn't you hear what Mr. Keller said about whatever, the cotton gin. It's this, here's how I understood it. You're getting different perspectives from a bunch of people around the table, or in that learning center. However, the teacher structures it, that's invaluable stuff because some of the kids are going to reinforce what's in the text. They're going a question maybe what's in the text, they're going to amplify what the teacher had to say. They're going to say, No, I don't have that on interpretation. You got opportunity to learn from four, five, six people, counting the teacher. For most kids, that's the way they like to go about it.

Lastly, Felipe explained how he would close his lesson,

Evaluate, analyze, discuss, they'd all fit. In your evaluation, in your talking about economic conditions in the south, economic conditions in the north. You're going to come across, agree upon terms that fit. Agrarian, industrial, those are probably the words that these kids are going to seize upon right away, but they're going to have their own set of terms to further the discussion to make their point. The first thing you want to do is open it up. Let the kids go where they will with the discussion, within reasonable parameters. We're not going to be talking about Vietnam, we're talking about the civil war, north versus south. They're going say, it south's economy depended on slaves, slave labor. The northern economy, they

had access to raw materials that didn't exist in the south. Yes, but didn't the south have things that north didn't have? You can all have that discussion going. Who had rail systems? Who had other means of transporting goods? Rivers and all the rest of it. Okay, so what sorts of things came up in your discussion? That's how we're going to finish the lesson off. What sorts of things came up in your lesson? Let me hear. Then right next to or underneath the vocab review from yesterday, I'm going to put all of terms that we came up with today. These are, Jimmy, you talked about farms and farming. Billy, you talked about coal mines and iron ore. Somebody else talked about the cost of slaves and, "Hey, did anybody read the paper this morning? Because the Enquirer had this whole thing about the Electoral College, and how the south gained some advantage there. It was a concession to the south that they could count their slaves toward electoral votes. That's actually in the paper today, but, Hey, if anybody read it, that's cool because we can introduce that into the discussion. That's good stuff. That's a nice solid, concise summary of the lesson.

Before the professional development, Felipe employed a combination of exposition recital strategies, such as vocabulary review, and discourse discovery strategies, such as group work, as a way to teach his students.

Similar to his first lesson plan, Felipe brought up the following about the second lesson plan,

Well, identifying the generals is very fact-oriented, more critical thinking would go into key elements of the battle. What happened? What does flank even mean? What would happen? The timeline of Gettysburg. I assume that what she's going for there is, where did it occur in the war? The kids would want to know that this was a culminating battle, a devastating lost for the confederacy. Thousands of lives were lost, and so it's a little bit more confining than the, you go to a lot of places with, if you've been studying Gettysburg, you can go to a lot of places. It's more of a fact check, than a discussion of why Gettysburg had to happen.

He then discussed how he would use an interactive activity for his students,

If we're talking about up out of your seats sort of a movement activity, where we were actually doing things and creating things. Certainly, there are parallels to any game that I've seen attempted in a classroom, or all the

games. Sometimes the kids create their own. Gaming's always a good idea. Some games are competitive, who can come up with the most. Some games are noncompetitive, they're cooperative, which works well in an interdependent thing. You envision seeing the kids at the green table and the kids at the red table and what they came up with in their gaming, in their activity, that might be worth sharing with the rest of the class.

Felipe concluded his lesson by having his students talk to one another as a way for him to check for understanding,

Most every activity that we have over there is supposed to link to what we're doing in school. Bringing closure to it by having an analysis or you process it in your own head. My students would turn to the person next to them and say, "What did you think?" You get a good idea there of where they are.

Felipe started his second lesson by using exposition recital to teach his students historical context and vocabulary terms. He then shifted to more discourse discovery teaching to engage his students in their learning. This was a similar trend that he presented in his first lesson plan. As a result, it suggested to me that the professional development did not impact his teaching.

In contrast to the previous three teachers whose teaching was not affected by the professional development, I will now discuss how the following two teachers might have been influenced by the professional development. Carlos' teaching was unique given the number of students enrolled in each class and that appeared to have played a role in how he developed his lessons, especially after the professional development. For example, in Carlos' first lesson plan, which focused on mindfulness, defies easy categorization in terms of Bouhan (2009) three approaches. Here is what he said,

The past units, we did a unit on mindfulness, so to start off with, it's not a traditional classroom. It's kind of awkward, it's for basic skills behavior, so basically, it's a Tier three behavior interventionist, so this is what I'm

working at. It's a one-on-one situation, so it's me and one student. Previously in the past we did a unit on mindfulness. He's a sixth grader, he's very energetic and he gets easily agitated and overstimulated to the point where- he's really smart, except he's just all over the place. Usually, I have him in the afternoon, period eight, there's two more periods to go. It's right after he eats lunch, so I always try and allow him a minute of just deep breathing and mindfulness, just so it kind of helps him really calm down so that he's able to be focused on what's at hand. If not, I found that he can come in and he's like, "Oh, mysteries, mysteries, mystery" all over the place. Which I understand, but at the same time for me to be successful with him, I need him to calm down and relax.

I then asked him about his next activity where he wanted his student to journal about the importance of problem solving and the manner in which Carlos presented that task to the student. He replied,

Usually, it's kind of a way to lead into the lesson, and I do that. I would love for the student to be able to talk about this for five minutes straight, but it is a sixth grader, and we're one-on-one. Actually, I almost wish I had more students so that we could go deeper into discussions like this, because it's a divergent question, it's not like, this is right. This is wrong. It's basically working on life skills, so it's just something that I want. It's food for thought. It is a little high for a sixth grader, but intellectually he could handle it. It's just I want him to really think about why is it important to learn how to problem-solve, and as long as he can give me an answer, that is showing like why, as long as he's trying to answer the why, then I can work from there and maybe work off what the answer he gives me, and create a little bit of dialogue to create some interest to lead into the lesson.

I asked him why his next task in the lesson was using guided notes with his student.

Carlos responded,

It's important for him because he hates to write. He's a very verbal learner. He'll sit there and discuss with me the whole class, but I made guided notes so that it's released, kind of eases the burden of writing it down for him. It just focuses on the key things that I want him to write down. I also think it is important for him to write it down because he can sit and talk for hours and hours, and I want him to commit it to memory like, hey, I actually had to sit and write this down, so it must be important.

Carlos ended his lesson with a reflection worksheet for his student. He explained the activity,

By giving it to him after we reviewed the strategy then he's able to take what we have gone over and then apply and see how he can apply it to his life and make it relatable to him. I think it is important for students to reflect, or at the end of lesson to think about what is important, what have they learned? Is it important? Will this be effective? Help them think about how they're thinking about this situation. Just as it is important as a teacher for me to reflect on, Hey, did this lesson go well? What could I improve? I like them to sit and reflect on, this is a strategy I learned, could I honestly see myself doing this strategy? If not, why not? What could I do instead? Is there something that I could take from it?

Carlos' instructional approach prior to the professional development indicated that he relied on more exposition recital principles because of the nature of teaching one special education student who relied on, and seemed to learn better with, more didactic learning approaches for understanding mindfulness.

His second lesson plan, however, was more content oriented and when he talked about why that was the case, he mentioned,

I try and do that every activity, because we did do mindfulness as a way of coping and relaxation in the beginning of the year, and I wanted to continue to do that throughout the year to allow students to continue to practice it. Hopefully, when they start the longer and more, they do it the more they develop these skills and that hopefully that they can take it and use it into their life as well. I didn't want to just do the unit on mindfulness and just forget about it, then the kid's like, oh, I did that once. Well, I wanted to continue to use it within the classroom as a way of relaxation.

Here, however, his second lesson plan diverted from the first lesson by having his students participate in a journaling activity. However, the students worked on this individually and shared their responses with only Carlos,

I like to use a journal or sometimes, the students don't like to write on their journal, we can discuss it. It's either way, I allow an option, either writing or discussing it, whatever they feel more comfortable about. I'm working about with 10 students on these lessons so having a journal, I like to have them write all the stuff down. Some of them love it, some of them hate it. I keep an option. I have one girl who loves writing in her journal and she'll do it all the time. She writes very insightful things. I always try and allow that opportunity of thinking about something or reflecting for her and writing the journal. The other student like the one in the last lesson that I did it with, he hates writing in the journal and he'd rather talk about it. I like to give an option of either.

Carlos then explained another part of his lesson where he implemented group work,

I liked the option for them to work in pairs so that they could discuss what they're seeing. The more that the kids maybe bounce their ideas or what they think off of other kids, I thought maybe that they will be able to gain more from the lesson because they will be able to see another person's perspective on something since it's all subjective and the more they are able to discuss with each other.

In Carlos' second lesson plan he presented a Civics' lesson that he taught a group of students. Unlike his first lesson that stemmed from the district's curriculum, he explained that he was responsible for creating the curriculum for the Civics' course. Therefore, his second lesson plan was trending more towards discourse discovery approaches of hands-on activities and opportunities for his students to collaborate together. During the professional development, Carlos explained how he enjoyed collaborating and interacting with others. Thus, suggesting to me that Carlos' teaching may have been affected by the professional development, but not entirely because he still had students working individually in their journals.

Similar to Carlos, Christel's lesson plans seemed to have evolved from primarily didactic instruction to more engaged teaching approaches. For example, in her first lesson

plan she mostly displayed an exposition recital approach by leading her students in reading activities. Here is what she said about the first lesson plan,

For my class, yes, because reading is a little bit more difficult for them. The B group, I usually use little readers and I show them pictures. We do a book wall first, a picture wall first. I cover up the print and usually, the print is repetitious for them because they're low. We go through the pictures and sometimes, their vocabulary may be a little high and with the print is in the book sometimes, not all the time. Then, sometimes, they see something different in the picture than is what is actually read. They can see the book. They also have their own copy. In the initial thing, they're not going to use their books, at first. I let them look at the books, but I have it where they can't see the print. It's only about four words per page and usually, it's repetitious. Those are the words we focus on. Whatever words that I see repeated, that's what I use.

As a follow up, I asked Christel about her students reading sight words and she explained the following,

Since those are sight words, those are important that they get them. If you could look here, you could see that the other words such as decide, arguing, and evidence. Also, up in here, this is vocabulary that's going to be used throughout the week. Since we're doing job applications, we're talking about safety, we're talking about They have to know their personal information. My lower group has to be able to identify. If I put it on a paper, they should be able to tell me that, That's my address, versus, that's not my address. Or, that's my telephone number, versus, it's not. The modifications that I have to use is, I have the model. As I told you before, I have to use visual supports, manipulatives, and frequent repetition because these kids are intellectually disabled.

At the end of her lesson, Christel had her students work through guided and independent practice activities. Here, she described that part of her lesson,

Guided practice is what they have to show. They have to show me what they know, and I guide them through it. Say, for instance, if I ask a question about what you read. Peter dropped the ball or Peter has the ball, and maybe they don't know that Peter dropped the ball. The name that they can tell me, boy, they may sign, boy dropped the ball. What I may do is, I develop a sign for Peter. Maybe I'll do this for P, P for Peter, because

that helps them to remember who dropped the ball. You give them their practice. When I ask the question, who dropped the ball? They can say, Peter dropped the ball. The guided practice is throughout because they always need the practice. Then, at the end, we have them do the independent practice. Like, say, this is what I want you to do. Show me what you know. That's less help from me, less guidance from me. You show me what you can do.

Prior to the professional development, Christel's teaching was mostly based on exposition recital techniques, due in large part because of her student population, but she also encouraged her students at the end of the lesson to demonstrate what they can do in class.

In her second lesson plan, Christel displayed more discourse discovery instruction that she seemed to develop after the professional development. For example,

Yes, I have group A. What they'll do is, they'll review their schedule. They have to know what they're going to do for the day because the schedule is posted. Then, they have to complete whatever morning work I've assigned them. Sometimes, it could be a story, a short passage with some questions, comprehension questions. It may be review from the lesson the day before. It could be, actually, review based on the IEP goals. It can be anything that I think that they need more support in. Not more support, less support; that they can do independently do. The group B can ask each other stuff and group A can ask each other stuff. Let's say, for instance, group A is looking at a passage and they may not know a word, or somebody may have forgotten what that word means. They can ask each other. They can also use their phones, if necessary, and share information between because that part of the day is just relaxed. I take a roll, I'm working with that group. Then, I rotate and go back to that group. I also have classroom assistants. They can help, as well.

Christel followed up the group section by justifying the importance of group work with her students,

It's important because I need to see how they can function independently. I also need to see how they communicate, how they use language. I need to see, I gave you that morning work thinking that you did understand it, but

maybe you don't understand it. Let's go over that morning work. I can gauge your understanding by what they give me.

She then pivoted to a direct instruction activity,

Yes, there's always direct instruction. I have articles that I use from Read Works. We go over those articles together. Then, they have to read it. I have a SMART Board, which is an invaluable tool because they can see it, they will underline things. You have a question? What's giving you a problem? I always start it by, let's identify the title. Give me the narrative of it. You need to tell me the characters, the setting, what's the problem, what's the solution?

Finally, Christel ended her lesson by talking about how the professional development helped her to develop her lesson plan,

For instance, I went to the professional development. We talked about textiles. They modeled for us their hands-on stuff. When I say they do a lot of hands-on, we talked about, what are we learning, what skill are we focusing on? Textiles. What does that mean? What are we making? They have done the they have to tell me. When they tell me, this is the story we did. You see, I have to identify the title. What are we learning about? Put the questions, like, who's involved?

Unlike the first lesson plan that was mostly exposition recital, Christel mentioned in the second lesson plan how the professional development impacted her teaching. For instance, while Christel carried over from her first lesson plan the idea of exposition recital through direct instruction, she introduced discourse discovery through group work activities in her second lesson plan. She had previously praised discourse discovery during the professional development and now it manifested in her second lesson plan. This suggested to me that Christel's teaching may have been influenced by the professional development because she still relied on exposition recital in her direct instruction activity.

Out of the five teachers who submitted their lesson plans, Carlos and Christel were the only two teachers who showed the potential that there was some impact from the professional development on their teaching. The potential existed because while they did incorporate more discourse discovery in their second lesson plans, they still relied on exposition recital techniques as well. For instance, In Carlos' initial lesson plan he used a more didactic approach to teach his student. In the second lesson plan, he used slightly more student driven and collaborative activities that he embraced during the professional development and introduced into his own teaching. Christel's first lesson plan indicated a heavier reliance on direct instruction. In the second lesson plan, she used more engaging instructional strategies that she appreciated from the professional development in her own teaching, but still used direct instruction in part of the lesson.

My goal in this section was to lay out the findings in a way that might show how the teachers were consistent throughout the professional development interviews, dilemma analysis, and lesson plans, in order to determine the influence of the professional development on their teaching. After the teachers expressed their positive and negative feelings about the professional development, I asked them to interpret three different teaching scenarios that were meant to stand as a proxy for their teaching. The questions I asked the teachers in this section inevitably allowed me to see the ways that the professional development impacted their teaching. Lastly, the lesson plans showcased how the teachers actually thought about their teaching, instead of by proxy as they did in the dilemmas. From what the teachers expressed in the professional development interviews, dilemmas, and lesson plans, most of the teachers did not appear to be affected by the professional development. Arguably, however, only two of the teachers showed

some type of influence stemming from the professional development. That influence appeared to come through in their descriptions of the professional development, their responses to the dilemmas, and in both of their lesson plans.

At this time, I would like to address how to bridge the literature with my findings in order to form deeper connections. Looking back from my findings to the literature, one of my research questions looked at what kind of professional development did the teachers get? In other words, what did I find about the approach to instruction that likely dominates the professional development of cultural institutions? One of the major findings of my literature review suggested that exposition recital should be limited since it does not model quality teaching practices. As the scholars explained, professional development delivered through passive approaches causes lackluster teaching and learning experiences (Baron, 2013; Baron, 2014; Darling-Hammond & McLaughlin, 2011). I researched the extent to which exposition recital dominated the professional development that teachers received. In my findings, the teachers in the study received more exposition recital in both professional developments, but with some elements of discourse discovery in the Textiles of Ancient Civilizations professional development. Since exposition recital by-and-large dominated both professional developments, to what extent did my findings suggest that to be true or not? The findings indicated it to be largely true, but not exclusively given the advent of discourse discovery in the Textile professional development.

How, then, did the scholars talk about exposition recital in my literature review? For the most part scholars saw exposition recital as an educational approach not beneficial for teaching. For example, in an exposition recital professional development

teachers take in predetermined and pre-scripted information that does not engage teachers in their own learning (Darling-Hammond & McLaughlin, 2011; Little, 1993). To what extent, then, did my teachers experience of exposition recital match that finding? There were certain conditions where the teachers in my study embraced exposition recital. For example, when the teachers had a personal connection to the presenter, when there was a presentation of useful subject matter knowledge that they could take back to their classrooms, and when there was some type of visual aid used by the presenter to engage the teachers. As Provi earlier stated about embracing the personal connection with the presenter, “This was a part of her culture. Then bringing it to us the way she did wasn't boring and you can see where she was going with the information.” These conditions suggested that the teachers were less negative about exposition recital in the professional development than what the scholars said.

Moreover, why were the scholars in the literature so worried about the approach to professional development being delivered through exposition recital? It comes from the idea that exposition recital seemingly yields an undesirable educational approach that teachers might model in their own teaching. (Baron, 2013; Baron, 2014; Darling-Hammond & McLaughlin, 2011; Little, 1993). The question is, did they? To answer that, let us look at Mr. Cole's dilemma, as an example, and how the teachers in my study felt about him? The teachers were empathetic at the fact that Mr. Cole was able to build a relationship with his students. However, the teachers did not like Mr. Cole's teaching and their overall critique was that his teaching was based on didactic and non-engaging practices. From the teachers, it appears that their critique of Mr. Cole's teaching aligns

with arguments made by the scholars about exposition recital approaches in professional development.

Lastly, perhaps my primary finding is that the professional development did not influence the way that the teachers taught. As a consequence, my study should allay the fears of scholars (Baron, 2013; Baron, 2014; Darling-Hammond & McLaughlin, 2011; Little, 1993) that the way the professional development is delivered is going to probably have a negative effect on the teaching that the teachers do. Although some of my participants embraced exposition recital professional development under some conditions, none of them said, “Well I liked the lecture styles, so I am going to do lectures of my own.” Indeed, Carlos and Christel were the only two teachers whose teaching I thought may have been influenced by the professional development. When I talked to Carlos and Christel about their teaching, they subscribed to exposition recital in their first lesson plan, but in their second lesson plans, there was an attempt to introduce more discourse discovery. However, both of their second lesson plans still had a majority of exposition recital within their lessons. The fact that exposition recital outweighed discourse discovery in both professional developments, did not seem to move the teachers to be more lecture based or moored to exposition recital. My study suggests that, at least to some extent, the fears about teachers modeling the tenets of exposition recital in their own teaching are overstated because the way the professional development was presented did not have a consistent or noteworthy effect on how the teachers in my study taught. In light of the findings and connection back to the literature, I will now shift my discussion to the implications of my research.

CHAPTER 5

IMPLICATIONS

I began this dissertation because I have been thinking about the impact that professional development had on me. There were two significant professional development experiences that influenced my teaching. For example, at the Holocaust, Genocide, and Human Rights Education Center, I participated in a professional development program about the Holocaust, where I had to create lesson plans working with other teachers. At the Pennsylvania Veterans Museum, I was part of a tour where the curator told us about the artifacts and stories about servicemen and women who served in WWII. With those experiences in mind, I decided that I wanted to examine the extent to which teachers take what they learn from professional development and apply it in their teaching.

In order to conduct my research, I decided to use a qualitative methodology that would best serve my research goals. I took field notes during both of the professional developments that were then used for stimulated recall interviews. I collected artifacts from both of the professional developments and analyzed them for Bouhan's (2009) instructional approaches. I created three teaching dilemmas for my participants to analyze and interpret from their instructional perspectives and also drawing from their experiences at the professional development. Lastly, I asked my participants to bring two lesson plans, one created prior to the professional development and one created after the professional development to determine what influence, if any, the professional development had on their teaching.

As I noted at the end of my previous chapter, my primary findings suggested that there was almost no impact from the professional development on their teaching. Only two of the teachers showed the potential to be influenced by the professional development. That is because, in both of their second lesson plans, exposition recital was still a central part of their teaching as they had indicated in their first lesson plan. For example, Carlos initially employed more didactic teaching methods in his first lesson plan and subsequently introduced more collaborative experiences in his second lesson plan for his students. However, he still relied on exposition recital in his second lesson plan when he planned the individual journaling activity for the students. Similarly, Christel relied on more direct instruction in her first lesson plan, and after the professional development, she created a lesson plan that was much more engaging for her students. However, she expressed that direct instruction is still used in her second lesson plan. The purpose of this chapter is to consider the implications of this research for practice and for future research.

Implications for the Developers of Professional Development

Meta-Conversation about Teaching

One implication for the developers of professional development is that professional development should include, at least to some extent, some meta-conversation about teaching. For example, while teachers had some positive things to say about exposition recital, most of the teachers critiqued, in a larger sense, professional development that was based solely on exposition recital. This caused them to yearn for more instructional strategies that would benefit their teaching. For instance, Felipe alluded to in his comments that the professional development should have taken into

account the way that instructional strategies were going to be passed down to the teachers. He said, “If you were trying to teach somebody, if you were trying to engage somebody, how would you use what you got? How would you use your bag of tricks to connect with people?”

Carlos, who was consistent with his critiques of the professional development, but not fully influenced by the professional development, expressed his discontent with how haphazard the instruction was delivered during the professional development. He said, “Even if you were to think about adding discussion questions, there was no discussion. I think there was no pre-assessment of what do you people already know?” Christel, who was also consistent in her critiques of the professional development, but again not fully influenced by the professional development, described how vital it was for her to learn strategies that she could implement in her teaching. She said, “As soon as I come from their professional development, it's something I should be able to use the next day. The turnaround time should be minimal; you want to implement the lesson.” What I believe the teachers were saying, in large part, aligned with the literature on how there was a movement away from exposition recital because it mostly failed to provide teachers the types of teaching they needed to fully engage their students (Darling-Hammond & McLaughlin, 2011; Baron, 2013; Baron 2014; Birman, Desimone, Porter, & Garet, 2000; Little, 1993; Lieberman, 2000). This would be something that the developers of professional development should consider as they prepare future professional development because what was clear is that the teachers did not see exposition recital as a thing to help them with their teaching.

Additionally, the developers of professional development should take into account more meta-conversations about teaching discourse discovery since the teachers fully embraced that approach. For example, in Provi's experience at the professional development, she was much more inclined to participate in the hands-on activities since it engaged her as a participant. As she previously described,

Because I was doing it and I was struggling, and because I was actually in it. It felt like I was actually making it. That connection was better for me. The difference in that with the hands-on is that you could still do the activity without hearing the lecture, the way she presented it, because you could really see what was going on.

Similarly, Aida proclaimed how much more fun and inviting it was to be an active participant, which would transfer to the way she would teach her students. As she mentioned earlier, "If it's fun, interactive, it brings where I'm at to where the student is." In a similar form, Meredith talked about the importance of teaching historical context and providing some type of instructional framework that would guide participants in understanding the content of the professional development. For example, "I feel like you do need the historical part, the background in order to get it." What the teachers said, for the most part, aligned with the literature that hands-on learning during a professional development would seemingly yield quality teaching. (Baron, 2012; Baron, 2013; Baron, 2014a; Baron et al., 2014; Blair, 2016; Marcus, 2008; Schrum; Kortecamp, Rosenfield, Briscoe, & Steeves, 2016). Therefore, discourse discovery should also be something that the developers of professional development consider as they plan future workshops because while the teachers favored hands-on learning, for the most part, they did not see discourse discovery as a thing that would impact their teaching. Discourse discovery was

not explicitly being treated as an instructional strategy during the professional development that teachers could use in their teaching.

Conditions for Professional Development

Another implication for the developers of professional development is to consider certain conditions of professional development that teachers would embrace and other conditions that teachers might reject. The teachers embraced exposition recital during the professional development when the participants connected with the presenter, increased subject matter knowledge, and when the teachers were engaged by the use of visual aids. For example, Provi mentioned how much she enjoyed connecting with the presenter, which led to her paying closer attention to the presentation. If the developers of professional development include these types of conditions during a professional development, then exposition recital might be more beneficial as an instructional approach.

Similarly, the teachers embraced discourse discovery during the professional development when they participated in active learning experiences, when they collaborated with other teachers, and when a connection was made to the past. Felipe, for example, described how valuable it was to actively participate with the other teachers, which made the professional development come to life. Here, too, the developers of professional development should consider using these conditions as part of their presentations because of the way that the teachers would value learning.

Conversely, the developers of professional development should steer clear from professional development containing conditions of exposition recital that would be rejected by the teachers. For example, the teachers were critical of professional

development that used didactic instruction for a prolonged period of time, too much focus on the presenters' life as the content of the presentation, the presenters not learning about the teacher's backgrounds, and when there was a lack of an engaging presentation.

Wanda, for instance, explained that she would not be able to lecture her students for a long time because they would lose focus. So, the developers of professional development should be mindful of professional development that would be rejected by teachers, given the conditions that were critiqued by the teachers in my study.

Implications for Teaching

Applicability of Exposition Recital

While exposition recital may not be fully embraced by the literature, the teachers appeared to use it in their teaching widely and justified it as a way to present information to their students. I think exposition recital has its place in teaching, particularly when teachers are trying to convey some type of content to their students. Since a lesson fully taught through exposition recital may be problematic, there is, however, some research pointing out that exposition recital is a foundational aspect of teaching (Kleickmann et al., 2013). Since the teachers in my study applied exposition recital, in some form, in their teaching, there should be a renewed focus on ways that professional development could show teachers how they can use exposition recital effectively in their teaching in order to maximize learning. For example, in Christel's second lesson plan, she used a direct instruction activity in which she lectured her students on the articles they had read. Since she told the students what to highlight in the articles, Christel, "Overlooked the need to establish relevance for the learner[s], and missed out on other opportunities to help teacher-learners refine skills that are essential to our discipline" (Long, 2006, p.

497). With that in mind, if Christel had instead asked her students to volunteer to lead the lecture or be the ones who highlighted the words on the SMART Board, the teaching and learning, arguably, could have been more meaningful. If teachers continue to use exposition recital approaches in their teaching, as my research indicated, then professional development should also take into account the ways that they can present strategies that would make exposition recital meaningful for teaching.

Applicability of Discourse Discovery

Another implication is that teachers who participate in professional development should use, to some degree, teaching methods that would be in line with educational trends. For example, constructivism, or the belief that learning occurs through an active process, has arguably been touted as a sound educational theory that teachers should use. It would be akin to teachers using discourse discovery from the professional development in their teaching. For example, Carlos not only expressed how much he valued collaborating with the other teachers during the professional development. He also was critical of the teachers in the dilemmas who did not actively engage their students. He transferred over that same position into his second lesson plan by incorporating more hands-on and collaborative experiences for his students. Similarly, Christel praised the engaging aspects of the professional development and was consistent in the way that she talked about engaging her students in the learning process. She then transferred that belief over to her second lesson plan by developing group work activities for her students. In all, this indicated to me that both Carlos and Christel were transferring constructivist teaching techniques that they learned in the professional development to their teaching. As Darling-Hammond and McLaughlin (2011) earlier pointed out that it is all about

learning by doing with collaboration that matters for students. Therefore, teachers should consider transferring effective teaching strategies that they encounter during professional development into their own teaching practice.

Implications for Research

What Worked Well

I think the order of what worked best was first the dilemmas, the professional development interviews, and then the lesson plans. The dilemmas elicited some of the best and most spirited responses from the teachers. So much so, that it became challenging to convey the emotions that the teachers exuded as they were talking about the dilemmas. For example, the teachers were nearly unanimous in their animosity and frustration towards Mrs. Smith dismissing her student who had a grandparent in the Civil Rights Movement because it was a missed opportunity in the lesson. To me, that explained why most of their responses to the dilemmas were rather lengthy and critical because the teachers were given an opportunity to talk about teaching through proxy scenarios. I was also pleasantly surprised by the way the teachers critiqued the dilemmas, which ultimately gave me a perspective on how they understood teaching. For example, the teachers were mostly critical of exposition recital methods in the dilemmas and were more effusive in their praise when discourse discovery was being done in the dilemmas.

The professional development interviews offered a vast catalog of positive and negative feelings in the context of exposition recital and discourse discovery. It worked really well to catalog each positive and negative aspect to determine how and why teachers were thinking about instruction during the professional development. In turn, the teachers had quite a bit to say in regards to the instructional experiences they encountered during the

professional development. Since the interviews were also done a few days after the professional development, the information the teachers shared seemed to contribute to their trustworthiness. It was important for me to interview the teachers shortly after the professional development because the information was fresh in their minds, and they arguably would have had a chance to reflect on it, which they seemed to have done by their responses.

For the five teachers who submitted the lesson plans, it served as an important data point to see what type of lesson plans the teachers wrote before the professional development and what they created after the professional development. The lesson plans put into perspective the potential influence that professional development can have on teaching. If only all of the teachers submitted their lesson plans, I would have had a more robust understanding of the impact that the professional development might have had on them.

What I Would Do Differently

Both of the professional developments that I attended were grounded in historical concepts, ancient textile technology, and the origins of Ramadan. Even though each session could have arguably been geared toward history teachers, they were open to any teacher interested in attending. For example, some of the teachers were middle school and high school teachers who taught either humanities, a combination of English and history, or special education teachers who volunteered to be in my study. Since each professional development was open to any teacher, not just history teachers, I was limited on who I could interview that taught history. Next time, I would attend other professional

developments and canvass them to identify history teachers or attend professional developments that are geared for just history teachers.

The five teachers who submitted their lesson plans invited me into their classrooms to meet during their prep time when they had no students. That made it much easier for them to show me their lesson plans because they had binders, copies on their desks, or brought them up on their laptops. The other four teachers who did not share their lesson plans with me did not have them when we met at Starbucks or at other public venues. Even though I asked every teacher to bring two lesson plans for this study, next time, I would make sure that I would meet them at their school to ensure greater access and availability for their lesson plans.

I need to make clearer, or investigate further, the major historical issues that history teachers might encounter in the field and how that is presented in the dilemmas. I am not saying that the three historical issues I selected are not valid; instead, I think I could have done a better job explaining each historical issue, how I came to select the issues, and how they are represented in the dilemmas. For example, a preliminary thing I could do next time might be to survey history teachers about historical issues they might encounter in their teaching and explore the literature more on the topic. That way, it would feel a little less arbitrary when I am presenting the historical issues in the dilemmas.

Lastly, I would select a professional development that was offered over multiple days and contained all three of Bouhan's (2009) approaches. I was limited to two single-day professional developments offered during the week after school. Each professional development contained exposition recital and discourse discovery. There was no

apprenticeship-research in either professional development and was unable to research what impact that might have had on teaching. I know that my data would be much more robust if the professional development would be full-day sessions over the course of several days.

What I Would Do Next

I think it would be interesting to work with the developers of professional development on meta-conversations about teaching so that they can design workshops that might show teachers instructional methods they can effectively use in their classrooms. Throughout my 11 years working in education, I have heard countless history teachers complain about professional development being boring and meaningless. I think it would be an interesting project to work with cultural institutions do deliver more engaging and hands-on professional development geared towards instructional support for teachers. In line with that professional development, I would investigate how the teachers are implementing the instructional strategies they learned during the professional development. That would, in turn, continue the meta-conversation about teaching with the developers of the professional development. This would be a cyclical process to constantly improve teaching in the professional development and teaching in the classroom.

Also, I would want to research professional development that was held for longer than one day. I think it would present different opportunities to observe the presenters, teachers, and overall structure of the professional development in much more detailed ways. Clearly, there would be much more data that I could work with and analyze in a multiple-day professional development. I imagine that the teachers I would interview

might be able to describe, in a more in-depth way, the impact that a multi-day professional development might have on their teaching.

At the same time, I might be exposed to more of, if not all of, Bouhan's (2009) approaches in a multi-day professional development. This could be another research avenue for me to investigate exposition recital, discourse discovery, and apprenticeship-research in some form. I think it would be important for me to conduct research in a professional development that exposes all of Bouhan's approaches to teachers and then determine the extent to which it might influence teaching.

Another possible avenue for research might be to do more longitudinal work with a teacher or a set of teachers to understand why they make the professional development decisions that they make. This research is different than my dissertation in that it would be a more focused lens on a small group of teachers and their decisions to attend professional development over the course of a prolonged period of time. For example, I would follow a teacher as he or she decides which professional development to attend. I would interview that teacher about their reasons for attending each professional development as they sign up. Then, I would observe their interactions in each professional development and debrief with them to determine if and how the professional development met their original expectations when they signed up. The goal of this research would be to determine how the teachers participate in multiple professional developments and what that might mean for their teaching. This study might yield a different set of findings shedding more light on the impact that professional development has on their teaching.

One last implication for future research might be to determine what impact, if any, there would be among the differences between teachers by using the five dimensions by which I sorted the teachers in my dissertation (kind of professional development attended, subject taught, grade taught, length of service, and amount of curricular control). My goal would be to ascertain the extent to which teachers' perceptions and use of professional development were impacted by each dimension and whether those impacts were patterned in any way. My analyses suggest that amount of curricular control may be a factor in the impact that professional development has. However, the current study was not designed to examine this issue in depth. A follow up study could be designed to examine the relative impact of each of the dimensions of difference.

Reflection

As I close this chapter and dissertation, it is important to look back at what I have done and what I have come to understand. Out of this process, I have found that professional development could do far more for the development of teaching practices. If a desired outcome of professional development is for teachers to use whatever information was presented in their classrooms, then the professional development should also present the instructional strategies that the teachers could use to deliver the information to their students. When teachers attend a professional development, they expect to learn some type of information that they can use in their classes. But, more importantly, teachers should also be engaged by the professional development because it is an important opportunity to prepare teachers with instructional strategies that could enhance their own teaching.

This journey has been many years in the making. At the beginning of my dissertation I spoke about how I became interested in history through the ways that my father spoke to me about his military experience, the history movies we would watch together, and our first family experience visiting the Gettysburg battlefield. While I was unable to join the military to continue my family's tradition of service, I found myself interested in teaching about history and being able to share that admiration of history with my students. However, to make that goal a reality, I needed to completely disregard the disparagement of my guidance counselor in high school. Thankfully, after many years of teaching history, I can look back and feel good about how I taught history to my students. To get to that place, however, I attended as many professional development programs that would have had some bearing on the way that I taught history. It was in those professional development experiences that I found valuable ways to be a history teacher. In the end, my hope here in the dissertation was to examine how professional development can affect the way that teachers think about teaching history. From it all, I know more work is left to be done and I look forward to that journey.

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APPENDIX A

DILEMMAS

Scenario 1

Mr. Cole's students always do well on tests, but they typically don't do anything more than listen in class. But they do appreciate all of the work Mr. Cole does to help them do well. Every time Mr. Cole starts a new unit, he provides guided notes and definitions of key terms they'll encounter. Mr. Cole then introduces the unit by giving a short lecture on the topic and follows up with a quiz at the end. Interestingly, Mr. Cole is a brilliant lecturer, demonstrating his passion for the subject, using visual aids to maintain interest, and avoiding complicated jargon. Although his students mostly just listened, they weren't really bored. No heads down in Mr. Cole's class. But more importantly, his students learned a lot. They knew all the names and dates and were great at filling out timeline. Plus, he covered the entire textbook and even had some time left to lecture on what has been happening in the last 25 years or so. One testimony to how his students felt about his teaching is that many of his former students would come back from college complaining that their college professors didn't use a textbook and relied on more primary-sourced materials that they had to analyze in groups. They wondered why they had to pay all that tuition if they weren't learning from an expert.

1. What positive things do you see about Mr. Cole?
2. What negative things do you see about Mr. Cole?
3. Where do you see yourself in this story?
4. How, if at all, did the professional development affect your feelings about Mr. Cole?

Scenario 2

Mrs. Smith has been teaching 11th grade American History for over a decade. According to her department chair, she is extremely efficient with planning out her lessons and following the curriculum. Mrs. Smith believed in teaching the most important elements of each unit throughout the school year in order to provide her students with a survey of recent (1950 to the present) American historical events. She found it challenging and nearly impossible to go into specifics because she taught her 11th graders every other day. So, over the course of 180 school days, she only saw them for 90 days. Nevertheless, her principal praised her for decorating her room with important historical events and historical actors to promote a history-centric environment. Mrs. Smith thought it was important to provide students with historical images because she felt it would get them in the right mindset for class. For example, behind her desk, she has a large poster of Martin Luther King Jr. with quotes from the “I Have A Dream” speech. She also has a banner in the middle of the room made by her previous 11th grade students with an image of Abraham Lincoln and parts of the “Gettysburg Address”. Mrs. Smith started the school year as she did every year with asking her students, “Can you tell me a person from American History that you admire?” As she expected, Mrs. Smith heard a wide array of significant Americans: JFK, Rosa Parks, Jackie Robinson, Barak Obama, to even Beyonce. She was pleased to hear such a wide range because she knew a lot about each of these historical icons and would touch upon them in some way throughout the school year. She mostly disregarded any current pop icons because they were not part of her curriculum. Just as she was nearing the end of hearing each student’s response, one of her students, Monique Bates asked, “Will we be learning about Daisy Bates?” Mrs. Smith didn’t know who that was and asked Monique to clarify. Monique said, “Daisy was my grandmother, she was a Civil Rights activist and played a leading role in the Little Rock school integration crisis.” This caught Mrs. Smith by surprise and responded only if there was time during that unit.

1. What positive things do you see about Mrs. Smith?
2. What negative things do you see about Mrs. Smith?
3. Where do you see yourself in this story?
4. How, if at all, did the professional development affect your feelings about Mrs. Smith?

Scenario 3

Mr. Roberts just completed his student teaching at a middle school. In that experience, he taught 8th grade social studies and had a smooth experience because the co-op teacher dealt with any student discipline. After graduating, Mr. Roberts was hired to teach 10th grade American history in the same district he student taught. He was excited by that because of his positive student-teaching experience. After meeting with his department chair, he started to plan his first unit on Colonial America. Mr. Roberts believed history should be taught as canonical doctrine and because his department chair suggested that as a first-year teacher, he should not deviate from the textbook. After a rocky start to the school year, Mr. Roberts found his groove and began the unit on Colonial America. He wanted to start with the Founding Fathers partly because it was written that way in the textbook and because he had volunteered at Monticello and wanted to share his expertise of Thomas Jefferson with his students. Mr. Roberts had a particularly bright group of students who were in the honors program. As Mr. Roberts started the unit and brought up Thomas Jefferson, one student yelled out, “Jefferson is a racist, he owned slaves!” Mr. Roberts was completely caught off guard and quickly thought how he should respond. He knew the student was technically correct with that assertion, but he also knew the students did not know or revere history as he did. “I volunteered at Monticello and know the history,” he thought. Mr. Robert’s started his rebuttal by trying to downplay the slavery part that embroiled Jefferson’s history and focused on Jefferson’s accomplishments. As he lectured the students on Jefferson’s legacy, another student interrupted him and asked Mr. Roberts to talk about the slavery issue Jefferson was entangled in and challenged the assertion that Jefferson should be revered. Mr. Roberts once again brushed aside the student’s question by arguing Thomas Jefferson was instrumental to the founding of the United States. Mr. Roberts wanted his students to respect the past and was going to downplay as much negativity as possible. Just as other students chimed in to get answers about Jefferson and slavery, the bell rang to end the day. As students left his classroom, he overheard a student say, “He doesn’t know his stuff.”

1. What positive things do you see about Mr. Roberts?
2. What negative things do you see about Mr. Roberts?
3. Where do you see yourself in this story?
4. How, if at all, did the professional development affect your feelings about Mr. Roberts?