



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2002-2003

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: *Techniques for Using Documents to Teach History*

LIST OF GROUP MEMBERS: *Carrie Martin, Michael Cordi, Steve Hughes, Rachel Murat, Patrick Whoriskey*

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

Our initial goal was to provide primary document sources to our students for expanded knowledge and practice for the Regents and Final Exams. As well as provide an anticipatory activity for the lessons. In terms of adjustments, we realized that we had to move faster than we had originally anticipated in order to finish.

Describe the ACTION PLAN that the group followed.

First, we gathered all the documents we could find. Next, we put them in order and got rid of weak documents. Then, we organized the documents by chronological order and by topic. We then came up with scaffolding questions for each document. Last, we put them together into a packet.

Describe how the action plan was implemented.

We plan to implement the documents as part of our lesson plans. We plan to use the documents as an opening activity for the first five minutes of class. Each document will correspond with the topic we are on. We will then, as a class, review the documents and move on to the lesson.

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Have any of your teaching practices changed?

Yes, we feel that we this has changed us in terms of classroom organization and opening activities. Before we did this we used to struggle with the opening minutes of class. While we were trying to take attendance, we would lose some of the student's attention. We realized that we were wasting valuable class time and needed to come up with a plan for changing it. This has allowed us to work from bell to bell and get the students into the lesson right from the start.

- What evidence is there that student achievement is improving as a result of your participating in this study group? What kind of difference are you observing in your students?**

We have used documents as part of our lessons in the past. We look forward to implementing using the documents each day in class. We anticipate that we will see a vast improvement in our students understanding of documents on the Regents and in their use of documents in DBQ Essays.

- What evidence is there that the goals of the study group has/has not been met?**

The evidence we have that our goals have been met is our end result. We accomplished exactly what we set out to do. We are pleased that we had this time to find all of the documents. We look forward to using it in our classes.

Comment on the value of the study group process? Did it work for you?

We found the study group process to be extremely valuable. Yes, it worked for us because we were able to share ideas on questions and documents. We also found the additional time to be helpful because the school day does not provide all of us common planning time.

How can we make this study group program better?

This could be improved by allowing more time for the study groups to meet. At times, we felt rushed.