Exploring Teachers' Experiences Navigating the Inclusion of Women in World History Situated through a Professional Learning Community

A Dissertation Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Autumn Lacey Magliocca
August 2020

Copyright © 2020 by Autumn Lacey Magliocca
All rights reserved.

Dedication

"When a young woman encounters a gender-neutral narrative and some important female historic figures, their entire worldview changes. Often, they begin to engage with history seriously for the first time. They are inspired by female heroines and begin to think of themselves as potentially more capable than they have before" (Lerner, 2009, p. 112).

To the girls and women who have been searching through the vestiges of history for their heroine, she is there, her voice will be heard, and so will yours. This is for you.

Acknowledgements

This project emerged out of a passion and love for the social studies, but it would not have been possible without the support of my husband, John. You were my support system throughout my time in the program and were always there to serve as a sounding board to bounce the million ideas I would have in a given day. We embarked on this journey together and throughout it all, you were there to help me find my way.

To my mother, Kathy, as a child you taught me the importance of supporting other women and understanding the power that all women possess. You have always supported my endeavors and been the rational voice in my head ensuring that I stayed true to who I was. I cannot thank you enough for the countless hours spent on the phone and the million cups of coffee drank talking about my dreams.

To my father, Wade, who always made sure that his daughter knew that there was nothing I couldn't do. You were always there to remind me of that and to keep pushing even when I felt I could not keep going.

To my grandparents, Jerry and Ruth, who always placed such a high value on education and as a child, enabled me to see it too. I do not believe I would have found my way here had it not been for your love of learning and support.

To my step father, JB, your faith in me gave me the strength to start this journey. I love and miss you with all of my heart.

To the Magliocca family, my siblings, and friends, thank you all for your constant support and encouragement. You were always there to remind me that there was life after dissertation.

To my chair and mentor, Dr. Pellegrino, I will be forever grateful for the support and encouragement you have given me throughout this process. I would not have made it here without your guidance nor would I have learned just how strong the power of words can be. You helped me to find my voice through writing and encouraged me to stay true to my vision. You supported me as I ventured down various paths and for that, I will be forever grateful.

To Dr. Waters, you were the first person who I spoke to when deciding to embark on this journey and it was your passion that led me to the University of Tennessee. You saw what I was capable of before I did and always encouraged me to live up to my potential. I am grateful for our two-hour meetings that turned into memorable conversations. Thank you for taking a chance on me and supporting me in my attempts to do all of the things.

To Dr. Broemmel, thank you for always being my voice of reason. You challenged me to think differently and to see all sides of an issue. Thank you for always supporting me and giving me the freedom to attempt all of the things. You were always there to lend an ear during this humbling journey.

To Dr. Angelle, thank you for your support and your guidance as I struggled to find my way during this process. Your guidance and support helped me to become a better writer. This work would not have been possible without your gentle nudges down a better direction.

To my sixth-grade social studies team, you were there through it all to be my support system and sources of encouragement. You were always there to listen and provide much needed cups of coffee.

Finally, to the participants of this study, you gave your time and effort to be part of this study. Your enthusiastic participation and honest accounts helped to bring this study to life. I could not have done it without you.

Abstract

While the importance of including women's history in the social studies curriculum has been examined, several scholars have identified potential reasons for the continued underrepresentation of women's history. Few studies have explored the ways in which the reasons identified by scholars have manifested in teacher decision-making and classroom practice. This study sought to examine factors that influenced teacher curricular-instructional choices with regard to historical female perspectives paying particular attention to the qualities of a professional learning community and the role of personal teacher efficacy. This embedded case study investigated the experiences of four sixth grade world history teachers who participated in this study and the factors that influenced their curricular-instructional choices with regard to historical female perspectives. Over a five-month period, participants engaged in a PLC designed with the shared goal of supplementing historical female perspectives. Before and after the PLC sessions, participants took a survey modeled after Riggs and Enochs (1990) science teacher efficacy belief instrument (STEBI) entitled the social studies teacher efficacy belief instrument (SSTEBI). In addition to the survey, participants engaged in two semi-structured interviews. Both the qualitative and quantitative findings of this study were analyzed using the theoretical frameworks of situated learning theory and communities of practice. Findings of the study identified eight factors that had either an obstructive or a constructive influence on teacher curricular-instructional practices with regard to historical female perspectives including: time, standards, content knowledge, resources, evaluations, levels of personal teacher efficacy, student interests and needs, and professional learning communities. As PLCs have been identified as a context in which teacher change can occur, additional attention was paid to the qualities of the PLC that emerged throughout the course of this study that elicited

teacher change. Those qualities of the PLC included: autonomy, collaborative activity, strong participant relationships, relevance, and participant dialogue as a source of efficacy information. Both the factors and qualities identified were inclusive of the impactful role teacher efficacy came to play in influencing teacher curricular-instructional choices with regard to historical female perspectives.

TABLE OF CONTENTS

Chapter 1 Introduction to the Study 1
Statement of the Problem 5
Purpose of the Study 6
Research Questions 6
Significance of the Study 7
Definition of Terms 8
Conclusion 9
Organization of the Study 10
Chapter 2 Review of Relevant Literature 12
Social studies reform 13
Early reforms 13
Accountability and standards-based education reforms 14
Impacts of education reforms 15
Defining curriculum and curriculum reform 16
The function of curriculum 17
Types of curriculum 17
The world history curriculum 19
Curricular-instructional gatekeeping 23
Practicality theory 24
Women and the social studies 25
Absence of women in the social studies curriculum 27
Why should women be included 37
Professional development and professional learning communities 39
Defining professional development 39
Defining professional learning community 40
Professional development and professional learning community research 43
A model of teacher change 46
Implications for teacher curricular-instructional choice 51
Personal Teacher Efficacy 52
Conceptual strands of teacher efficacy 53
Theoretical Framework 63
Situated Learning Theory 63
Communities of Practice 65
Conclusion: Summary of Chapter 2 70
Chapter 3 Methods 71
Embedded Case Study Design 72
Rationale for the Design 74
Triangulation Rationale 76
Site, Sampling, and Participants 77
Site 77
Sampling 78
Participants 79
Role of the Researcher 81
Data Collection 82

Qualitative Data Collection 83
Quantitative Data Collection 84
Methodological Triangulation 85
Summary 86
Data Analysis 87
Qualitative Data Analysis 87
Survey Data Analysis 90
Data triangulation 90
Conclusion 93
Validity and Reliability 93
Case Study 93
Survey 94
Ethical Safeguards 95
Limitations 97
Qualitative Data 98
Quantitative Data 98
Delimitations 99
Conclusion 99
Chapter 4 Analysis and Findings 100
Introduction 100
Research Question One 101
Personal Teacher Efficacy 103
Student Interests and Needs 113
Time 140
Stated-mandated standards and the formal curriculum 155
Content Knowledge 172
Resources 186
Evaluations 199
Professional Learning Community 209
Conclusion 216
Research Question Two 216
Autonomy: Teacher-Led and Teacher-Driven 219
Collaborative: Sharing Resources and Ideas 227
Strength and Nature of Relationships 239
Relevant Topics and Activities 250
Teaching Efficacy Expectations in Participant Dialogue 256
Summary 272
Chapter 5 Discussion, Implications, and Recommendations 273
Introduction 273
Discussion 275
Finding One: Factors can act as either an Obstructive or a Constructive Influence on Teachers' curricular-instructional choices with regard to historical female perspectives 275
Finding Two: Is it Practical? 301
Finding Three: Effective PLCs are Teacher-Led and Teacher-Driven 303
A New Adapting to the Proposed Model of Teacher Change 319

Implications 320
Recommendations for Future Research 324
Concluding Thoughts 327
List of References 328
Appendices 352
Vita 381

List of Tables

Table 3.1. Alignment of Data Sources with Research Questions 86

Table 3.2. Code Mapping Process for Research Questions 1-3 88

Table 3.3 Survey Themes related to Qualitative Codes 91

Table 4.1 Code Map: Iterations of Qualitative Data Analysis 103

Table 4.2 Code Map: Iterations of Qualitative Data Analysis 219

List of Figures

Figure 2.1. Elements of a professional development system 42

Figure 2.2. Phase 1 research: Existence proofs of effective professional development 43

Figure 2.3. A model of teacher change 47

Figure 2.4. Proposed model of teacher change 68

Figure 3.1. The process of data collection, analysis, and integration in embedded study 72

Figure 5.1. Factors that influenced teacher curricular-instructional choice 317

CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduction

In the last 30 years, world history has emerged as the fastest growing subject in the secondary social studies curriculum with an increase of 125 percent (Cavanagh, 2007). As noted by Bain (2012), "by 2005 over 75 percent of American secondary students were graduating having taken a course in world history" (p. 111). While existing for over a century as a course in the United States, this rapid increase within the last 30 years has unearthed a lack of consensus as to what form the world history curriculum should take (Bain, 2012; Thornton, 2010). As noted by Dunn (2002), "no single version of world history prevails in the United States" (p. 1). Lacking in definition and clarity, world history has emerged as a content area characterized by complexity and abstraction thereby complicating the enacted curricular tasks, largely instructional choices, charged to K-12 world history teachers (Marino, 2010).

The standards and accountability movements of the past 20 years have steeped tensions within the world history content especially in regard to what history students should study (Bain, 2012). The era of accountability has resulted in what Pace (2011) termed the "social studies squeeze" in which instructional time for social studies is squeezed out. Girard and Harris (2018) add that standards and accountability reforms have changed the pace of social studies instruction effectively "squeezing" it and placing additional pressures on teachers. These reforms can also shape what is taught potentially altering "the extent to which students 'see themselves' in history" (Girard & Harris, 2018, p. 265). With the traditional social studies curriculum emphasizing political and economic aspects of history and the pressures often associated with standardized assessments, women are often treated as marginal players and thus, obscured from

view in the social studies classroom (Bair, 2008; Crocco, 1997; Cruz & Groendal-Cobb,1998; Scott, 1997).

Crocco (1997) identified representations of women in world history as an area within the standards and curriculum that is often narrowed, if not eliminated. Thornton (2010) echoed these sentiments, stating that, "world history programs seldom devote anything remotely close to women's experiences as they do to men's" (p. 2). While recent research may offer ways in which women can be infused in the curriculum, women's history remains peripheral to men's history often due to a combination of policy, time, and teacher content knowledge (Crocco, 1997). As Lerner (2009) notes, the first question that seems to come to mind when teachers are confronted with the decision to depart from the curriculum is, "what do I have to leave out in order to put women in?" (p. 102). Amid this question, scholars have identified potential reasons as to why women's history is underrepresented within the social studies curriculum including: lack of time, lack of resources, limitation presented by state standards and curriculum, lack of teacher content knowledge, and standardized assessments (Crocco, 1997; Cruz & Groendal-Cobb, 1998; Bair, 2008).

During the 2019-2020 school year, the state of Tennessee released revised social studies standards including standards for secondary world history. A study conducted by Waters et, al., (2018) examined the revised standards and found that while taking a more generalized approach and reducing specificity especially in regard to the naming of historical figures, both explicit and embedded references to female historical figures remained underrepresented in comparison to explicit and embedded references to male historical figures. The study found that in grades six and seven, "male figures are explicitly referenced and/or embedded within the standards a total of 61 times…[whereas] females were explicitly referenced and/or embedded within the standards

a total of four times" (Waters, et al., 2018, p. 193). A secondary analysis was undertaken and examined explicit and/or embedded content dealing with gender relations and/or the roles of women within their respective civilizations. This secondary analysis revealed that within the sixth and seventh grade standards, the roles of women are explicitly and/or embedded one time (Waters et, al., 2018). Similar to the reasons offered by scholars, this study described the role of standards for teachers, especially those with inadequate content knowledge, morphs into a dependent relationship in which the teacher feels tied to the standards as their only source of directional information (Waters et al., 2018). As a result, the representation of women within the social studies curriculum remains marginal in the presence of exclusionary social studies standards despite the potential benefits that their inclusion may present for students.

Studies have highlighted the potential benefits of including women in the social studies curriculum (Cott & Faust, 2005; Crocco & Cramer, 2005; Levstik & Groth, 2002; Monaghan, 2014). As discussed by Winslow (2013), the benefit of including women in the curriculum derives from its ability to show that "the characteristics of both genders are socially constructed…women's history not only adds women to the story; it changes the story told of men" (p. 322). Lerner (2009) adds that by adding women to the curriculum, students, especially female students, may begin to think of themselves as potentially more capable. However, despite these potential benefits, women's history continues to remain peripheral to the traditional historical narrative that comes to comprise the social studies curriculum. Many teachers may be aware of the gender inequities that are presented within the social studies standards but feel helpless in their ability capacity to make curricular-instructional choices (Waters et al., 2018).

Given the nature of the formal curriculum and of state standards reform such as the reform undertaken in the state of Tennessee, teachers face many challenges when attempting to

serve in their capacity of, what Thornton (1989, 2005) termed, curricular-instructional gatekeeper. It is the teacher who ultimately makes a determination as to what they believe to be of importance to teach (Adler, 1991, 2004; Barton & Levstik, 2004; Sleeter & Grant, 2003; Parker, 1987; Thornton, 1989, 2005). As Watson-Canning (2019) notes, many teachers face challenges when attempting to balance curricular expectations with student needs, abilities, and interests as well as their own values and beliefs. Therefore, it is of importance to understand the factors that come to influence the curricular-instructional decisions that teachers make especially as they pertain to the inclusion of women's history.

One such factor, personal teacher efficacy, has been identified by researchers to predict teacher behavior and address their confidence in relation to their classroom practice. Personal teacher efficacy refers to a teachers' confidence in their ability to perform actions that leads to desirable student outcomes (Poulou, 2007; Ross, 1994; Woolfolk & Hoy, 1990). Bandura (1982) identified four sources of efficacy information that can contribute to a teachers' confidence in their ability to perform these actions. Similar to the research conducted by Guskey (2002, 2020), in order for changes in teachers' beliefs and attitudes to occur, teachers' need to see favorable changes to student outcomes. As such, teacher efficacy has emerged as a measure of a teachers' perception regarding their ability to affect student outcomes and thus, important to understanding what factors may ultimately influence their curricular-instructional choices.

Research also suggests that teachers need additional support to engage with curriculum as curricular-instructional gatekeepers but also, teachers need additional support if they are to make curricular-instructional decisions inclusive of women (Barr et al., 2015; Bair, 2008). Guskey (2002) highlights the potential of effective professional learning as a means of influence teacher change in connection to changes in teachers' beliefs and attitudes as well as student outcomes.

Limited research has been conducted regarding effective PLCs in the field of social studies (van Hover & Hicks, 2018). However, as Borko (2004) notes, effective professional development can have a positive impact on teacher learning and thus come to influence the level of confidence teachers may feel when making supplemental decisions with regard to historical female perspectives to the social studies curriculum.

Research Problem

Every potential topic within world history is virtually impossible to cover, thus, rendering teacher decision-making, specifically, instructional choices pertaining to curriculum, of importance (Girard & Harris, 2018). Due to the fractured nature of teacher world history knowledge, many teachers may experience difficulties when attempting to move through the standards and curriculum (Bain, 2012). Given the potential "degrees of freedom" world history teachers have and difficulties that are often associated with world history instruction, factors that come to influence their instructional choices and, in essence, their role as curricular gatekeeper, are worthy of study (Girard & Harris, 2018, p. 272).

Limited research has emerged regarding the inclusion of women's history in the social studies curriculum. Much of the current research addresses frameworks or models for including women (Berkin, Crocco, & Winslow, 2009; DuBois & Dumenil, 2012; Chick, 2008; Crocco, 1997; McIntosh, 1983), curricular materials and resources (Bair 2008; Bohan, 2017), or lesson ideas and activities (Bair, Williams, & Fralinger, 2008; Crocco, 2005; Monk, 2004; Risinger, 2013; Sadker & Silber, 2007). Few studies have examined the ways in which women's history has been incorporated into classroom instruction (Bair, 2008; Hahn, 1996; Levstik, 1998; Levstik & Groth, 2002; Martell & Stevens, 2016, 2017; Stevens & Martell, 2019) and even fewer studies have examined the factors that influence teacher decision-making regarding women's history

(Bair, 2008). Thus, a need to understand what factors ultimately come to influence teacher decision-making with regard to historical female perspectives has been identified as an area of need (Bair, 2008; Stevens & Martell, 2019).

Professional learning has been identified as a supportive mechanism in affecting teacher change (Guskey, 2002, 2020). Pace (2011) identified a need to "understand how teachers with varying levels of knowledge and skill respond to accountability and professional development and the impact this has on the learning opportunities they provide students in social studies" (p. 58). Recent studies highlighted by Crocco and Livingston (2017) found an inherent link between teacher efficacy/engagement in professional development and impacts on student learning and skills. However, limited work has been done concerning the direct influence of professional development and teacher efficacy on the enactment of teacher practice (van Hover & Hicks, 2018). Van Hover and Hicks (2018) further highlighted the works of Borko (2004) echoing a continued need to understand teacher learning and attend to the contexts in which teacher learning takes place.

Research Purpose

The purpose of this study was to examine factors that may influence middle school world history teachers' curricular-instructional choices regarding female historical perspectives paying additional attention to the qualities of a professional learning community and role of teacher efficacy. To achieve this purpose, the following research questions guided this study:

1. What factors influence a middle school world history teacher when making curricular-instructional choices with regard to historical female perspectives?

2. What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?
3. What role does personal teacher efficacy play influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

Significance of the Study

While research has been conducted concerning the presence of women in the social studies curriculum, calls for future research examining how social studies teachers approach teaching topics related to gender in their classes have been expressed (Bohan, 2017). Further, regarding areas of teacher content knowledge, limited work has been conducted in the field of social studies regarding professional development, professional learning communities and their impact on teacher change. Specifically, teacher change in reference to curricular-instructional choices (van Hover & Hicks, 2018; Crocco & Livingston, 2017). As student outcomes have been identified as an area that can bring about changes to teacher beliefs and attitudes (Guskey, 2002; 2020), further study is needed into the role of teacher efficacy in both the context of the classroom and in a professional learning setting can influence teacher curricular-instructional choices.

Given the definitional tensions surrounding world history, the absence of women in the social studies curriculum and the challenges facing teachers of world history, additional research is needed to investigate how teachers approach the world history content and engage in the curricular-instructional decision-making process (Halvorsen, et. al., 2019; Bain, 2012). As a potential factor that may influence the connection between engagement in PLCs and curricular-

instructional choices, additional research is needed regarding the connections between these two elements with levels of teacher efficacy which may be a factor that helps to uncover teacher decision-making.

In this study, factors that may influence middle school world history teachers' curricular-instructional practice will be examined. Notably, an examination concerning the influence of teacher efficacy and PLCs on curricular-instructional practices will be undertaken. Education scholars have identified a need for an investigation into the nature of PLCs and their influence on classroom practice. Amid these calls, additional attention is warranted concerning the influence of teacher efficacy on engagement in PLCs and alterations to curricular-instructional practices. Findings from this study may serve to fill this gap.

Definition of Terms

To assist in the reader's ability to understand the study that follows, it is necessary to provide a definition of terms that will be used throughout. For this purpose, the following operational definitions have been provided:

1. *Curricular Gatekeeping*: the decisions teachers make about curriculum and instruction and the criteria they use to make those decisions (Thornton, 2005).
2. *Instructional Decisions:* defined as concerns with how to teach within some explicit or implicit frame of reference (Shaver, 1979).
3. *Curricular Decisions:* decisions about appropriate teaching goals and experiences to reach them (Thornton, 2005).
4. *Teacher Efficacy:* the extent in which teachers believe that they have the capacity to affect student performance (Ashton, 1984).

5. *Professional Development (PD):* systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students (Guskey, 2002, p. 381).
6. *Professional Learning Community (PLC):* a community with the capacity to promote and sustain learning of all professionals in the school community with the collective purpose of enhancing student learning (Bolam et. al., 2005, p. 145).
7. *Standards:* content and curriculum developed by official or governing educational agency that promote academic excellence and indicate what students should know and be able to do (Kenna & Russell, 2018).
8. *Formal Curriculum:* the publicly stated goals for education outlined by varying institutions and institutional groups (Eisner, 1994).
9. *Communities of Practice (CoP):* "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2011, p. 1).

Conclusion

This chapter introduced the contextual factors that shape teacher decision making as decisions pertain to curriculum and instruction. The problem under investigation was identified as a lack of research concerning factors that influence curricular-instructional choices notably, the influences of professional development and PLCs on teacher change and the role of teacher efficacy. Specifically, teacher change was regarded as alterations to curricular-instructional practices that were reflective of curricular choices made that were inclusive of historical female perspectives into the world history curriculum.

In this chapter, the purposes and significance of the study were explained as a means of guiding future research into factors that influence teacher curricular-instructional choices but also in potentially providing a PD/PLC framework. This potential framework may pose additional significance concerning not only factors that influence teacher curricular-instructional choices but also the impact of personal teacher efficacy. The chapter concluded with definitions of terms used in the study as well as delimitations which were provided in an effort to address the confines of the study.

Organization of the study

Chapter two will provide a review of relevant literature and thereby, reveal the reasoning for the proposed research questions and design of the study. Within the review of literature, teacher decision-making, namely curricular gatekeeping and instructional choices will be explored. Next, factors that may influence teacher curricular-instructional choices, PLCs and teacher efficacy, will be examined. In addition to these factors that may influence curricular-instructional choices, aspects of PLCs and teacher learning, notably, reflective practice will be discussed. Chapter two will also identify gaps in the literature as it pertains to the factors that influence teacher curricular-instructional choices. Finally, chapter two will detail the theoretical framework, Lave and Wenger's (1991) situated learning theory and communities of practice including how this framework will provide insight into the influences of teacher efficacy and PLCs on curricular-instructional choices.

Chapter three will discuss the methodology used in this embedded case study outlining the research design, rationale, site, sample, participants, and data collection. The chapter will conclude with a description of the data analysis procedures used for this embedded case study and ethical considerations that were accounted for throughout the course of the study.

Chapter four will be dedicated to both quantitative and qualitative analysis. Specifically, both quantitative and qualitative data will be examined to aide in the legitimation of findings through the theoretical framework posed for this study, which is discussed further in chapter two. Chapter five will conclude this study with a discussion and conclusions aimed to provide practice recommendations to teacher educators and schools districts when facilitating teacher learning opportunities. Chapter five will also include a discussion of the implications for practitioners and suggestions for future research as gleaned from the study's findings.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

Introduction

As noted in chapter one, the purpose of this study was to examine factors that influence middle school world history teachers' curricular-instructional choices regarding female historical perspectives paying additional attention to the qualities of a professional learning community and role of teacher efficacy. The following research questions guided this study:

1. What factors influence a middle school world history teacher when making curricular-instructional choices with regard to historical female perspectives?
2. What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?
3. What role does personal teacher efficacy play influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

This chapter will serve as a review of recent literature regarding teacher decision-making, namely curricular-instructional gatekeeping, the state of the world history curriculum and women's historical presence in the curriculum, PDs and PLCs, and teacher efficacy. To assist the reader in their understanding concerning the implications for these topics on the field of social studies, a brief history of social studies reform will start this chapter. Finally, an explanation of Lave and Wenger's (1991) situated learning theory and community of practice (CoPs) will be explained as they will serve as the theoretical framework of this study. The chapter will conclude with a brief summary of the chapter.

Social Studies Reform

Early reforms

The history of social studies reform has seen major shifts since the first iteration of the social studies as a more formalized content area with the 1916 Jones Report (Hertzberg, 1981). Various reform approaches to teach social studies emerged out of the twentieth century including the expanding environments movement of the 1930s and the new social studies movement of the 1950s, 1960s, and 1970s (Byford & Russell, 2007; Evans, 2004; Ravitch, 2003; Russell et al., 2012). These reforms brought about changes to the field of social studies including social studies content, the nature of curriculum and curricular materials, and methods of instruction. The 1980s saw the release of the report *A Nation at Risk* (1983), which, in stark contrast to the "new social studies movement", pushed the United States system of education into an era characterized by standards-based education reform (SBERs). The effect of SBERs served to reorient the very purpose of American schools. "…the report had a pronounced tendency to regard schools rather narrowly as instruments for training human capital and regaining U.S. dominance over worlds markets" (Evans, 2004, p. 152). With a neoliberal mindset becoming intertwined with education, the social studies became entrenched in a curricular identity crisis (Evans, 2004).

National social studies curriculum

Following *A Nation at Risk*, presidential prerogatives emerged to address the perceived public-school crisis put forth in the 1980s such as President George H.W. Bush's *America 2000* and President Bill Clinton's *Goals 2000*. These two movements would greatly alter the position of the social studies in American public education. A series of grant projects awarded under President Bush's *America 2000*, led to attempts at developing a set of national history standards, curricular materials, and accountability measures to evaluate student learning (Keirn, 2018). The

History Standards Project released national standards for the teaching of United States History (5-12), World History (5-12), and national standards for elementary grades (K-4) (Nash, 1997). The standards themselves were subjected to harsh criticism and were viewed as being "the end of history" and riddled with "multicultural excess" (Cheney, 1994). For many, it was the level of political outcry and criticism that contributed to a portrayal of the social studies as being potentially controversial. Thus, with Clinton's *Goals 2000* the task of creating and adopting standards fell to the states and a resistance to any attempts at nationalizing social studies standards emerged. With its somewhat controversial reputation, the social studies standards crafted in the states were often general and vague (Ravitch, 2003). For world history, this meant a continuation of fragmented standards developed by states that attempted to cover centuries of content from all over the world.

Accountability and standards-based education reform

No child left behind

In 2002, President George W. Bush would sign into law *No Child Left Behind* (NCLB) which was a reauthorization of President Lyndon Johnson's *Elementary and Secondary Education Act* (ESEA). NCLB would see the establishment of a stringent accountability system which required the annual assessment of students in grades 3-8 and once in high school (Au, 2009; Kenna & Russell, 2015). In addition to strict accountability measures, schools were given a length of time in which they were to prove that students were proficient in reading and math with proficiency baselines increasing each year. Schools were then tasked with monitoring the levels of proficiency each year in what was termed as adequate yearly progress (AYP) (Kenna & Russell, 2015). With NCLB, performance on standardized assessments grew to become vitally important (Kenna & Russell, 2015).

Race to the top and common core

In 2009, President Barack Obama signed into law the American Recovery and Reinvestment Act (ARRA). This act would eventually come to be known as *Race to the Top* (RttT) (Kenna & Russell, 2015). Coinciding with the emergence of *Common Core*, both initiatives served to amplify pressures surrounding accountability measures and standardized assessments. The social studies, in effect, began to see a reduction in instructional time and, given the nature of standardized assessments, a narrowing of the social studies curriculum to condense content covered thereby easing its translation to a multiple-choice assessment (Keirn, 2018; Pace 2011). The effect on the field of the social studies was to effectively change the pace of social studies content, squeezing it and thus, placing additional pressures on teachers (Girard & Harris, 2018). As a result of this squeezed social studies content, these reforms altered what could potentially be taught in the social studies classroom altering the "extent to which students 'see themselves' in history" (Girard & Harris, 2018, p. 265)

Impact of education reform

The impact of these reforms since the inception of the social studies as a formal content area in 1916 is a lack of consensus within the field but also pressure that is consequently placed on teachers to implement a coherent content. Many states struggle to provide a clear definition of what the social studies is. With waves of reforms reshaping the very nature of the social studies curriculum, the definition seems to remain in flux. Further complicating the definitional situation, SBERs and accountability measures have added to the pressures of teaching the formal curriculum, or what has been prescribed. These reforms have told "practitioners what to do rather than educating them [to make decisions autonomously]" (Thornton, 2005, p. 1). While these reforms may be occurring on a national scale, given the relationship between federal funding and

reform compliance, states have worked to comply with these reforms ultimately resulting in measures that add potential pressure to how teachers are interacting with the formal curriculum. This pressure is exacerbated within the world history curriculum which is often viewed as challenging to teachers given the extent of content to be covered (Bain, 2012).

Despite this growth and waves of education reforms, individual teachers continue "to make important decisions as they interpret policy and create educational experiences for their students…the enacted curriculum is [thus] shaped by the individual teachers working within more or less constraining environments" (Pace, 2011, p. 34). For the purposes of this study, it is important to understand how these policies but also how curriculum comes to impact the curricular-instructional decisions that teachers are making. The next section provides a brief explanation concerning curriculum types and function but also, the role of the teacher in relation to the curriculum.

Defining Curriculum and Curriculum Reform

Every day, teachers are faced with thousands of decisions they must make within their classrooms. Decisions regarding curriculum and instruction are among the major decisions that many teachers are often charged with making. However, despite its vocabulary usage within the field of education, curriculum is often used and misunderstood Ross (2014). Ross (2014) offers the following in an attempt to shed light on what curriculum is, "...perhaps, it is what students have the opportunity to learn or the totality of students' experiences of school" (p. 1). Despite this definition provided by Ross (2014), a lack of consensus remains. This last of consensus potential stems from the various types and associated functions of curriculum that exist. For example, the *formal*, *enacted,* and *null* curriculum. For the purposes of this study, it is necessary

to define the different types of curriculum as these types inevitably come to influence teacher decision making especially, as they pertain to curricular-instructional choices.

Function of curriculum

Styles (1988) noted that curriculum functions as both a window and a mirror for students that enables the "student to look through window frames in order to see the realities of others and into mirrors to see her/his own reality reflected" (p. 1). Thornton (2005) notes that, "providing a curriculum that young people find relevant to their lives is one widely held aim for the social studies curriculum" (p. 57). Given the complex and abstract nature of the world history curriculum including the breadth of content covered and the fragmentation of teacher knowledge, scholars have recognized that many teachers may be ill-prepared to facilitate these types of curricular connections (Crocco, 1997). These challenges are only further exasperated by the complex nature of the world history curriculum.

Types of Curriculum

The formal curriculum

The *formal* or *explicit* curriculum refers to the publicly stated goals for education outlined by varying institutions and institutional groups (Einser, 1994). The formal curriculum can be seen as the way standards are expected to be shaped into learning opportunities and, for state policymakers, outline the measures of student proficiency in the social studies. It is often the formal curriculum, which is most closely associated with standards, it is an area of the curriculum prescribed by the state typically in the form of standards-based education reform (SBER) and high-stakes testing. This curriculum type can then potentially "frame the type of content teachers choose to emphasize in their classrooms, especially when attached to accountability assessments, such as state tests" (Watson-Canning, 2019). As a result, the

professional role of teachers has been viewed as becoming increasingly narrowed (Ross, 2004). Ross (2004) adds, “many teachers have internalized the ends-means distinction between curriculum and their work; as a result, they view their professional role as instructional decision-makers, not curriculum developers” (p. 4). In this sense and regarding the role of formal curriculum, teachers are placed in a position of making instructional choices but may not feel empowered to make curricular choices. Therein lies the distinction between implementation and interpretation of social studies standards and curriculum.

The enacted curriculum

However, teachers do much more than make instructional choices to implement a formal curriculum (Ross, 2004; Ross, Cornett, & McCutcheon, 1992). The *enacted curriculum*, or as it often associated with the operational curriculum, reflects, as illustrated by Ross (2004), “teacher beliefs about social studies subject matter and student thinking...as well as planning and instructional strategies” (p. 4). The enacted curriculum can therefore be viewed as curricular material that students are actually engaged with in the classroom. The enacted curriculum is typically where teacher decision-making is at its strongest enabling the teacher to assume the role of instructional decision-maker (Ross, 2004). In order for teachers to effectively engage in this role, teachers must have strong content knowledge as well as express a willingness to engage in observation and reflective practice (Ross, 2004). This reflective practice must focus on both explicit and the tacit cultural environment, essentially, the holistic classroom experience which includes factors underlying the decisions being make (Ross, 2004).

The null curriculum

The final type of curriculum, the *null* curriculum, accounts for the gaps in the formal curriculum as the formal curriculum cannot include all there is to know in a particular field of

study. The *null c*urriculum references what is not taught (Eisner, 2002). What Eisner (2002) emphasizes concerning the importance of the null curriculum is not just the absence of curriculum, but also what the absence of that material implies. “When a particular subject matter or pedagogical method is ignored, students potentially lose understandings about the world a different perspective may provide—and this loss cannot be considered neutral” (Watson-Canning, 2019, p.7). As education reforms begin to take on a tenor of standards-based and accountability, the null curriculum within the field of social studies continues to seemingly grow. However, the determination of what is considered “null” is a wholly subjective enterprise and determined by a teacher’s own values and beliefs (Watson-Canning, 2019).

The above curriculum types provide a general landscape of the classroom context as it pertains to standards and curriculum. Teachers are often tasked with implementing the formal curriculum based on a set of prescribed standards and curriculum. Research indicates that many teachers do not feel empowered to interpret the curriculum but rather, make decisions regarding the enacted curriculum (Ross, 2004). As a result, primarily of the formal curriculum, there is often content that gets left out or the null curriculum. It is the enacted and null curriculum that will serve as the focus of this study however, it is important to understand how waves of reform have impacted the formal curriculum and thus, subsequently impact the enacted and null curriculum. This is particularly important when considering the choices teachers make in the classroom but also, in ultimately understanding the potential impact and functions of the curriculum.

The World History Curriculum

Dunn (1999) notes that “no single versions of world history prevails across the United States” (p. 1). As further identified by Dunn (1999), there are several versions of world history

that emerge in schools. Many of these versions reflect a traditional conception of world history that had emerged in the nineteenth century (Marino, 2010). The world history course, as it emerged in secondary schools, has its roots in the "general history" courses offered in the early nineteenth century (Allardyce, 1990; Sommers, 2008). The curriculum of these early general history courses, as evidenced in popular general history textbooks (Barnes, 1885; Meyers, 1889), was grounded in ancient history and classical studies (Marino, 2010). As described by Marino (2010), "the goal of the general history courses was not so much to teach students about the state of the world but rather to impact civic values and trace the historical lineage of America's democratic ideals" (p. 3). Bearing this democratic foundation in mind, much of the content included in these courses was heavily weighted towards the histories of ancient Greece and Rome as well as medieval England (Marino, 2010).

The early twentieth century saw the emergence of a new world history course which stressed the purpose of history as a means by which students can understand life in the present day (Beard, 1908; Hart, 1915; Hayes, 1913; Robinson, 1911). During this time, those that had favored the study of ancient and classical histories were confronting those who found utility in studying modern history (Marino, 2010). Those favoring an emphasis on modern history, notably historians, worked closely with school leaders to engage in education reform and expand the social studies curriculum (Marino, 2010; Collier, 1913; Hart, 1915; McElroy, 1916; Robinson, 1911). Given the events occurring in Europe in the early twentieth century, much of this modern history curriculum focused on Europe and World War I (Marino, 2010). When examining the world history high school curriculum at this time, the sequence would typically begin with a review of western civilization placing heavy emphasis on European history, "typically one year in ancient and medieval, and another in modern" (Marino, 2010, p. 4). This sequence of the

world history curriculum has become a defining feature of world history curricula today (Marino, 2010).

Post-WWII, the "world history movement", as coined by Allardyce (1990), began to take shape. This new movement sought to include previously under-researched historical eras and regions in an effort to introduce increased diversity into the world history curriculum (Manning, 2003). Similar to the modern history movement of the early twentieth century, the world history movement challenged traditional models of world history education. The implications of the world history movement influenced world history curricula offered at university and saw the emergence of world history as its own distinct field of study (Marino, 2010). "…to practice and understand world history implied knowledge of specific understandings about the history of the world and its peoples" (Marino, 2010, p. 4).

Examining the influences of the historical underpinnings of world history on secondary education can prove to be a challenging task due in large part to the diverse nature of the world history curriculum as well as the teachers roll as curricular-instructional gatekeeper (Marino, 2010). Specifically, models of secondary world history curriculum have been heavily influenced by the preceding world history movements. Two of these models, as referenced by Dunn (1999), are the western heritage model and the different cultures model. In these two versions, "different world regions are treated as "discrete units" and the histories of these areas are addressed independently of one another" (Marino, 2010, p. 4). These models, as they appear in secondary classrooms, are critiqued by world historians as presenting an account of world history that is ahistorical, artificial and unrealistic in its portrayal of the field (Marino, 2010; Christian, 2003; Lockhard, 2000; Stavrianos, 1964; Steinhoff, 2006).

Bearing these criticisms in mind, Dunn (1999) called for those charged with defining world history as it is taught in secondary classrooms with the task of bringing more detailed work and ideas about world history into their teaching. Echoing sentiments expressed by Dunn, world historians have presented an alternative model which is conceptual and thematic in nature. These two approaches, the world historian approach and the traditional approach, are often at odds with one another (Marino, 2010). This contention has played out in the midst of SBERs and manifested in the conceptualizations of learning standards and textbooks (Marino, 2010).

Bain (2012) identified challenges for teachers and students when engaging with this subject: (1) the extent of content covered and; (2) developing a coherent history at a national, regional, or local scale. The challenges that teachers and students encounter when engaging with the world history curriculum have been further complicated by standards and accountability reforms resulting in a reduction of social studies instructional time (Pace, 2011) and a narrowing of the social studies curriculum (Au, 2009; Grant, 2005; Marshall, Jacot, & Gamble, 2015; Salinas, 2006).

The first challenge is indicative of a fragmented and incoherent content area which is often reflected in the resources provided for teachers and students (Bain, 2012). "Standards and textbooks rarely present teachers or students with a coherent path through the blizzard of facts, concepts, eras, and cultures that define courses in world history" (Bain, 2012, p. 112). The formal curriculum is rarely crafted to develop instructional connections, nor does it assist the teacher in attempts to link content with specific instructional approaches (Bain, 2012). This lack of cohesions manifests in turn, in the confusion as to what world history even is yielding a wide variety of models and approaches to an elusive content (Bain, 2012).

The second challenge as identified by Bain (2012) references the world history knowledge of the teacher which is often in pieces and reflective of one model of history. "Thus, teachers may have difficulty moving fluidly across historical space or time, or among various approaches to the global past" (Bain, 2012, p. 112). For students, in their attempts at understanding historical change, research suggests that "students have difficulties seeing the past at different scales, of conceiving causal agency outside of individual human actions, or moving among and between what Braudel (1980) called the events, structures, and *longue durée*" (Bain, 2012, p. 113). In order to effectively teach and learn world history, both students and teachers must be able to grasp the abstract nuances of the content area but also, as noted by Bain (2012) become aware of the challenges they face when attempting to engage with the world history content.

Curricular-Instructional Gatekeeping

The potential impact of curriculum shines a light on the potential role of the teacher as\ curricular-instructional gatekeeper. Gatekeeping, as defined by Thornton (1989, 2005), references the decisions that teachers make regarding curriculum and instruction and the criteria that is used when teachers are making those decisions. As teachers practicing in a "fluid and uncertain environment", decisions are made on a daily basis concerning the curriculum, and in essence, the subject-matter and experiences, that students have access to (Thornton, 2005, p.104). Teachers navigate curricular expectations ranging from standards and standardized assessments to performance in connection to accountability measures. Often, teachers face challenging when attempting to balance those expectations with student needs, abilities, and interests as well as their own values and beliefs (Watson-Canning, 2019).

As part of this role of curricular gatekeeping, it is important to note the contextual influences on teacher decision-making. However, regardless of the definitional conflicts that seem to emerge regarding the definition, content, and purpose of the social studies and world history, the teacher is placed in the role of interpreter and implementer of curriculum. The teacher ultimately determines what he/she believes is of importance to teach (Adler, 1991, 2004; Barton & Levstik, 2004; Sleeter & Grant, 2003; Parker, 1987; Thornton, 1989, 2005). However, limited work has been done noting the role of the teacher as curricular-instructional gatekeeper, and in essence, what factors ultimately come to influence how the teacher makes determinations as to what is important to teach (Girard & Harris, 2018).

Practicality Theory

A study conducted by Janssen, Westbroek, and Doyle (2015) highlighted practicality theory which "posits that the chance that an innovation proposal is implemented depends on whether, from a teacher's perspective, it exhibits practicality" (Janssen, Westbroek, and Doyle, 2015, p180). Practicality theory identifies three dimensions of practicality: (a) instrumentality, (b) congruence, and (c) cost (Janssen et al., 2015). The first, instrumentality, refers to the extent in which teachers find the innovation to be workable within the classroom context. The second dimension, congruence, stipulates that the innovation must fit the circumstances in which teachers work and their own. Janssen et al., (2015) further elaborate on congruence by noting that:

> "if a teacher perceives that a particular design for instruction will make covering the content of the course difficult, demand large amounts of individualized attention in a group context, put pressure on the teacher-student relationships that have evolved, or

complicate the process of judging individual student performance, then the innovation is likely to be seen as lacking congruence" (p. 181)

Both instrumentality and congruence acknowledge the classroom as complex environments in which, procedures and structures that help to ease day-to-day processes are constructed and only innovations that support those procedures and structures are considered.

The final dimension, cost, refers to "the time, knowledge, and resources that would be required to adopt the innovation compared to the perceived benefits the practice would bring" (Janssen et al., 2015, p. 181). Thus, teachers will only accept an innovation if it is deemed cost-effective in terms of design and implementation as well as practical in tandem with other goals that the teacher is attempting to attain. Therefore, while a teacher may express the belief in the value of certain instructional or curricular innovations, the teacher may not follow through if the innovation does not align with the teachers personal teaching style or the innovation is not cost-effective.

Women and the Social Studies

The approaches to world history and trends of education reform specifically, accountability measures and standards-based testing, have altered the nature of the social studies curriculum. These reforms have yielded a codified political approach to social studies education rendering the inclusion of women difficult (Scott, 1997). As Scott (1997) noted, this approach emphasized the rise and growth of nation-states thereby focusing on the political and economic aspects of history where women have been marginal players. As a result, this emphasis tends to obscure women from view in the classroom (Bernard-Powers, 1996, Crocco, 2007, Hahn, 1996).

Research has been conducted concerning the underrepresentation of women from social studies curriculum standards, textbooks, and instruction (Chick, 2006; Chick, 2008; Clark,

Allard, & Mahoney, 2004; Commeyras & Alvermann, 1996; Engebretson, 2014, 2016; Hahn, 1996; Bernard-Powers,1996; Crocco, & Woyshner, 2007; Levstik, 1998, 2009; Merryfield & Crocco, 2003; Merryfield & Subedi, 2003; Sadker & Sadker, 1994; Schmeichel, 2011, 2014; Schmidt, 2012; Tetreault, 1986; Winslow, 2013; Woyshner, 2002; Woyshner & Schocker, 2015). Earlier works have provided models for inclusion of women in the curriculum but also given insight into why women are continuously left out of social studies instruction (Crocco, 1997; Lerner, 1981, 2005, 2009; McIntosh, 1983; Noddings, 1992, 2001, 2003; Woyshner, 2002). Several works have provided lesson ideas for teaching women's history (Crocco, 1997; Cruz & Groendal-Cobb, 1998; Karnes, 2000; Woyshner, 2006). However, despite these works, scant research has been conducted regarding the teachers' role in making curricular-instructional decisions regarding the inclusion of women's history in their respective classrooms (Bair, 2008; Watson-Canning, 2019).

As noted by Cruz and Groendal-Cobb (1998), many teachers often do make supplemental decisions regarding their curriculum and instruction. Typically, these decisions stem from areas of personal interest, areas deemed to be of importance, or topics that are perceived to be relevant to the lives and interests of their students (Cruz & Groendal-Cobb, 1998). Teachers then, as discussed by Thornton (1989, 2005) and Gollnick, Sadker, and Sadker (1982), are not passive in this process but rather occupy influential positions as curricular-instructional gatekeepers in relation to the enacted curriculum. As such, teachers' have the potential to affect the curriculum that is presented to students and thus, the opportunity to make curricular-instructional choices that are inclusive of historical female perspectives.

The following sections will provide an examination of research regarding women's history in the social studies curriculum including potential reasons why women's history is left

out of the curriculum, early models of inclusion and recent scholarship, the potential impact of including women's history on student learning outcomes and the potential challenges to a teachers' role as curricular-instructional gatekeeper. First, a brief discussion concerning the presence of women's history in the social studies curriculum.

Absence of Women in the Social Studies Curriculum

Studies examining the representation of women's history in the social studies curriculum to be dismal (Crocco, 2008, Engebretson, 2014). When women are included in the social studies curriculum, their presence often "reflects and maintains the dominant views of the patriarchy" (Engebretson 2014; Sanford, 2002; Stevens & Martell, 2019). The absence of women's history and the reinforcement of patriarchal views emerges from the way in which the social studies curriculum is presented, often through political and economic structures which, historically, have excluded women (Sandford, 2002). As a result, several authors have called on teachers to make changes to their curricular-instructional practices with regard to the inclusion of women's history (Crocco, 2008; Engebretson, 2014; Noddings, 1992; Schmeichel, 2011). Noddings (1992) argued that teachers may need to manipulate the curriculum in order to sufficiently include women's history. Stevens and Martell (2019) stated that change must happen with the teachers, "if teachers are following this exclusionary curriculum, then schools may be contributing to the problem of gender inequality; however, if their curriculum is inclusive, then the opposite may be true" (p. 5). If teachers are to be responsible for this change, it is important to first, understand potential challenges they may experience in the classroom that may serve as barriers to the inclusion of historical female perspectives.

Crocco (1997) identified factors that may contribute to the marginalization of women's history in the curriculum including "teachers' lack of content background, the pressures for

coverage in survey courses, and definitions of what's "important" based on what is included in standardized tests" (p. 32). Cruz and Groendal-Cobb (1998) noted similar concerns highlighting specifically, discrepancies in teachers' content knowledge, training, and access to resources as challenges. Bair (2008) further examines issues surrounding women's history at the practitioner level. In her study, Bair (2008) administered a survey to 21 secondary teachers (11 male and 10 female) who identified four primary concerns about integrating women's history into their curriculum: "(1) lack of quality resources, (b) lack of time, (c) a need to conform to district curriculum and state standards, and (d) a lack of content knowledge in women's history" (p. 84). While many teachers indicated a desire to infuse women's history into the curriculum, the challenges noted by researchers often serve as deterrents (Bair, 2008; Crocco, 1997; Cruz and Groendal-Cobb, 1998).

Stevens and Martell (2019) conducted a study to examine the "impact of self-identifying feminist teachers' beliefs about gender on their teaching practice in both curriculum and classroom discourse" (p.6). Through surveys and interviews, the finds of the study suggested three things: 1) that life experiences had influenced teachers' feminist perspectives, 2) all of the participants in the study had shared practices that enabled them to include female historical perspectives including the use of resources apart from the textbook, and 3) there was a difference between critical feminist teachers and liberal feminist teachers. These findings suggested that ultimately, teacher beliefs influenced their gender-equitable practices with regard to curricular modifications, classroom discourse, and professional practices (Stevens & Martell, 2019). However, despite the impact of teacher beliefs, barriers identified by Crocco (1997) and Bair (2008) warrant further attention in relation to the current state of gender representation within the field of the social studies.

Recent scholarship on gender representation in the social studies

Bohan (2017) conducted a search of research in social studies education since 2007 that focused on gender representation within the field. Findings from the review show that topics of gender in the social studies have received limited coverage. The research that has emerged is seemingly conducted by researchers and encompass nine categories: (1) teachers, social studies teacher education, and preservice teachers, (2) students, (3) curriculum and instruction, (4) textbooks, (5) standards and testing, (6) technology, (7) global studies, (8) contemporary and historic female social studies education leaders, and (9) masculinities (Bohan, 2017). For the purposes of this study, examination of research that focused on teachers, curriculum and instruction, standards and testing, as well as global studies will serve as the focus of the subsequent sections.

Teachers, social studies teacher education, and preservice teachers

According to Thornton (1989, 2005), teachers are curricular-instructional gatekeepers that make educational decisions concerning the curriculum that is taught in classrooms. However, as noted by Bohan (2017) few studies exist on teachers' opinions about "teaching topics related to gender in the social studies classroom" (p. 234). Scheiner-Fisher and Russell (2015) indicated that content knowledge may provide insight into why teacher's experience difficulties integrating women's history. Similarly, Crocco (1997) noted that, "teachers whose own education emphasized traditional perspectives are often reluctant to address topics from social and women's history with which they are not familiar" (p. 32). Thus, teachers who do not have a deep content knowledge regarding women's history cannot engage their students in a deep understanding of women's history and they contributions to the human experience (Scheiner-Fisher & Russell, 2015). Bernard-Powers (2002) discussed the barriers that a lack of

content knowledge and present resulting in the need for many teachers to be re-educated to cover historical content inclusive of women of all classes, races, and ethnic groups. “All teachers have to read new sources and new scholarship in the social sciences in order to teach a transformed and multiculturally relevant social education” (Bernard-Powers, 2002, p. 186). The following studies shed some light on attempts that teachers have made in teaching a multiculturally relevant curriculum.

Schafer (2007) conducted an observational study of a teacher’s attempt to transform the US history curriculum to be more inclusive of women. The findings of this study show that the teacher faced many challenges when attempting to show students that women were not peripheral to men’s history. Among the challenges that the teacher faced were school culture and climate, curriculum and text, supplemental materials and resources, and time (Schafer, 2007). The positive factors that influenced the teachers’ ability and willingness to integrate women into the curriculum included the women in the teachers' life, available resources, content goals, and the teachers’ perceptions about her teaching (Schafer, 2007). These findings suggest that a multitude of factors come to influence a teachers’ curricular-instructional decision making.

In Monaghan’s (2008) dissertation in which the researcher examined six pre-service teachers and their feelings concerning gender equity. The findings of the study revealed that the participants did not find any personal or professional relevance to gender equity. As articulated by Bohan (2017), “despite such beliefs, the preservice teachers note the importance of gender influences in the social studies classroom as well as the existence of contemporary gender bias” (p. 234). This study revealed the connection that may exist between teacher perceptions and beliefs with their classroom practice. When examining teacher preparation as a potential factor

influencing teacher decisions making, content preparation but also how preservice teachers feel about the inclusion of women offers some insight into their future behavior in the classroom.

Curriculum and instruction

Since the enactment of NCLB in 2002, standards and curriculum have become increasingly narrowed thereby creating pressure to cover content (Au, 2009; Bohan, 2017; Grant, 2005; Marshall, Jacot, & Gamble, 2015; Salinas, 2006). A portion of research examining the coverage of women in the social studies content in the curriculum is practitioner oriented and could thus be considered as additive in nature (Bennett & Williams, 2014; Bohan, 2017; Cushman, 2014; Montgomery, Christie, & Staudt, 2014). Bearing robust nature of research available, while gaps exist in terms of student learning outcomes and achievement, there are several studies that evaluate the impact of these resources (Bohan, 2017).

Bohan (2017) identified articles that focus on lessons emphasizing the inclusion of women in curriculum and instruction based upon grade level. Articles that were published since 2007 for elementary classrooms tended to advocate for an additive approach to incorporating gender into the elementary social studies curriculum. This additive approach speaks to the marginalization of the social studies in the this setting due to reduced instructional time in favor of instruction in reading, writing, and mathematics which appear predominantly on standardized assessments (Bisland, 2012; Bohan, 2017; DeChano-Cook, 2012; Heafner, 2018; Porter, 2010; Williams & Maloyed, 2013). Bohan (2017) conducted the same analysis for research on gender in the curriculum for middle school yielded similar results, an additive approach to gender in the curriculum. What this study reveals is the current trajectory of social studies curriculum. As the results of this study differ from that of a similar study conducted in the 1970s and 1980s (Frisch, 1989). Further, as Bohan (2017) noted, “these studies provide direction for future research with

respect to how women are represented in the social studies curriculum…[but shines a light on the need to] critically interrogate representations of women in…social studies lesson plans and textbooks [to further understand] how these portrayals delimit students understanding of history" (p. 239).

Resources: textbooks

Bohan (2017) described the social studies textbook has having the greatest impact on the social studies curriculum. The textbook, as described by Bernard-Powers (2002), are profoundly influenced by the social studies curriculum frameworks and serve as a fundamental source of content knowledge. Several studies have been conducted noting the underrepresentation of women in the social studies textbook (Bradford, 2008; Brugar, Halvorsen, & Hernandez, 2014; Chick, 2006; Schocker & Woyshner, 2013; Tetreault, 1986; Trecker, 1971). In social studies methods textbooks, limited coverage is afforded to gender (Zittleman & Sadker, 2003). Studies have found that even when women are represented in the social studies textbook, they are often misrepresented or portrayed in a manner that aligns with patriarchal norms (Bohan, 2017). As textbooks are a common resource provided to social studies teachers, the underrepresentation of women in this resource can pose challenges to teachers when attempting to supplement the curriculum with historical female perspectives.

Standards and testing

All states have adopted a social studies curriculum, however, not all states require a standardized assessment on the social studies. Several scholars have researched the social studies standards (Au, 2009; Crocco, 2007; Engebretson, 2014; Grant, 2005; Marshall, Jacot, & Gamble, 2015; Salinas, (2006). Engebretson (2014) conducted an examination of the revised NCSS standards in terms of gendered discourses. She found that "women were not given equitable

representation in the curriculum standards, leading to the perception that women are not valued actors" (Bohan, 2017, p. 214). While the study conducted by Engebretson (2014) focused on NCSS standards, similar studies have been conducted on state-level standards to show marginal coverage afforded to historical female perspectives.

A study conducted by Wiesner-Hanks (2007) provided reasoning behind the absence of female perspectives within the world history curriculum specifically, noting the dominating themes that traditionally emerge in world history instruction. Specifically, an emphasis on "stories of great states and long-distance trade" are presented leaving little room for the coverage of historical female perspectives (Bohan, 2017, p. 244). The absence of female perspectives in the world history standards can be compounded by the influence of high-stakes testing.

Salinas (2006) noted the influence of high stakes testing on teaching, curriculum, and learning. "Teachers in high-stakes testing states appear to be increasing instruction in tested subject areas and may be more likely to shift instruction towards test preparation strategies" (Salinas, 2006, p. 177). Haertel (1999) explained that when rewards and sanctions are placed on test scores, high test scores become the goal and thereby, distort classroom instruction. As a result of a high-stakes testing culture, the pressure to earn high test scores can influence teacher curricular-instructional choices and thereby, increase the alignment between classroom instruction and prescribed curriculum.

Attempts at curricular change

In an effort to address these areas of concern, Bair (2008) conducted a study in partnership with an eighth grade American History teacher to examine ways that women's history could be integrated into the curriculum. Initially, the pair held a Women's History essay contest for eighth grade students across the district in which the study was being conducted.

Despite students increasingly their understanding of the contributions of women to history, the impact on the day-to-day lessons of social studies teachers, especially in the classrooms that included students participating in the contest, remained unchanged. Bair (2008) reflects on the contest stating that "one could argue that our efforts simply reinforced the notion that women are only to be studied at special times of the year rather than as central participants in all human experiences included in the curriculum" (p. 82). It would seem that the contest alone, was not sufficient in addressing the concerns previously identified by participants in the study.

Following the essay contest, Bair (2008) proceeded with four participants to further address the concerns identified in the survey. Participants constructed a curriculum guide prior to the start of the 2006-2007 school year building off of the eighth grade American History curriculum. The guide included an overview of women's history, questions for teachers to consider, an explanation concerning alignment between the guide and the formal curriculum, and a list of resources on women's history. The curriculum guide also included an introduction to the course that made use of historical inquiry through multiple perspectives and introduced a theme that could be addressed throughout the entirety of the course. In addition to this thematic introduction, lessons and activities were provided that examined the roles of women and the work of individual women. Finally, the study also addressed the issue of teacher content knowledge in regard to women's history by facilitating a small-scale study group.

In the study group, participants met regularly to discuss the curriculum project and information that found within the field (Bair, 2008). It was the hope of the researcher that by providing these resources in an easy to use and accessible format, that teachers would be able to include women's history on a day-to-day basis thereby addressing resource and time concerns (Bair, 2008). Throughout the 2006-2007 school, participants in addition to two other teachers

were given the curriculum guide and asked to reflect on their use of the curriculum guide as well as women's history (Bair, 2008).

Lessons learned in attempts at curricular change. The findings of the study revealed five lessons (Bair, 2008). The first lesson revealed that there are different levels of success. Participants were not given any requirements regarding the amount of lessons that were to be used from the curriculum guide and thereby had complete autonomy. "We were more interested in seeing whether teachers, with varying degrees of ownership of the materials, would use them of their own volition" (Bair, 2008, p. 87) Participants reported that while the curriculum materials increased their own personal content knowledge regarding women's history, participants still only used a small percentage of the materials citing time as the primary reason for not using the materials (Bair, 2008). The second lesson was in regard to teacher buy-in. The researcher found that simply providing the curricular materials was not enough and that participants who were closer to the projects made wider use of the materials (Bair, 2008). "Given the many competing demands on their time as well as the breadth of the social studies curriculum in most schools, teachers must pick and choose initiatives and/or curricular changes to embrace" (Bair, 2008, p. 87). The researchers highlight the importance of professional development in assisting participants in fully embracing the change which would, in fact, be crucial to the success of the project as the study found similar success in the small faculty study groups (Bair, 2008).

The third lesson points to the strength of traditional historical structures. Survey results from the study revealed that lack of time and resources to be equal obstacles to the inclusion of women's history in the social studies curriculum (Bair, 2008). However, the findings of the study suggest that time may in fact, be the greater challenge. Participants, even those closest to the

project, struggled to balance the aligned curriculum guide and the traditional curriculum. Despite participants reporting they would make a conscious effort to integrate women's perspectives, they still reverted back to the traditional curriculum. Further, when participating in the small faculty study groups, participants conveyed their belief that many "social studies teachers would not be receptive to materials that asked them to abandon a chronological approach or that moved too far from the traditional narrative found in most textbooks" (Bair, 2008, p. 88). The researchers in response, highlight the need for programs to help teachers negotiate these types of content changes or as McIntosh's (1983) suggests, a Phase IV curricular change.

The fourth lesson highlights the tension that seems to exist between theory and practice. The researcher noted struggles between being too conservative or too radical citing fear that either would turn teachers away. Therefore, a middle ground with the curriculum guide had to be struck that still made use of a somewhat additive approach to women's history but that still had strong alignment to the traditional curriculum. If the curriculum guide had deviated too far from the traditional curriculum, it was determined that teachers would be less likely to use it (Bair, 2008). The fifth lesson highlights that gradual and ongoing process of curriculum change. While participants may not be as willing to deviate from the traditional curriculum, it was not determined that change wasn't possible but rather, that change takes time (Bair, 2008). "In the real work of public schools in which teachers face demands on their time and in which the history curriculum is continually expanded, a gradual approach is probably best" (Bair, 2008, p. 89). The researcher found that teachers need time to process curricular change and work through them in a way that is true to their teaching process (Bair, 2008).

The areas of concern noted by Bair (2008) provide information as to the concerns that teachers may have when considering the inclusion of women's history but also the challenges

that teacher's face when making curricular-instructional decisions. Despite research that has provided models of inclusion, lesson ideas, and curriculum suggestions, women's history continued to occupy marginal spaces within the participants curriculum. The above study makes use of the models proposed by researchers, however, despite providing teachers with easy access to materials that incorporated aspects of those models, the findings of the study show the inertia of a traditional curriculum. The study inevitably found that a successful approach to integrating women's history into the social studies could be found in programs that, "define success in a series of stages, that promote teacher ownership and school-supported staff development, and that successfully navigate the tension between theory and practice" (Bair, 2008, p. 89).

Why Should Women's History be Included?

Crocco (1997) noted that the delivery of curriculum is a normative process that has the potential to pose truth and culture significance to students. A study conducted by Schmidt (2012) examined the state of South Carolina's social studies curriculum using the process of normalization. Normalization "asserts that norms are generated and maintained to affect identities and behaviors...[thereby] creating boundaries around what is socially acceptable (normal) and what is socially deviant (p. 709). Schmidt (2012) proposed that curriculum could then be viewed as a normalizing mechanism in that, it is written in such a way as to "repeatedly perform normal constructs and omit or marginalize counter constructs" (p. 710). Curriculum, therefore, according to Schmidt (2012), communicates societal norms and deviancy to students.

By omitting women from the narrative, students are left with the perception that women's history is unimportant and further that familial functions had little in the ways of significance (Crocco, 1997). In addition to this issue, a second problem with the omission of women's history is that is paints a false picture of the past (Crocco, 1997).

> Since men's and women's experiences have been substantially different, collapsing women's history into men's history creates an inaccurate representation of the past. Men's story gets told; women's gets left out. Thus, not only do women's lives not count in the story of civilization, but men's lives "stand in" for women's lives, essentially rendering women invisible to history (Crocco, 1997, p. 32).

By omitting women, students are left with an incomplete or inaccurate picture of how history unfolded.

> When a young woman encounters a gender-neutral narrative and some important female historic figures, their entire worldview changes. Often, they begin to engage with history seriously for the first time. They are inspired by female heroines and begin to think of themselves as potentially more capable than they have before (Lerner, 2009, p. 112).

Studies have also shown the potential benefits of opening up the social studies instruction to be more inclusive of women's history (Cott & Faust, 2005; Crocco & Cramer, 2005; Levstik & Groth, 2002; Monaghan, 2014, Wineburg, 2001). In supplementing the curriculum with the voices of women, students gain the opportunity to examine the social aspects of history as opposed to just the political and economic. Through a consideration of gender, according to Hughes (1994), critical differences in familial foundations are revealed and can thereby, helped to introduce a comparative aspect to history education. This comparative approach to history pushes students to rethink patterns of masculine and feminine behavior (Hughes, 1994). Additionally, by introducing female-oriented content, females may feel more connected to history content. Wineburg (2001) describes the benefits of such connections,

> The familiar part entices us with the promise that we can locate our own places in the stream of time and solidify our identity in the present. By tying our own stories to those who have come before us, the past becomes a useful resource in our everyday life (p. 5)

Scheiner-Fischer and Russell (2015) note that the intellectual growth of women has been stymied due to the absence of female figures from the social studies curriculum and the discourse of history. Men's experiences have thus, come to be representative of the human experience (Scheiner-Fischer and Russell, 2015)

Despite the importance and value of women's history on students, women's history remains largely absent from social studies instruction. As noted by Watson-Canning (2019) many teachers face challenges when attempting to balance curricular expectations with student needs, abilities, and interests and well as their own values and beliefs. Professional development has been noted as a supportive mechanism in facilitating teaching learning and potentially, teacher change (Bair, 2008; Guskey, 2002, 2020; Halvorsen, 2019; Stevens and Martell, 2019). Given this potential linkage, professional development may be useful when investigating factors that influence teacher curricular-instructional choices with regard to historical female perspectives and the qualities of an effective learning community that may bring about teacher change.

Professional Development and Professional Learning Communities

Defining Professional Development

Teacher learning, as described by Adler (2000) can be described as the "process of increasing participation in the practice of teaching, and through this participation, a process of becoming knowledgeable in and about teaching" (p. 37). Borko (2004) notes that for teachers, learning occurs within various facets of their daily practice including within their classrooms,

their school communities, and professional development. To understand teacher learning, Borko (2004) posits that we must attempt to understand the variety of contexts in which it occurs while taking into account "both the individual teacher-learners and the social systems in which they are participants" (p. 4). One such context of teacher-learning occurs within professional development.

Professional development, as described by Darling-Hammond & McLaughlin (2011), refers to educational experiences related to an individual's work designed to improve practice and outcomes. Desimone (2011) notes that these experiences may be voluntary or mandatory, individual or collaborative, and formal or informal. While PDs may vary in terms of type, content, and format, most share a common purpose: "to alter the professional practices, beliefs, and understanding of school persons towards an articulated end" (Griffin, 1983, p. 2). As noted by Guskey (2002), that common end falls to the improvement of student learning. Bearing the end in mind, Guskey (2002) further describes PD programs as "systematic efforts that bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students" (p. 381).

Defining Professional Learning Community

Professional learning communities (PLCs) have emerged as a relatively new teacher learning paradigm that, as noted by Darling-Hammond and Richardson (2009), emphasize the characteristics of an effective professional development. Bolam et. al., (2005) defined PLC as a community "with the capacity to promote and sustain learning of all professionals in the school community with the collective purpose of enhancing student learning" (p. 145). The concept of the PLC rests on the premise that the way in which you enhance or improve student learning is through improvements to teacher practice (Vescio et al., 2008). As PLCs are viewed as a means

of eliciting changes to teacher practice (Barr et al., 2015; Guskey, 2002; Tam, 2015), it is necessary to first, describe the characteristics of a PLC that may serve as vital components that can support these changes.

A report conducted by Bolam et al., (2005) identified five key characteristics or features of an PLC including: *shared values and vision, collective responsibility, reflective professional inquiry, collaboration, group as well as individual learning is promoted*. The first characteristic, *shared values and vision*, Andrews and Lewis (2004) identify as the need for a shared vision and purpose of learning that is occurring within the context of the PLC to be of vital importance. The focus is also seen to be encompassing a shared focus on student learning outcomes as opposed to the actual practice of teaching (DuFour, 2004; Hord, 2004). The second characteristic, *collective responsibility*, is described by researchers as being a collective responsibility and shared commitment (DuFour, 2004; King and Newmann, 2001). The first two characteristics of a PLC provide the foundation of the PLC creating an environment of shared purpose, vision, and values. These shared concepts help to create a potentially reflective and collaborative community.

The third characteristic, *reflective professional inquiry*, is inclusive of the concept of reflective dialogue (Louis et., 1996) inclusive of conversations had by those participating in the PLC. These conversations are reflective of educational issues or problems the participants are experiencing, examination of teacher practices, joint planning and curriculum development, and the seeking of new knowledge, applying new ideas and information to address student learning needs (Fullman, 2001; Hord, 2004; Hord, 2007; Louis et al, 1996).

The fourth characteristic, *collaboration*, highlights a connection between shared purpose. Several research studies suggest that collaborative professional developments such as PLCs, can

improve classroom instruction and student achievement (Banerjee, Stearns, Moller & Mickelson, 2017; D'Ardenne, et. al., 2013; Griffith, Massey, & Atkinsonson, 2013; Marsh, Bertrand, & Huget, 2015; Poekert, 2012). Friend and Cook (1992) define collaboration as, "a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work towards a common goal" (p. 5). Bearing this definition in mind, Friend and Cook (1992) offered characteristics of collaboration that can help shed light on how collaborative efforts can be emerge within a PLC: voluntary participation, parity among participants, shared goals and responsibilities, shared accountability for outcomes, shared resources, and relationships based on trust and respect. If true collaboration in a PLC is to occur, the qualities described by Friend and Cook (1992) should be present and thus, can help to facilitate professional learning in a collegial environment. This collegial environments contributed understandings concerning the fifth characteristic, *group as well as individual learning,* views teachers as learnings with their colleagues (Louis et al., 1996).

DuFour (2004) noted three big ideas that need to be considered when creating a PLC: "(1) focus on learning rather than teaching; (2) work collaboratively; and (3) hold yourself accountable for the results" (p. 1) Notably, these characteristics of an effective PD are that the PD is sustained, job-embedded, and collaborative reflective of Westheimer's (1998) five common themes of theories in community (interdependence, interaction/participation, shared interests, concern for individual and minority views, and meaningful relationships) by offering a proposed model and, in effect, criteria in facilitating a practicing community of teachers.

PLCs mark a shift away from the traditional PD in which teachers are considered to be somewhat passive to a paradigm where the teacher actively contributes to a lifelong professional learning process that occurs within a communal teacher environment (Tam, 2015). In teacher

PLCs, as described by Pella (2011), "groups of teachers meet regularly to increase their own learning and the learning of their students" (p. 107). The PLC model provides opportunities for teachers to collaborate and engage in continuous dialogue examining their practice as well as student learning (Darling-Hammond & Richardson, 2009). Further, teacher PLCs, provide opportunities for teachers to encounter new ideas and strategies (Lieberman & Miller, 2008). As a potential result, a PLC model, provides opportunities for teachers to develop and implement more effective instructional practices (Darling-Hammond & Richardson, 2009) as well as yielding long-term capacity development and gains in student achievement (DuFour & Eaker, 1998; Grossman, Wineburg, & Woolworth, 2001; Lieberman & Miller, 2008; Lieberman & Wood, 2003; McLaughlin & Talbert, 2006; Stoll, Bolam, McMahon, Wallace & Thomas, 2006).

Professional Development and Professional Learning Community Research

A study conducted by Borko (2004) maps the terrain the professional development research. Specifically, using a situative perspective, Borko (2004) identifies what has been learned about professional development and impacts on teacher learning. In the study, Borko (2004) identified key elements that make up any professional development system (see Figure 2.1 and permissions in Appendix J):

- The professional development program;
- The teachers, who are the learners in the system;
- The facilitator, who guides teachers as they construct new knowledge and practices; and

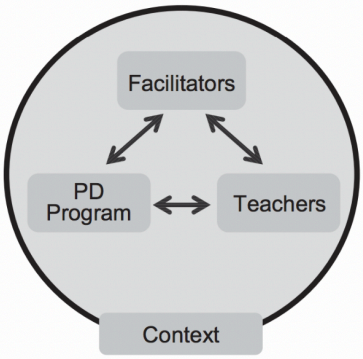


Figure 2.1. *Elements of a professional development system.*

- The context in which the professional development occurs

These elements and the relationship among them have been the subject of research within the field of education yielding, as highlighted by Borko (2004), three phases of research inquiry.

Phase I research activities, as identified by Borko (2004), "focus on an individual development program at a single site. Researchers typically study the professional development program, teachers as learners, and the relationships between these elements in the system" with the facilitator and context remaining unstudied (p. 4). Phase II research activities study a single PD program enacted by multiple facilitators at multiple sites exploring the relationship among facilitators, the PD program and teachers as learners (Borko, 2004). Phase III research activities typically involve a focus on the comparison of multiple PD programs, among multiple sites with the researcher studying the relationship between all four elements.

The focus of this study falls within a phase I research activity with the goal of this phase being to "create an existence of proof…to provide evidence that a professional development program can have a positive impact on teacher learning" (p. 5). Borko's (2004) figure 2.2 (See permissions in Appendix J) demonstrates this research activity.

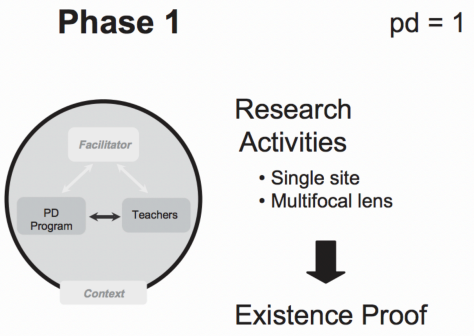


Figure 2.2. *Phase 1 research: Existence proofs of effective professional development.*

In this type of research activity, the designers of the PD are also, typically, the researchers and the participants are typically, "motivated volunteers" (Borko, 2004). The participants are teachers who have volunteered or are motivated by a desire to try out new ideas (Borko, 2004; Fishman et al., 2003). According to Borko (2004), phase I research has shown that intensive PDs "help teachers

to increase their knowledge and change their instructional practices" (p. 5). In exploring teacher change, Borko (2004) focuses on three characteristics: subject matter knowledge for teaching, understanding of student thinking, and instructional practice. For the purposes of this study, curricular-instructional practice will be further explored.

In a review of relevant phase I studies that explored changes to instructional practices, Borko (2004) found that research indicated teacher change was slow and an uncertain process for teachers. Studies indicated that some teachers changed more than others through their levels of participation in PD programs (Fennema et al., 1996; Franke et al., 2001; Knapp & Peterson, 1995). Additionally, "some elements of teacher knowledge and practice were more easily changed than others" (Borko, 2004, p. 6). Phase I research, according to Borko (2004), also yields evidence regarding the effectiveness of strong professional learning communities (PLCs) which have been shown to foster teacher learning and instructional improvement. Research on teacher learning communities shows keys features within the PLCs including maintenance of communication norms and trust, nature of collaborative interactions (Borko, 2004).

Community of teacher learners

In an effort to further understand strong PLCs, Borko (2004) looks at two projects: Community of Teacher Learners and QUASAR (Quantitative Understanding: Amplifying Student Achievement and Reasoning). The Community of Teacher Learners project (Wineburg & Grossman, 1998; Thomas, Wineburg, Grossman, Myhre, & Woolworth, 1998; Grossman, Wineburg, & Woolworth, 2001) brought together a diverse group of English and history teachers with university-based educators to design an interdisciplinary curriculum. Grossman, Wineburg, and Woolworth (2001) identified several key components of effective community formation that emerged in the analysis of the first 15 months of data: development of a group identity and

norms for interaction, formulation of a sense of communal responsibility for the regulation of norms and behavior, and willingness of community members to assume responsibility colleagues' growth and development.

Quantitative understanding: amplifying student achievement and reasoning (QUASAR)

The QUASAR project studied six site-based PDs in which mathematics teachers worked with resource partners to develop and implement new curricula and instructional practices (Borko, 2004). Researchers of the study concluded the PLCs were crucial to fostering teacher change and impacting student learning. In the QUASAR project, participants created a community of practice in which participants formed a shared identity and shared goals. Participants would take what was crafted in their PLCs back to their classrooms which began to function as not only sites of student learning but also sites of teacher learning (Borko, 2004). The QUASAR and Community of Teacher Learners project show how teacher change can be facilitated within a PLC and professional community of practice signifying an important element of PDs. This element falls to the importance of collaboration and community within the context of a PD as it pertains to the facilitation of teacher change highlighting the potential implications for viewing and potentially constructing PDs through a situative lens.

A Model for Teacher Change

Similar to what Borko (2004) found in the QUASAR and Community of Teacher Learners project, Guskey (2002) proposed a model for viewing teaching change and how teacher change may then be facilitated and potentially sustained. Guskey (2002) notes that many PD programs fail because they do not take into account two crucial factors: 1) the motivations of teachers to participate in PD; and 2) the process by which teacher change may occur. Guskey (2002) goes on to illustrate each of these two factors noting, first, the many teachers are, despite

potential state and district requirements, motivated to participate in professional development by a belief that "it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students…what they hope to gain…are specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms" (p. 382). Bearing this in mind, Guskey (2002) notes that many teachers measure their successes and failures based upon student outcomes thereby influencing any potential teacher change.

The second factor noted by Guskey (2002), the process of teacher change, focuses on the space and time in which teacher change occurs. For example, many PD programs are designed to "initiate change in teachers' attitudes, beliefs, and perceptions" (Guskey, 2002, p. 382). This model of teacher change, derived from the work of Lewin (1935), presumes that teacher change will occur within the context of the PD as a result of the PD leader's presentation of for example, new instructional strategies. These models of PD however, seldom change attitudes significantly nor do they elicit sustained commitment on the part of the teacher (Guskey, 2002; Jones & Hayes, 1980).

However, more recent models such as the Guskey (2002) propose an alternative understanding regarding the process of teacher change. Figure 3 illustrates the proposed order by which teacher change occurs (Guskey, 2002). According to Guskey (2002), "significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning" (p. 383). The improvements to student outcomes typically arise from changes to a teacher's classroom practices which can include new instructional strategies, changes to classroom materials including activities and curricula, and alterations to the teaching format and procedure (Guskey, 2002, p. 383).

Therefore, according to Guskey (2002), the crucial point may not be the PD itself but what happens after the PD regarding the level of success in the implementation of the strategies encountered in the PD. "According to the model, the key element in significant change in teachers' attitudes and beliefs is clear evidence of improvement in the learning outcomes of their students (Guskey, 2002, p. 384). If the strategies and practices are deemed by the teacher to produce favorable student learning outcomes, then the strategies and practices will be retained and those that do not yield favorable student learning outcomes will be discarded, making teacher change tied to an experientially based learning process rendering levels of sustained teacher change (Guskey, 2002). Based upon the model in figure 2.3 (see permissions in Appendix K) and the assumptions asserted by Guskey (2002), three principles emerged:

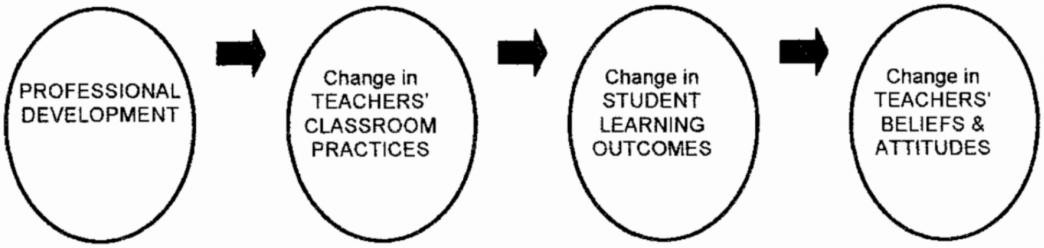


Figure 2.3. *A model of teacher change.*

1. Change is a gradual and difficult process for teachers
2. Teachers need regular feedback on the student learning process
3. Continual follow-up, support, and pressure is needed

These three principles are believed to be needed when planning effective professional developments especially if the hope of the professional development is to result in significant and sustained educational improvements (Guskey, 2002).

The first principle, change is a gradual and difficult process for teachers, highlights the time and efforts that learning to be proficient at something new and finding meaning in a new way of doing things requires. “Any change that holds great promise for increasing teachers’ competence and enhancing student learning is likely to require extra work, especially at first” (Guskey, 2002, p. 386). The extra work that is required adds to a teachers’ workload and furthermore, can bring about anxiety and can be perceived as threatening (Guskey, 2002). Lortie (1975) noted that teachers can exhibit reluctance in adopting new practices or procedures unless they feel confident in their abilities to make them work. To try something new means that teachers’ risk failure and to encounter the possibility that student outcomes may suffer as a result (Guskey, 2002). Therefore, even when presented with evidence-based practices, teachers do not easily alter or discard the practices they have developed and refined in their own classrooms and under which, they have experienced success (Bolster, 1983). When considering this principle in the context of a PLC, close collaboration between developers/researchers and teachers can help to facilitate this process (Guskey, 2002).

The second principle, ensuring that teachers receive regular feedback on student learning progress, refers to the need for regular feedback on the effects of teacher efforts if new practices are going to be sustained and the changes will endure. “Practices that are new and unfamiliar will be accepted and retained when they are perceived as increasing one’s competence and effectiveness” (Guskey, 2002, p. 387). If there is not positive feedback, new practices are likely to be abandoned (Guskey, 2002). This feedback can come from evidence of student mastery

learning through formative and summative assessment data as well as student involvement during class which can provide insight into students' feelings of confidence (Guskey, 2002; Stallings, 1980). Guskey (2002) noted that when teachers gain evidence regarding the success of a program or innovation in their classrooms, teacher change can and will follow.

The third principle, provide continued follow-up, support and pressure, relates to what occurs after the PD as change is determined to happen after the PD takes place and there is evidence of student learning (Guskey, 2002). Under this principle, those participating need continued follow-up, support, and pressure which is considered to be essential for continuing educational improvements. Guskey (2002) discussed the ways in which support and pressure manifest,

> Support allows those engage in the difficult process of implementation to tolerate the anxiety of occasional failures…pressure is often necessary to initiate change among those who self-impetus for change is not great, and it provides encouragement, motivation, and occasional nudging that many practitioners require to persist in the challenging tasks that are intrinsic to change efforts (p. 388).

Follow-up, support, and pressure also for a supportive environment under which, teachers can navigate the difficult process of teacher change. If the new program is implemented well, it will become a natural part of a teachers practice that will continue as it develops into habit (Guskey, 2002).

As Guskey (2002) noted, teacher change as a result of a professional development has many layers and worthy of further study. The time after the PD can prove to be just as important as the PD itself, as the steps taken after are what come to influence whether the new programs and strategies are carried forward with fidelity and in a sustained fashion. Specifically, Guskey

(2002) indicated a need for future study with regard to the change events that were described in the proposed model. As the purposes of this study are to investigate factors that influence teacher curricular-instructional choices with regard to historical female perspectives, a key component of those factors emerged in relation to the concepts of teacher change. As times, curricular-instructional choices especially those that examine the supplementation of the traditional curriculum, require an element of teacher change. As such, examining ways in which teacher change can not only be facilitated but sustained, is of import to this study.

Implications for the Social Studies

Professional development (PD) of in-service teachers has long been a viewed as a research area of need within the field of education given the existing body of research showing existing PD offerings as inefficacious (Crocco & Livingston, 2017), inconsistent and inadequate (Borko, 2004; Valli & Stout, 2004), and ineffective neither changing teacher practice nor improving student learning (Gulamhussein, 2013). The historical struggles within the field of social studies education to find consensus and cohesion have come to characterize the nature of social studies professional development (Crocco & Livingston, 2017). As Valli and Stout (2004) note, "competing visions and interests within the field place professional development in the hands of a diverse array of subgroups" (p. 173).

In addition to a lack of cohesion within the field of social studies education and social studies professional development, PDs have traditionally been examined isolated from the classroom context. While literature exists on the internal dynamics and psychological impact that characterize teacher communities, limited work has been done on how these communities influence students and what is occurring in classroom (Crocco & Livingston, 2017). A study conducted by Barr et al., (2015) offered an exception to this limited research base.

Barr et al., (2015) conducted a study to examine the impact of professional development on teacher self-efficacy, burn-out, professional engagement and satisfaction as well as on student achievement with regard to civil, social, and ethical competencies. The PD, Facing History and Ourselves, was a professional development conducted through a five-day seminar where participants received curricular materials and follow-up coaching an workshops to assist teachers in the development of their capacities to implement an interdisciplinary historical case study unit using student-centered pedagogies (Barr et al., 2015). The findings of the study show positive effects on teacher self-efficacy and positive effects on student outcomes and achievement. As the purposes of this study are to investigate factors influencing teaching curricular-instructional choices including qualities of a PLC, the role of teacher efficacy has emerged as a factor that warrants further examination.

Teacher Efficacy

A teachers' "sense of efficacy" refers to the extent in which teachers believe that they have the capacity to affect student performance (Ashton, 1984, p. 28). "Teachers' confidence in their ability to perform the actions that lead to student learning is one of the few individual characteristics that predicts teacher practice and student outcomes" (Poulou, 2007, p.191). Previous studies have shown that levels of teacher efficacy are, at times, indicative of a teacher's behavior within their respective classrooms thereby carrying an innate predictive quality (Ashton & Webb, 1986; Ross, 1992, 1994; Ross & Bruce, 2007; Woolfolk & Hoy, 1990) Levels of teacher efficacy have been linked to teacher behavior within the classroom (Bandura, 1997; Ghaith & Yaghi, 1997; Guskey, 1988; Milner, 2002; Ross & Bruce, 2007) including a teachers' willingness to attempt new innovative pedagogical strategies (Midgley, Feldlaufer, & Eccles, 1989; Ross & Bruce, 2007; Yost, 2002), approach difficult tasks of situations within the

classroom (Mintzes et al., 2013), cope with stress (Smylie, 1988), address classroom behaviors (Ross & Bruce, 2007; Woolfolk, Rosoff, & Hoy, 1990), maintain commitment to the profession (Allinder, 1994; Ashton, 1984), and engage in self-reflective practices connected to student performance outcomes (Ashton, 1984). For example, as noted in the work of Smylie (1988), "teachers are more likely to adopt and implement new classroom strategies if they have the confidence in their own ability to control their classrooms and affect student learning" (p. 6). Researchers have set to work in identifying the factors that thereby, come to influence levels of teacher efficacy. It is these attempts which have come to paint a conflicting picture as to what teacher efficacy is, what conceptual underpinnings should be incorporated when defining teacher efficacy, and how best to measure teacher efficacy as a theoretical construct.

Conceptual Strands of Teacher Efficacy

The idea of teacher efficacy and first attempts at measuring teacher efficacy emerged in a study (Armor et al., 1976) conducted by Rand Corporation researchers which first made used of Rotter's (1966) social learning theory as a theoretical strand. This study sought to examine the extent by which teachers "believed that they could control the reinforce of their actions, that, whether control of reinforcement lay within them or in the environment" (Tschannen-Moran & Hoy, 2001, p. 784). The study categorized these factors of control as either external, outside of their control, or internal, within their control (Tschannen-Moran & Hoy, 2001). Operating within this theoretical underpinning, a measure was developed to assess the extent to which teachers perceived levels of internal and external controls on student outcomes.

The second conceptual strand stems from the work of Bandura and social cognitive theory. From this work, emerged the construct of self-efficacy defined by Bandura (1977) as "beliefs in one's capabilities to organize and execute the courses of action required to produce

given attainments" (p. 3). This conceptual strand of teacher efficacy emphasizes a future-oriented belief concerning anticipated levels of competence in any given situation (Tschannen-Moran et al., 1998). Within social cognitive theory, there emerged two types of expectations, outcome expectancy and efficacy expectations (Tschannen-Moran, Hoy, & Hoy, 1998; Tschannen-Moran & Hoy, 2001). "An efficacy expectation is the individual's conviction that he or she can orchestrate the necessary actions to perform a given task, while outcome expectancy is the individual's estimate of likely consequences of performing that task at the expected level of competence" (Tschannen-Moran et al., 1998, p. 210). Efficacy expectations assess ability to carry out a task whereas outcome expectancy assesses consequences of carrying out an action effectively.

Ashton (1985) and Ashton et al. (1982) described how to translate Bandura (1982) to the education setting suggesting that a teachers' outcome expectation could be construed as teaching efficacy which is reflective of the consequences of teaching. By contrast, efficacy expectation or personal teaching efficacy could be understood as a teacher's judgement with regard to his or her abilities to perform a particular set of actions or skills to bring about desired goals. Poulou (2007) elaborated on these expectations as they translate to the education setting,

> Personal efficacy pertains to a teacher's belief that she or he possess teaching skills; outcome efficacy refers to the belief that when the teacher implements these skills, these will lead to desirable student outcomes; and teaching efficacy is viewed at the belief that teaching can overcome the effects of outside influences (p. 192)

A teacher's confidence in their ability to perform the actions that lead to student outcomes is viewed as a reliable predictor in teacher practice and student outcomes (Poulou, 2007).

The variance in expectations differentiates Bandura (1986) and Rotter (1966) conceptual strands. As highlighted in Bandura (1997), there is a difference between the perception of one's ability to impact outcomes (self-efficacy) versus the potential impact of one's actions on outcomes (locus of control) (Tschannen-Moran, Hoy, & Hoy, 1998). "An individual may believe that a particular outcome is internal and controllable--that is, caused by the actions of the individual--but still have little confidence that he or she can accomplish the necessary actions" (Tschannen-Moran et al., 1998, p. 211). Therefore, self-efficacy and thereby, teacher efficacy, in observance with the Bandura conceptual strand, yield stronger predictions of teacher behavior but also add another level of insight and analysis to Rotter's (1966) locus of control.

Bandura's four sources of efficacy expectations

Within Bandura's efficacy expectations, are four sources of information that contributes to an individual's self-knowledge with regard to their efficacy: mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion (Bandura, 1997; Poulou, 2007; Tschannen-Moran et al., 1998). The most powerful of these sources of efficacy expectations resides in mastery experiences. Mastery experiences deal with the perception of one's performance unaided which, pending the level of success or failure perceived, may contribute to one's perception concerning future performances (Tschannen-Moran et al., 1998). Successes raise efficacy appraisals whereas repeated failures lower them (Poulou, 2007). Within teacher efficacy, mastery performances reside within the context of a teacher's performance within the classroom. "Only in a situation of actual teaching can an individual assess the capabilities she or he brings to the task and experience the consequence of those capabilities" (Tschannen-Moran et al., 1998, p. 229). Based on that performance, a teacher may then attribute similar perceptions to expectations for future performances. Further, following performances

perceived as successful, the teacher may, in the future, pursue activities in which they perceive the potential for success yielding higher efficacy levels (Goddard & Goddard, 2001). Poulou (2007) noted that, "the extent in which people will alter their perceived efficacy is through performance experiences depends upon their preconceptions of their capabilities, the perceived difficulty of the tasks, the amount of effort they expend…" (p. 193). Mastery experiences, as a result, are considered to be the most influential of the efficacy sources (Poulou, 2007).

Physiological and emotional states create the arousal from a person's experiences in a teaching situation which contributes to a teacher's self-perception (Tschannen-Moran et al., 1998). Feelings such as relaxation, anxiety, and excitement can reflect positively or negatively on an individual's self-perception given the individual's background and experience. Teachers' will, in turn, use that information to make judgements concerning their capabilities (Poulou, 2007). Vicarious experiences are those in which a skill is modeled by someone else and an individual's perception of that modeling experiences may contribute to their level of efficacy. "Comparisons to others can lead observers, particularly beginning teachers, to believe that they also have the capabilities to be successful teachers under similar circumstances" (Tschannen-Moran et al., 1998, p. 230; Bandura, 1977, 1986; Schunk, 1987). Vicarious experiences are common in teaching preparation programs which make use of clinical observations as part of pre-service teacher training (Poulou, 2007). Vicarious experiences, when the observer perceives a strong connection to the individual responsible for modeling, can yield high levels of efficacy with the inverse also be true in yielding low levels of efficacy.

The final source, social (verbal) persuasion, involves performance feedback from another individual or group of individuals and is generally considered the weakest of the four. The level of influence of the individual or group of individuals on efficacy is determined by the credibility,

trustworthiness, and expertise of the individual or group of individuals (Tschannen-Moran et al., 1998; Bandura, 1986). The feedback provided can vary in terms of specificity and nature which vary in their level of efficacy effect pending skills the individual receiving the feedback possesses. For teachers, social or verbal persuasion may come from professional development workshops or professional learning community (PLC) sessions. "Although social persuasion alone may be limited in its power to create enduring increases in self-efficacy, it can contribute to successful performances...[that] leads a person to initiate a task, attempt new strategies, or try hard enough to succeed" (Tschannen-Moran et al., 1998, p. 212; Bandura, 1982). In addition to PLCs, the persuader can also be the reactions of students and the feedback of colleagues (Poulou, 2007). This source varies in power and seems to be powerful when evaluated or used in conjunction with other sources.

From our definition of teacher efficacy and the conceptual strands, commonalities in perspectives can be extracted in the associations between the attitude of teachers and how that attitude thereby influences the behavior of the teacher. It is these attitudes and the subsequent behavior which has been shown to impact student outcomes. What seems to be important here is the level of awareness the teacher has of their own beliefs regarding their sense of self efficacy. It is this awareness which directly contributes to their level of efficacy and, in effect, their ability to feel or acknowledge their impact on student outcomes. For example, "teachers with a high sense of efficacy believe it is their responsibility to see that children learn...teachers with a low sense of efficacy place the responsibility for learning on their students" (Ashton, 1984, p. 29). It is the acknowledgement, on the part of the teacher, regarding their own attitudes as well as how they perceive the impact of their attitudes on student outcomes, that ultimately has been shown to characterize teachers' level of efficacy.

Additionally, self-efficacy beliefs have been positively correlated with teacher professional engagement (Skaalvik & Skaalvik, 2007). Research has shown the relationship between teacher beliefs about effectiveness and their abilities to engage in complex teaching tasks, modify instructional practices, and ultimately affect student outcomes and achievement (Barr et al., 2015; Henson, 2001; Ross & Bruce, 2007; Ross & Gray, 2007; Woolfolk-Hoy & Davis, 2006).

Enhancing self-efficacy with professional learning communities

This study conducted by Mintzes et al., (2013) sought to examine elementary science teacher levels of self-efficacy and the effects of a three year long, whole school, professional development program. Using Smolleck, Zembal-Saul, & Yoder (2006) *Teaching Science as Inquiry* (TSI) measure, 116 elementary school teachers 55 teachers serving as the experimental group and 61 serving as the comparison group. The TSI was crafted based upon Riggs and Enoch's (1990) *Science Teaching Efficacy Belief Instrument* (STEBI), to measure personal self-efficacy and outcome expectancy in science teachers. The TSI built upon the STEBI in that it made the measure discipline specific highlighting efficacy surrounding inquiry-based practices in the science field. The experimental group participated in grade level PLCs, demonstration laboratories, Lesson Study, and a Summer Institute (see Mintzes et al., 2013). As this was a mixed methods study, the researchers also made use of teacher interviews.

The findings of the study suggest that teachers who began the study with low self-efficacy grew substantially, in terms of their level of self-efficacy throughout the duration of the three-year study, as shown through the results of the TSI. Growth was also measured based upon self-reported changes to classroom teaching practices and children's behavior. Researchers reported limitations to the study that are inclusive of the small sample size, nature of the

experimental group composition, and self-reported nature of a portion of the data. Despite these limitations, this study shows the potential impact of PLCs on teacher efficacy and could be useful when determining future studies.

Co-constructing efficacy

This study conducted by Takahashi (2011) seeks to examine ways in which the school context can shape and influence teacher efficacy beliefs. By making use of teacher efficacy and communities of practice frameworks, researchers hope to shed light on ways in which teachers co-construct their efficacy beliefs through shared activities within the school context which thereby, come to influence student outcomes. "Communities of practice theory illuminates the potential of the social context to play a key role in the development of teachers' efficacy beliefs through its role in identity development" (Takahashi, 2011, p. 735). Participants in this study were four teachers in an urban school district with diverse demographics and low-test scores. The school that served as the research site was selected as it met the criteria often associated with low teacher efficacy beliefs.

Data collection was focused on interviews as it was deemed as the best measure, by the researchers, of personal teacher efficacy beliefs. Researchers conducted 13 semi-structured interviews over a three-month period. Interviews were conducted in phases with the first interview conducted prior to observations, the second interview conducted after a observing the participants classroom for an entire day, and the third interview taking place after an evidence-based decision-making meeting (Takahashi, 2011). One participant was interviewed a fourth time after a receiving feedback from a classroom walkthrough (Takahashi, 2011). The findings of the study suggested that teachers who participated in the study had high levels of teacher efficacy which, given research concerning low achievement data correlating with low teacher

efficacy, was surprising. Findings also suggested that teachers were "collectively co-constructing and reinforcing their beliefs [regarding meaning of student data and the purpose of data analysis] in their collegial practices" (Takahashi, 2011, p. 739). Participants in the study acknowledged the benefits of the evidence-based decision-making meetings as well as connections between student data and their teaching practices. In terms of teacher efficacy, this study highlighted an important connection between communities of practice and teacher efficacy in that, teacher participation in context-specific surroundings influence the development of personal teacher efficacy as well as collective teacher efficacy.

Community in context: professional development for teaching historical inquiry

A mixed methods study conducted by Halvorsen, Harris, Doornbos & Missias (2019) as part of a grant project, examined the impact of a PD program on teachers' skills in implementing inquiry-driven instruction. The following research questions guided this study (Halvorsen et. al., 2019, p. 1):

1. How does intensive, sustained PD shape teachers' SMK for teaching history and their curriculum design skills (as a part of PCK)?
2. How does intensive, sustained PD shape how efficacious teachers feel about their curriculum design skills and teaching historical inquiry (as part of PCK)?

Community development served as the guidepost in developing the PD within this study. First, the researchers built a community of PD facilitators comprised of historians and teacher educators who worked to determine the subject matter knowledge (SMK) and pedagogical content knowledge (PCK) that teachers were to hopefully develop throughout the course of the PD. The goal of this study's PD was to provide teachers with the opportunity to engage in historical inquiry. Second, using CoP principles, researchers sought to build a sense of

community among participating teachers within the context of the PD. Finally, the researchers situated the notions of SMK and PCK within the local community context using a variety of sources including artifacts and oral interviews with community members.

This mixed methods study focused on data gathered from a 15-month PD program which included surveys, lesson plans, and pre- and post- assessments. Simultaneous data collection was employed in an effort to examine growth with quantitative data and to describe the ways in which teachers both adopted and struggled with the content of the PD with qualitative data (Halvorsen et. al., 2019). The PD sessions included four summer institutes, three one day workshops, and four two-hour PLC meetings. Facilitators of the PD model historical inquiry using the C3 Framework model while also paying attention to content standards and elements required as part of the grant.

In structuring the PD, researchers made use of a "reform" type of PD, professional learning communities (PLCs) (Garet et. al., 2001, Halvorsen et. al., 2019). Rural social studies teachers from grade levels first through 12th worked in PLCs to design, teach, and reflect on lessons that aligned with prescribed content standards. (Halvorsen et. al., 2019). As Halvorsen et. al., (2019) notes, "we designed the project to help teachers…develop new pedagogical practices that would enhance their curriculum and instruction to inquiry driven and connected to the community and to students' lives beyond the classroom" (p. 2).

Quantitative data was analyzed using descriptive and inferential statistics to examine pre- and post- assessments, pre- and post- lesson plans, and pre- and post- surveys to measure teacher growth in SMK for teaching history and curriculum design skills as well as teachers' self-efficacy respective to curriculum design and teaching historical inquiry (Halvorsen et. al., 2019). Qualitative data analysis on teacher reflections made use of an interpretivist approach to examine

teachers' self-efficacy, similar to the quantitative surveys. Participant reflections were analyzed throughout the course of the PD and compared to participant responses on pre- and post-assessments using pattern coding. The researchers engaged in a second round of coding and then organized the coded data into categories.

To further address the research questions, the researchers engaged in case analysis of three teachers using pre- and post- assessments as well as pre- and post- lessons. Teachers were selected as the cases of the study based upon scores on post- lessons and grade level as the researchers wanted to capture a range of grade levels (Halvorsen et. al., 2019). The researchers selected these teachers to show was what was possible and to highlight patterns associated with higher levels of growth (Halvorsen et. al., 2019). "Furthermore, the cases serve as profiles of effective teachers to better explain what factors interacted with the PD to create high levels of growth" (Halvorsen et. al., 2019, p. 4).

Researchers of this study found that through a sustained, intensive PD experience that teachers' SMK for teaching history, their curriculum design skills, and their self-efficacy can increase (Halvorsen et. al., 2019). In PCK, teachers' lesson plans exhibited significant growth in every area but one, "instruction is designed to engage learners and appropriately sequenced to advance them through content" (Halvorsen et. al., 2019, p. 6). Regarding teachers' self-efficacy, the researchers found that "self-efficacy grew in their curriculum design skills and in teaching historical inquiry over the course of the project" (Halvorsen et. al., 2019, p. 6). "We found that sustained PD that is scaffolded and systematically implemented is linked to improving participating teachers' self-efficacy in curriculum design and historical inquiry" (Halvorsen et. al., 2019, p. 6).

The findings of this study add to a limited body of research regarding the effects of PD in history/social studies (Halvorsen et. al., 2019). Responding to calls by van Hover and Hicks (2018) that further research was needed regarding long-term PD centered on CoPs, this study found that "theories of situated learning within various kinds of communities and that engages participants in approximations of core practices suggests a powerful framework for think about, designing, and enacting PD" (Halvorsen et. al., 2019, p. 9). Researchers posit that more research is needed to understand why some teachers applied the principles and practices taken from the PD in their curriculum design and some did not. Additionally, further research is needed examining the sustainability of PDs over time but also how learning takes place within the PD.

Theoretical Framework

Situated Learning Theory

Given the connections between professional learning communities and teacher change, Lave and Wenger's (1991) situated learning theory serves as the theoretical framework for this study. Situated learning, as described by Lave (1988) and Lave and Wenger (1991), emphasizes the idea that much of what is learned is specific to the context in which it is learned. Learning is not viewed as an individual act but rather, as a social practice that can occur with participation in communities such as a community of practice (CoP) (Halvorsen et. al., 2019). As noted by Lave and Wenger (1991) "learners inevitably participate in communities of practitioners and mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community" (p. 29).

The emphasis of situated learning theory is on the context of learning and experiences roots this framework within a constructivist paradigm. As described by Israel, Eng, Schulz, and Parker (2005), constructivism posits "multiple realities exist and that each reality is an intangible

construction; rooted in people's experiences with everyday life, and how they make sense of them" (p. 81). In this sense, situated learning is not an isolated activity but rather, is considered a sociocultural phenomenon signifying a shift in terms of learning context from the individual to what it means to function as part of a community (Buysse, Sparkman, & Wesley, 2003; Barab & Duffy, 2000). Per its constructivist roots, knowledge that is developed within the context of that community is therefore, influenced by the views of the participants within the community (Pella, 2011).

Situated learning interactions do not necessarily produce an understanding of the social world in which they are occurring but rather, produce identities (Barab & Duffy, 1998; Lave, 1991; Lemke, 1997; Walkerdine, 1997; Wenger, 1998). Knowledge, and identity, is produced within the context of reflection and shared experiences with others (Buysse, Sparkman, & Wesley, 2003). The nature of these experiences which come to shape identity and facilitate knowledge can extend to collaborative experiences. As stated by Lave (1988), "learning, thinking, and knowing are relations among people engaged in activity in, with, and arising from the socially and culturally structure world" (p. 67). The world itself, is socially constituted and the evolution of this world takes place "in dialectical relations between the social world and persons engaged in activity" (Lave, 1988, p. 67). Together, as further described by Lave (1988), "these produce and re-produce both world and persons in activity" (p. 67). In essence, the dialogue that takes place within the social context and the experiences of those come to engage within this social context bring about the production of knowledge and identity. Situated learning theory provides a theoretical guide to understanding factors, notably membership in a PLC guided by CoP and teacher efficacy, that influence teacher curricular-instructional choices inclusive of female historical perspectives. As learning is viewed as a social act capable of

producing knowledge and identity through shared experiences, the use of situated learning theory as a theoretical framework serves as a means by which, analysis of the learning and teacher change that may result from participation in a PLC.

Communities of Practice (CoP)

A practical iteration of situated learning theory, communities of practice (CoP), has emerged as a potential framework to structure PDs. However, the application of the term community to a PD framework has become problematic as the word community has begun to lose its meaning when applied to various interactions that occur within the K12 setting (Grossman, Wineburg, & Woolworth, 2001). As further described by Grossman, et. al., (2001), "from the prevalence of terms such as "community of learners," "discourse communities," and "epistemic communities" to "school community," "teacher community," or "communities of practices," it is clear that "community" has become an obligatory appendage to every educational innovation" (p. 3). Yet, what comes to characterize the kinship and common features that exist among these terms denoting the usage of "community" remains unclear (Grossman, et. al., 2001).

Common themes

Westheimer (1998) offered five common themes in theories of community: interdependence, interaction/participation, shared interests, concern for individual and minority views, and meaningful relationships. However, despite these common themes, researchers have yet to formulate criteria that would distinguish between a community of teachers and a group of teachers having a meeting (Grossman, et al., 2001). Further, as noted by Grossman, et al., (2001), many studies of community tend to focus on already formed communities yielding difficulties

when attempting to assess how teachers forge bonds of community and how they navigate those relationships over time.

Models of communities of practice

In an effort to address these issues surrounding the term "community" as it is applied in the K12 setting, research has been conducted on the use of CoPs as a form of PD (Halvorsen et. al., 2019). As we come to define what CoPs are, models of CoPs that have been developed, and ways in which CoPs have been implemented, the themes of community offered by Westheimer (1998) serves as a guidepost in ensuring clarity within each CoP conceptualization. Bearing this in mind, CoPs are defined by Wenger (2011) as, "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (p. 1). CoPs are formed by those who exhibit a willingness to engage in collective learning in a shared context (Wenger, 2011).

As the concept of CoP has developed, various models have emerged. Brown and Duguid (1991) offer a CoP model that views the CoP as being part of a counterculture to the central organization. As part of Brown and Duguid's (1991) approach to CoPs, they emphasize three CoP elements: working, learning, and innovation with the goal being the generation of solutions to organizational problems. Another model developed by Saint-Onge and Wallace (2003) and described by Blankenship and Ruona (2007) views CoPs as "vehicles for increasing intellectual capital and for improving individual, practice, and organizational performance" (p. 3). The Saint-Onge and Wallace (2003) model organizes CoPs intro three types: informal, supported, and structured with three common elements: practice, people, and capabilities. These CoPs are strategic, structured, rely on technology to some extent, and are geared towards supporting an organizations competitive advantage (Blankenship & Ruona, 2007).

Characteristics and traits of a community of practice

Wenger (2011) identified three crucial characteristics of a CoP: domain, community and practice. Domain refers to what brings the community together, notably, a shared domain of interest (Wenger, 2011). The CoP therefore, has an identity that is defined by the shared domain of interest which implies a commitment to that domain of interest and competence on the part of the members of the CoP (Wenger, 2011). The second characteristic, community, is described by Wenger (2011), as the engagement on the part of the members of the CoP in joint activities and discussions. As part of these activities and discussions, members of the CoP share information and help one another. What characterizes the community is the nature of the interactions that are taking place and therefore, shaping the learning that may be occurring surrounding the domain of interest.

The final characteristic of a CoP, practice, described by Wenger (2011) is the nature of those who comprise the membership of the CoP. The members of a CoP are practitioners who have developed a "shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice" (Wenger, 2011, p. 2). In order for a shared practice to develop, interactions must occur over time on a recurring basis (Wenger, 2011). The combination and development of these three characteristics, over time, constitutes a CoP.

Similar to Wenger's (2011) characteristics of a CoP, Johnson (2001) described three common traits that could be found in a CoP: members with varying levels of expertise, movement from novice to expert, and authentic problems that enable the members to collaborate and craft solutions. What these traits and characteristics have in common is that they provide a framework for social learning within the context of a CoP (Trust & Horrucks, 2017). Learning, therefore, in a CoP is socially constructed with an emphasis on participation, interaction,

negotiation of meaning, and developing a shared knowledge (Wenger, 1998). Knowledge is then distributed among those participating in the CoP giving participants the opportunity to learn through the communal knowledge of the group (Trust & Horrucks, 2017).

For teachers, CoPs offer a social context in which they can engage in authentic and ongoing learning opportunities that help to further develop professional skills (Trust & Horrucks, 2017). Teacher engagement in CoPs has been shown to lead to transformative learning outcomes (Herbers et. al., 2011) and bring about changes in teachers' beliefs and practices (Herbers et. al., 2011; Servage, 2008; Trust & Horrucks, 2017). PDs, and in essence CoPs, that feature the traits and characteristics described by Wenger (2011) and Johnson (2001) have been noted by Carpenter (2015) for their transformative potential. Figure 3.4 demonstrates a proposed model of PD crafted using situated learning theory and CoP.

Despite general agreement in the field that situated learning and communities of practice are important for teacher growth, few studies have examined long-term PD programs centered on communities of practice (van Hover & Hicks, 2018). Given the transformative potential that CoPs hold and studies that have suggested the ways in which teacher change can occur within social contexts, situated learning theory and CoP provide a means by which, this study can engage in a deeper understanding concerning factors that influence teacher curricular-instructional choices and the social contexts in which those factors may emerge.

Conclusion

Chapter two provided a review of the literature covering the contextual factors influencing world history teachers' curricular-instructional choices as decisions pertain to curriculum and instruction. Specifically, chapter two described contextual issues impacting the world history curriculum respective to the representation of historical female perspectives.

Chapter two also provided literature that identified potential factors that may influence teacher curricular-instructional choices, notably engagement in a PLC and teacher efficacy. Finally, chapter two provided a theoretical framework for this study built on Lave and Wenger's (1991) situated learning theory and community of practice offering a rationale concerning the ways in which it guides this study's examination of factors that influence teacher curricular-instructional choices with regard to historical female perspectives. Chapter three will provide a discussion concerning the methodology of this study.

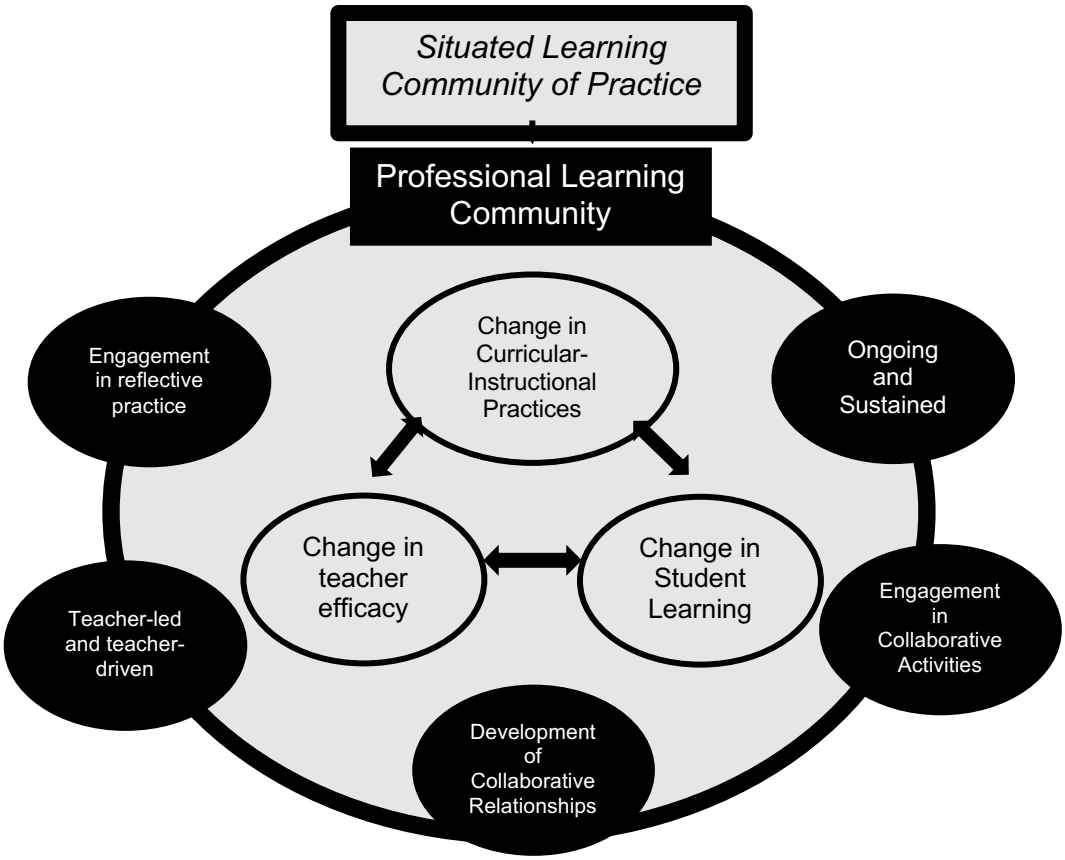


Figure 3.4. *Proposed model of teacher change.*

CHAPTER THREE

METHODS AND MATERIALS

Introduction

The purpose of this study was to examine factors that influence middle school world history teachers' curricular-instructional regarding historical female perspectives paying additional attention to professional learning communities and the role of teacher efficacy. To achieve this purpose, the following research questions guided this study:

1. What factors influence a middle school world history teacher when making curricular-instructional choices with regard to historical female perspectives?
2. What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?
3. What role does personal teacher efficacy play influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

Chapter three describes the methodology that was used to achieve this purpose. Included in this chapter is a rationale for the research design, embedded case study and how embedded case study will be used to achieve the purpose of this study. In addition to the rationale for the research design, this chapter will discuss methods of data collection, site and sample of the study, role of the researcher, data analysis, and ethical considerations. The chapter will conclude with a summary of the methodology used for this study.

Research Design

This study employed an embedded single-case study method to closely examine factors that influence teachers' curricular-instructional choices with regard to female historical perspectives. As noted by Yin (2017) case study explores a, "contemporary phenomenon in depth and within its real-world context" (p. 15). As the purpose of this study sought to examine teacher curricular-instructional choices as evident in the instructional planning process and factors that influence each teachers' curricular-instructional choices, embedded case study emerged as an appropriate research design. Figure 3.1 demonstrates the process of data collection, analysis and integration in this embedded case study.

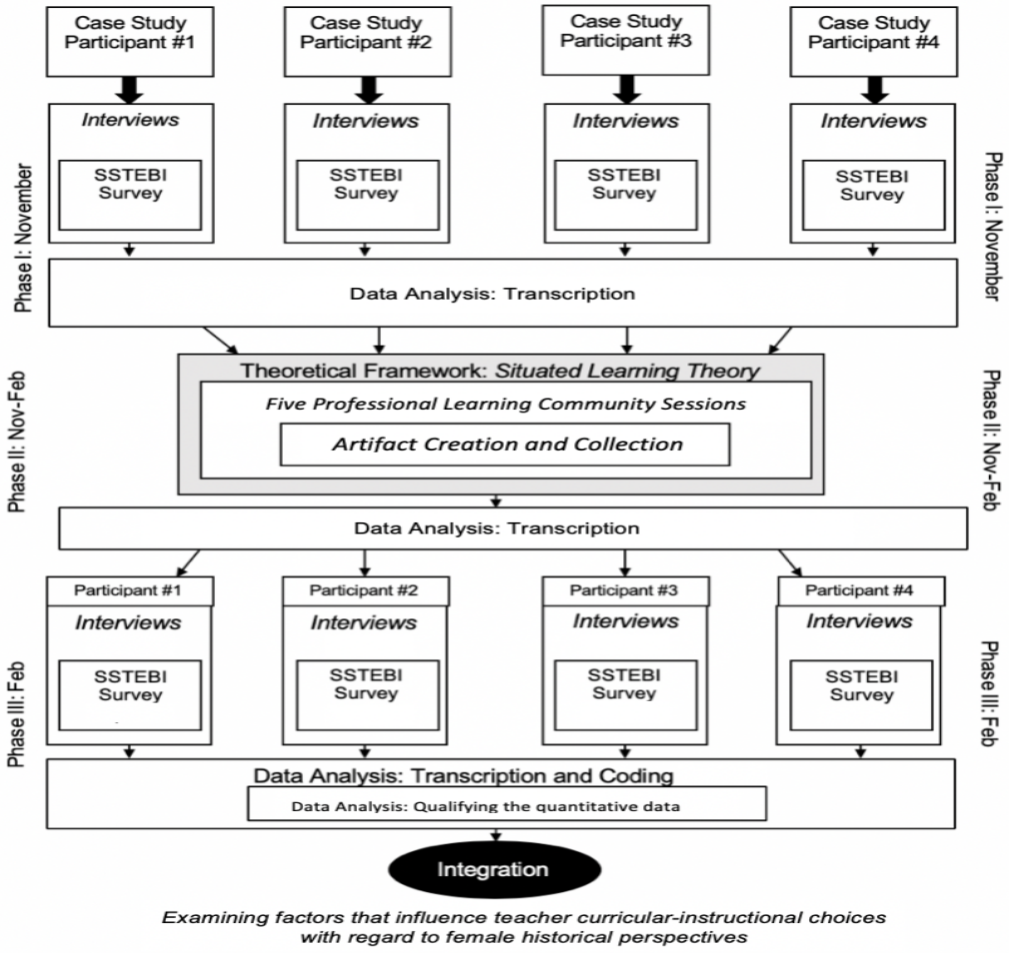


Figure 3.1. *The process of data collection, analysis, and integration of this embedded study.*

Rationale for Design

Miles and Huberman (1994) define a case as the unit of analysis. When determining what the case or unit of analysis is, Merriam (1998) offers that a case can be the study of a person, program, policy, or any phenomenon that is intrinsically bounded by the interest of the researcher. The case that was the unit of analysis for this study was four middle school world history teachers as they engaged in the instructional planning process of newly revised standards and curriculum within the boundaries of a professional learning community (PLC). As the purpose of this study was to focus on the instructional planning process and the curricular-instructional choices that occurred, a single-case study design was deemed appropriate given common case rationale offered by Yin (2017). A common case rationale for a single-case study design, as described by Yin (2017), states the objective of the case "is to capture the circumstances and conditions of an everyday situation…because of the lessons it might provide about the social processes related to some theoretical interest" (p. 98). As instructional planning is an everyday situation for many teachers, factors that influence the instructional choices that teachers make in the course of the planning process are of interest.

In addition to defining the case, the boundaries of a case must also be articulated. As highlighted by Bhattacharya (2017), "case study research is a bounded system and it is up to the researcher to create the boundary of what a case ought to be…" (p. 110). A common issue often cited in case study research extends to the difficulties in defining the boundaries of the case. Several researchers, as noted by Baxter and Jack (2008), have offered suggestions as to how to bind a case, "a) by time and place (Creswell, 2003); b) time and activity (Stake, 1995); and c) by definitions and context (Miles & Huberman, 1994)" (p. 546). The benefits of binding a case in

case study research extends to the focus or scope of the study and helps to maintain that scope. This case study will be bounded by time and activity.

Specifically, this case study was bounded by time focusing on instructional planning and choices occurring within the first five months of the school year. During this time teachers were tasked with implementing revised social studies standards and curriculum. In addition to the time period, this case was bound by time spent participating in district-sanctioned PLC. Each PLC session was developed to support engagement in the revised standards and curriculum through guided instructional planning. PLC sessions fall within the frame of a real-world context, which typically come to define a case study, since PLCs fall under the terms of each teachers' contract and job responsibilities.

In addition to binding the case by time, this case was bound by activity. As the teachers participate in PLC sessions on a semi-regular basis, the activities of each PLC session will involve instructional planning, which, similar to the PLC session themselves, are encompassed in each teachers' contract and prescribed job responsibilities. Therefore, the activities that bound this case fell to the instructional planning and subsequent curricular-instructional choices that occur within the classroom potentially. These may be reflected by the activities which are encompassed within each PLC session.

Case study will enable the researcher to examine how factors, namely levels of teacher efficacy and experiences in a PLC, uniquely manifest in the experiences of individual teachers and their curricular-instructional choices as they are occurring within a PLC. Embedded case study, as described by Yin (2017), adds an additional element to the case study research design in that, attention is given to subunits of analysis. These subunits already exist as part of the original single case (Yin, 2017). The subunits of analysis are the factors that may influence

teacher curricular-instructional choices such as teacher efficacy and PLCs. The embedded nature of this research design enables the use and integration of both survey and qualitative data to explore these factors (Scholz & Tietje, 2002). As highlighted by Yin (2017), case studies may rely on holistic data collection for the original case and rely on other methods of data collection to investigate the embedded subunits of analysis. In situations such as these and as noted by Yin (2017), other research methods are then embedded within a case study design. Both qualitative and embedded survey methods will be employed in this study as a means of triangulation.

Triangulation Rationale

Greene, Caracelli, and Graham (1989) provide five justifications for combining qualitative and quantitative research: 1) triangulation; 2) complementarity; 3) development; 4) initiation; and 5) expansion. This study combine qualitative and survey research for the purpose of triangulation. Denzin (1970/1978) states that triangulation references the combination of methodologies to study the same phenomenon. Bryman (2006) adds, that "triangulation or greater validity refers to the traditional view that quantitative and qualitative research might be combined to triangulate findings in order that they may be mutually corroborated (p. 106). Flick (2018) has offered recommendations regarding a strong program of triangulation: 1) triangulation becomes a source of extra knowledge about the phenomenon and 2) triangulation is viewed as an extension of a research program including the selection of various methods and combinations of research perspectives. Flick (2008) adds that "triangulation should produce knowledge on different levels, which means they go beyond the knowledge made possible by one approach and thus contribute to promoted quality in research" (p. 41).

Bearing these recommendations and goals of triangulation, the following types of triangulation, as identified by Denzin (1970/1978), were employed in an effort to understand

various potential factors that may influence teacher curricular-instructional choices thereby yielding extra knowledge and extending the proposed research program: data triangulation and methodological triangulation. Data triangulation "refers to the combination of different data sources that are examined at different times, places, and persons" (Flick, 2018, p. 446). Methodological triangulation can be either within method or between methods. Between-methods triangulation refers to the use of two separate methods (Flick, 2018). This study will make use of both quantitative survey and qualitative methods of data collection notably, interviews, PLC sessions, and artifact collection which will be collected and initially, analyzed separately with integration occurring in the data analysis phase of this study. Both quantitative survey and qualitative methods of data collection will enable the researcher to closely examine the subunits of analysis that are comprised within this embedded, single-case study.

Summary

The previous sections discussed the rationale for embedded case study and triangulation as well as how both will be used to achieve the purpose of this study. The following sections will discuss each site, sample and descriptions of the participants as well as method of data collection, data analysis, and integration in depth. Each of these sections will discuss alignment to the research questions and how each will be used to achieve the purpose of this study.

Site, Sampling, and Participants

Site

This study took place in a large, urban school district in southeastern Tennessee. The school district presently has 88 schools servicing 60,752 students and employing 3,927 certified teachers. Of the 60,752 students, 2.8% are Asian, 16.9% are African American, 9.2% are Hispanic, 0.4% are American Indian, 0.3% are Pacific Islander and 70.4% are White.

Certified staff in the school district outlines specific guidelines regarding unscheduled in-service requirements. Certified teachers are required to participate in 12-hours of unscheduled in-service hours throughout the school year. Activities that come to be defined as unscheduled in-service can be teacher selected as well as being building-level or system-provided activities. Out-of-district activities are also deemed as acceptable credit per the approval of the building-level principal and supervisor. Prior to the start of this study, efforts were made to coordinate and collaborate with the district. The study was carried out with district approval and participants were awarded a total of ten hours in-service credit or two hours per PLC attended.

Sampling

This study focused on in-service middle school world history teachers. Participants for this study were selected using a non-probability convenience or a purposive sampling method. A purposive sampling method in qualitative research is defined by Yin (2015), as a method in which the "samples are likely to be chosen in a deliberate manner" (p. 93) As such, a purposive sampling method is used when, as noted by Yin (2015), the "goal or purpose for selecting the specific instances is to have those that will yield the most relevant and plentiful data--in essence, information rich--given your topic of study" (p. 93).

Given the methodological nature of the study, Creswell (2003) recommends three to five participants in case study research. As further illustrated by Etikan, Musa, and Alkassim (2016), the researcher seeks out participants are well-informed on the topic of study and selects them based upon their willingness to participate. Given the recommendations by Creswell (2003) and the nature of purposive sampling, participants for this study were narrowed down to be inclusive of only a small group of middle school world history teachers which aid in the design of the PLC narrowing its focus specifically, on the world history curriculum.

Participants

The participants in this study were four sixth-grade world history teachers. All of the participants worked in the same southeastern school district. All identifying information including participant name, school name, and district name have been assigned pseudonyms with participant pseudonyms being selected by the participants. All participants are tasked by the state with teaching the newly revised sixth grade world history standards and curriculum which were rolled out during the 2019-2020 academic term. Participants in this study were also teamed within their respective schools with Ariadne and Michelle working on the same sixth grade social studies team in the same school. Heidi and Sansa are also teammates in the same school. Both teams of social studies teachers began working together during the 2019-2020 academic term.

Ariadne teaches sixth grade world history in a suburban middle school. She has earned a master's degree in education and is certified K-6. She has been teaching for six years having previously taught fourth grade in an elementary school within the same school district. When hired for her present world history position, she believed she was actually being hired to teach science. This is her second year working with the world history and social studies curriculum.

Michelle teaches sixth grade world history in a suburban middle school. She has 22 years of teaching experience in the pre-kindergarten through eighth grade setting. She is certified K-8 in all subjects. This is her first-year teaching sixth grade world history. Previously, she has taught seventh grade English language arts and world history for one year and prior to transitioning to the middle school, she taught primarily in the elementary setting.

Sansa teaches sixth grade world history in a rural middle school. She has earned a master's degree in secondary education and a bachelor's degree in history. She is certified social

studies 6-12. This is her first-year teaching and she completed her student teaching in sixth grade and in a ninth-grade world history classroom.

Heidi teaches sixth grade world history in a rural middle school. She has earned a bachelor's in education with a minor in history. She is certified social studies 6-12. This is her second-year teaching sixth grade world history. Her student teaching was in sixth, seventh, and twelfth grade social studies. She completed her certification and education out-state rendering some curriculum differences.

Participant selection

Permissions to conduct this study were obtained from the school district in which, each participant was employed. The school district provided a list of active, in-service middle school world history teachers with years of experience ranging from zero to five. Each of these teachers were sent an email providing details of the study with an attached informed consent form. Participants were to indicate their willingness to participate in the study by returning the informed consent form via email. After the first set of recruitment emails, one participant agreed to participate in the study. A second set of recruitment emails were sent yielding no response.

Given the response rate via email recruitment, permission was sought from the school district to recruit at a district-wide learning day (DLD) in which all social studies teachers would be in attendance. Participants were recruited via a DLD professional development session attended by all sixth-grade world history teachers including those that were identified by the district for initial email recruitment. Recruitment was expanded to include all sixth-grade world history teachers regardless of years of experience. Information about this DLD PD session was obtained prior to DLD from the school district and included a list of participants. From that PD session, six additional participants agreed to participate in the study. Following DLD, a follow-

up email was sent to all prospective participants with a link to the STEBI survey and prospective dates and times for interviews. Of the six who agreed to participate, three participants continued with their participation in the study. Following the DLD recruitment and follow-up email, a final set of recruitment emails were sent to prospective participants with one response. However, this participant was unable to continue with their participation in the study.

Role of the Researcher

For the purposes of this study, I assumed the role of a participant-observer. As noted by Spradley (1980), the purpose of participant observation is to gain an insider's perspective into what is occurring within the study and document what is being experienced. Yin (2015) provides further elaboration in that, "participant-observation emphasizes close, intimate, and active involvement, strongly linked with the goal of studying others' cultures" (p. 129). Participant-observation enables the researcher to become immersed in the same experiences as participants. Typically, participant-observation is more closely associated with ethnography but given its close ties to field work, can be used in other research designs. Scholars have identified four variants in terms within the role of participant observation that the researcher plays within: 1) being a participant only, 2) being a participant who observes, 3) being an observer who participates, and 4) being an observer only (Yin, 2015). The nature of these variants and, in essence, the role of participant observation is that neither role is truly neglected.

Throughout the course of this study, my role was more akin to a participant that observes. As the facilitator of the professional learning community, I participated as a guide for participants in an effort to execute the agenda of each session. To this end, the instructional planning segment of each PLC session was kept relatively flexible to allow for participant input and execution. As the participant-observer, I helped to set the agenda and then provided guidance

as needed. From there, my role was to observe what transpired within each PLC session and document notable interactions as well as collecting artifacts.

There are limitations to this approach in that, it can be difficult when occupying a participant-observation space to collect data and report findings. Additionally, with participant observations, researchers must be mindful not to influence participant behavior with their own biases or, as noted by Yin (2015), idiosyncrasies, motivations for conducting the research, and applying my own understanding to what is occurring in the field. However, the benefit of employing participant-observation is that it enables the researcher to capture real-world interactions, as they occur, which may be missed in audio or visual recordings. Additionally, given the nature of the PLC, assuming the role of participant-observer enables the researcher to establish rapport with participants and help them navigate topics that may come up in PLC discussions. In an effort to address my role in these interactions, the researcher made use of reflexive journaling at the conclusion of each PLC.

Data Collection

Participants, identified using purposive sampling, consisted of four middle school world history teachers from a school district in the southeastern United States. A list of teachers was provided from the school district consisting of all sixth grade, world history teachers with levels of experiences ranging from zero to five years of teaching. Data was collected sequentially with priority being given to qualitative data as a means of addressing the research questions and purpose, notably, curricular-instructional choices of participating teachers. Data was triangulated using a combination of surveys, interviews, PLC sessions, and artifacts to understand factors that influenced curricular-instructional choices as they were occurring within the context of instructional planning in a PLC. As part of the embedded design of this study, survey data will

be used to support or augment qualitative data and further, examine the subunits of analysis (Creswell, 2015).

Qualitative Data Collection

Interviews

Qualitative interviews are generally understood to be conversations between a researchers (interviewer) and the participant (interviewee). There are also different types of qualitative interviews as highlighted by Bhattacharya (2017), formal semi-structured, in-depth open ended, informal open-ended, and natural conversations. This study made use of semi-structured interviews. Semi-structured qualitative interviews, as noted by Yin (2015) are generally more flexible, conversational, consist of open-ended questions, and do not necessarily have a uniform behavior or set of questions. This form of interview provided an opportunity for each participant to expand upon results from each survey administration as well as experiences in a PLC thereby contributing to the understanding of factors that participants deemed to be influences on their curricular-instructional choices.

Interviews occurred in two phases with each interview lasting a duration of one-hour. The first phase of interviews took place after each participant had taken the SSTEBI and prior to the first PLC session. The purpose of the first phase of interviews was to seek insight in participants attitudes and beliefs concerning curriculum, female representation of women in the curriculum, PLCs, and teacher efficacy prior to their participation in the PLCs. The second phase of interviews occurred after the final PLC session and before each participant re-took the SSTEBI. The purpose of the second phase of interviews was to analyze and examine any changes to participant responses concerning curriculum, female representations of women in the curriculum, PLCs and teacher efficacy after their participation in the PLC.

Professional learning community sessions

This study brought together a professional learning community that met in a series of five sessions for a duration of two-three hours per session. Each session provided participants with an opportunity to engage in goal setting and instructional planning directed towards the inclusions of female historical perspectives. The agenda for each PLC session including descriptions of each session and learner goals was described further in appendix D. Each session was audio recorded with the researcher serving as a participant-observer engaging in reflexive journaling.

Artifacts

Artifacts were produced within each professional learning community session and used in the analysis (See Appendices E and F). Yin (2017) references a classroom study and the benefits of using artifacts in that, "by examining [artifacts]…case study researchers were able to develop a broader perspective concerning all of the classroom applications…" (p. 125). For the purposes of this study, artifacts collected included any curricular and instructional materials that were generated in PLC sessions. All artifacts were collected and/or recorded and used in the analysis.

Quantitative Data Collection

Survey

The survey instrument used in this study was adapted from an instrument developed in the field of science, the *Science Teaching Efficacy Belief Instrument* (STEBI) developed from the works of Riggs (1988) and Riggs and Enochs (1990). As Riggs and Enoch (1990) noted, "teacher efficacy beliefs appear to be dependent upon the specific teaching situation" (p. 6). Therefore, a subject-specific instrument was deemed more effective than using alternative instruments that address teacher efficacy beliefs in general, such as Gibson and Dembo's (1984) *teacher efficacy scale*, Bandura's (1997) *teacher self-efficacy scale*, and Tschannen-Moran and

Hoy (2001) *Ohio State teacher efficacy scale*. Limited research has been conducted in the field of social studies in which a content-specific teacher efficacy belief scale has been constructed but based on the works cited above, a subject-specific instrument is necessary to examine subject-specific teacher attitudes, perceptions, and behaviors.

Noting that different content areas require different instructional practices, developing a social studies specific instrument using the influences of STEBI offered a more effective measure of social studies teacher efficacy. As illustrated by Riggs and Enochs (1990), a specific measure of science teaching should be more accurate in predicting science teacher behavior. Bearing this in mind, the creation of a social studies specific instrument modeled on the STEBI was crafted and will henceforth be referred to as the *social studies teacher efficacy belief instrument* (SSTEBI) (See Appendix B). The STEBI has been adapted for content areas, notably Math and Science as the survey instrument falls under the parameters of public domain (Anderson et. al., 2003; Bleicher, 2010; Enochs, Smith, & Huinker, 2000; Morell et. al., 2003; Wenner, 2001). For the purposes of this study, the STEBI was adapted by changing the content references from science to social studies.

Methodological Triangulation

The purpose of this study is to examine factors that influence teacher curricular-instructional choices specifically pertaining to the inclusive of female historical perspectives. An embedded case study was used that makes use of both quantitative survey and qualitative data to examine the subunits of analysis: teacher efficacy and PLCs. Qualitative and quantitative survey data was collected sequentially with priority being given to qualitative data as a means of understanding factors that influence the curricular-instructional choices of each participant. Triangulation has been described a means of strengthening the validity of the study but also, in

an effort to further understand factors that influence the curricular-instructional choices of participants, triangulation will be used to further examine identified factors. This study proposes data triangulation with data collection occurring in three phases in support of the research purpose guiding this study.

In the first phase of the study a quantitative survey, the SSTEBI, was administered to four middle school world history teachers, followed by the first round of interviews with each participant. Per the embedded case study design of this study, the survey was administered as a means of augmenting or supporting the interview data. The purpose of both the survey and the interviews was to identify factors that may influence curricular-instructional choices prior to the start of the second phase of the study, a series of PLC sessions lasting five months involving all participants. The final phase of the study was a re-administration of both the survey and the interviews post PLC sessions. Data collected from each phases of this study was analyzed separately and integrated during data analysis.

Summary

The methods of data collection, SSTEBI survey, interviews, PLC session and artifacts, were selected to address the purpose of this study and research questions. Table 3.1 displays the alignment between each method of data collection to the research questions guiding this study.

Table 3.1

Alignment of Data Sources with Research Questions

Research Question	Survey (SSTEBI)	Teacher Interviews	PLC Sessions	Artifact Collection

Table 3.1 Continued

1.	What factors influence a middle school world history teacher when making curricular-instructional choices inclusive of historical female perspectives?	**X**	**X**	**X**	**X**
2.	What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher inclusive of historical female perspectives?		**X**	**X**	**X**
3.	What role does personal teacher efficacy play in influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?	**X**	**X**	**X**	

The following section will provide details concerning how each data source will be analyzed and per the embedded nature of this study, integrated.

Data Analysis

The following section describes the methods of data analysis employed in this study as well as how the qualitative and quantitative data will be integrated.

Qualitative Data Analysis

Interviews and PLC sessions were transcribed and coded immediately following the administration of each. As each data source was transcribed and coded in the software NVivo, memos were also taken. The transcriptions of the data were coded in two coding cycles. The first coding cycle made use of descriptive, emotion, and values coding. Each type of coding was used to summarize the primary topic, label the feelings that participants may have experienced, and assess a participant's attitude and belief systems at work, respectively (Saldaña, 2015). As the purpose of this study is to examine the factors influencing curricular-instructional choices of

middle school world history teachers, coding methods were included that honed in on various forms of expression reflective of curricular-instructional decision-making that may have taken place throughout the study.

The second coding cycle made use of pattern coding which, as noted by Miles and Huberman (1994), are "explanatory or inferential codes, ones that identify an emergent theme, configuration, or explanation" (p. 69). Pattern codes were then analyzed further using logic models. "The logic model stipulates and operationalizes a complex chain of occurrences or events over an extended period of time, trying to show how a complex activity, such as implementing a program, takes place" (Yin, 2017, p. 186). The events are then placed in a cause-effect-cause-effect series pattern which, given the structure of the PLC sessions, was useful in uncovering patterns regarding factors influencing curricular-instructional choices. The use of logic models can also be used to strengthen the internal validity of the study. Codes that emerged in both coding cycles were organized into a code book (see table 3.2).

Table 3.2

Code Mapping for Research Questions 1-3

Research Question	Code	Description
RQ 1	Content Knowledge	Content knowledge referred to participant knowledge with regard content preparation in relation to the world history curriculum and women's history.
	Evaluations	Evaluations referred to the accountability measures put in place by the state of Tennessee that required both announced and unannounced classroom observations.
	Standards	Standards referred to the state-mandated standards and curriculum that teachers were tasked with teaching.
	Time	Time referenced the time that teachers were allotted to implement the curriculum and thus, required pacing of content modules prior to state testing.
	Student Interests and	Student needs and interests referred to how teachers perceived the level students were able to engage in the world history

Table 3.2 Continued

	Needs (Content Accessibility)	curriculum. This code also included teacher perceptions regarding the needs of students in relation to gaps in the curriculum.
	PLC	PLCs referred to participant reflections on PLC experiences including what rendered PLCs effective or ineffective.
	Resources	Resources included participant reflections regarding lack of resources, efforts that went into finding and creating resources, and challenges associated with world history resources.
	Efficacy	Efficacy referred to participant perceptions regarding the source of responsibility for student outcomes including the role of both the teacher and the student.
RQ 2	Collaboration	Collaboration referred to the activities undertaken in the PLC when participants were discussing, sharing, and creating resources as well as sharing classroom experiences.
	Autonomy	Autonomy referred to the activities of the PLC that were teacher-led and teacher-driven. Autonomy also included participant reflections on previous experiences in PLCs that did or did not fit this criteria.
	Relevance	Relevance referred to the activities in the PLC unique to sixth grade world history. Relevance also included participant reflections on previous experiences in PLCs that did or did not fit this criteria.
	Relationships	Relationships referred to the dynamic that existed in the PLC among participants including the nature of their relationships with one another.
	Efficacy	Efficacy referenced the ways in which efficacy information was acquired during PLC sessions.
RQ 3	Role of the teacher	Role of the teacher refers to participant perceptions regarding the role of the teacher.
	Role of the Student	Role of the student refers to participant perceptions regarding the role of the student
	Student Outcome Responsibility	Student outcome responsibility refers to participant perceptions regarding the source responsible for student outcomes and achievement.
	Classroom Strengths and Challenges	Classroom strengths and challenges references participant perceptions concerning their own classroom practice.
	Mastery Experiences	Mastery experiences refers to sources of efficacy information stemming from participant perceptions regarding their successes and failures
	Physiological and Emotional States	Physiological and emotional states refers to sources of efficacy information stemming from reactions that participants may have had in relation to curricular-instructional practices notably, how their engagement in the practice made them feel.

Table 3.2 Continued

Vicarious Experiences	Vicarious experiences refers to a source of efficacy information in relation to how participants perceive their success and failure in relation to the modeled practices of another participant.
Social and Verbal Persuasion	Social and verbal persuasion refers to a source of efficacy information in which, participants shared the reactions and feedback of colleagues, administrators and students that served as a mode of persuasion affecting confidence in the implementation of a curricular-instructional strategy.

An additional data source emerged from the artifacts collected during the PLC. Merriam (1998) posits that, "personal documents are a good source of data concerning a person's attitudes, beliefs, and view of the world" (p.). However, by nature, artifacts are highly subjective and solely reflect the participant's perspective. The artifacts were coded using content analysis and cataloged. Content analysis, according to Krippendorff (2013), "is an unstructured unobtrusive technique that allows researchers to analyze relatively unstructured data in view of the meanings, symbolic qualities, and expressive contents they have and of the communicative roles they play in the lives of the data sources" (p. 49).

Survey Data Analysis

Once the SSTEBI has been administered via QuestionPro. Once both surveys were administered, survey data was input into NVivo where participant responses were compared. Survey responses were coded in NVivo using the patterns identified during the second coding cycle of the qualitative data. Survey data was then re-written in sentence format to reflect each participants response and any variations between participant survey responses.

Data Triangulation

Once data from the surveys, interviews, PLC sessions, and artifacts had been collected, each data sources was analyzed. Per the embedded case study design, the survey data was used to

support the qualitative interviews (Creswell, 2015). In addition to the embedded survey and interview data, data collected throughout the course of this study was triangulated. Creswell (2005) offers a standard approach to triangulation design analysis as a means of converging or comparing in some way both quantitative and qualitative data. Creswell (2005) adds that among the procedures for triangulation design analysis is the comparison of results by qualifying quantitative data. Table 3.3 demonstrates the survey questions, the qualitative code they are compared to, and the research question that is aligned with each theme/code relationship.

Table 3.3

Survey Themes related to Qualitative Codes

Survey Question	Qualitative Code	Research Question (RQ)
1. When a student does better than usual in social studies, it is often because the teacher exerted a little extra effort.	Student Outcomes and Achievement Teacher	RQs #1 and 3
2. I am continually finding better ways to teach social studies.	Classroom Behavior-Strength Perceived success and failure Role of the teacher Student Outcomes and Achievement Teacher	RQs #1 and 3
3. Even when I try very hard, I don't teach social studies as well as I do most subjects.	Classroom Behavior-Challenge Perceived success and failure	RQs #1 and 3
4. When the social studies grades of students improve, it is most often due to their teacher having found a more effective teaching approach.	Perceived success and failure Role of the teacher Student Outcomes and Achievement Teacher	RQs #1 and 3
5. I know the steps necessary to teach social studies concepts effectively.	Classroom Behavior-Strength Perceived success and failure Role of the teacher	RQs #1 and 3

Table 3.3 Continued

6. If students are underachieving in social studies, it is most likely due to ineffective social studies teaching.	Perceived success and failure Role of the teacher Student Outcomes and Achievement Teacher	RQs #1 and 3
7. I generally teach social studies ineffectively.	Perceived success and failure	RQs #1 and 3
8. The inadequacy of a student's social studies background can be overcome by good teaching.	Perceived success and failure Role of the teacher Student Outcomes and Achievement Teacher	RQs #1 and 3
9. The low social studies achievement of some students cannot generally be blamed on their teachers.	Perceived success and failure Role of the teacher Student Outcomes and Achievement Teacher	RQs #1 and 3
10. When a low achieving child progresses in social studies, it is usually due to extra attention given by the teacher.	Perceived success and failure Role of the teacher Student Outcomes and Achievement Teacher	RQs #1 and 3
11. I understand social studies concepts well enough to be effective in teaching social studies.	Effective teacher	RQs #1 and 3
12. Increased effort in social studies teaching produces little change in some students' social studies achievement.	Student Outcomes and Achievement Teacher	RQs #1 and 3
13. The teacher is generally responsible for the achievement of students in social studies.	Perceived success and failure Role of the teacher Student Outcomes and Achievement Teacher	RQs #1 and 3
14. Students' achievement in social studies is directly related to their teacher's effectiveness in social studies teaching.	Effective Teacher Perceived Success and Failure Student Outcomes and Achievement Teacher	RQs #1 and 3
15. If parents comment that their child showing more interest in social studies at school, it is probably due to the performance of the child's teacher.	Student Outcomes and Achievement Teacher	RQs #1 and 3

Table 3.3 Continued

16. I find it difficult to explain to students the purpose of learning social studies.	Classroom Behavior Challenges Perceived Successes and Failure	RQs #1 and 3
17. I am typically able to answer students' social studies questions.	Classroom Behavior Strengths Perceived Success and Failure	RQs #1 and 3
18. I wonder if I have the necessary skills to teach social studies.	Perceived Success and Failure	RQs #1 and 3
19. Effectiveness in social studies teaching as little influence on the achievement of students with low motivation.	Effective Teacher Student Outcomes and Achievement Student	RQs #1 and 3
20. Given a choice, I would not invite the principal to evaluate my social studies teaching.	Perceived Success and Failure	RQs #1 and 3
21. When a student has difficulty understanding a social studies concept, I am usually at a loss as to how to help the student understand it better.	Perceived Success and Failure Role of the Teacher	RQs #1 and 3
22. When teaching social studies, I usually welcome student questions.	Perceived Success and Failure Physiological and Emotional State Role of the Teacher	RQs #1 and 3
23. I don't know what to do to turn students on to social studies.	Classroom Behavior-Challenge Perceived Success and Failure Role of the Teacher	RQs #1 and 3
24. Even teachers will good social studies teaching abilities cannot help some kids learn social studies.	Perceived Success and Failure Student Outcomes and Achievement Student	RQs #1 and 3

Conclusion

Data collected throughout the course of this study was analyzed and integrated in an effort to understand factors that influence teacher curricular-instructional choices inclusive of

historical female perspectives. The remaining sections of this chapter will discuss validity and reliability as well as ethical safeguards.

Validity and Reliability

Case Study

To ensure the construct validity of this case study, multiple data sources were triangulated including a survey instrument, artifacts, and semi-structured interviews. Through the use of multiple data sources, convergent lines of inquiry and a relevant chain of evidence was established throughout the course of this study. One of the main criticisms of case studies occurs amid tests of internal validity. Notably, according to Yin (2017), threats to internal validity deal mainly with spurious effects. These threats to internal validity were noted and accounted for in the data analysis section of this paper. The data analysis section accounted for threats to internal validity and therefore employed a pattern coding scheme which was coded to create logic models. These methods of data analysis served to strengthen the internal validity of this study. To ensure external validity, appropriate literature has been cited in chapter two acknowledging the connection between levels of teacher efficacy and student outcomes as well as noting the predictive nature of teacher efficacy notably, in areas of instructional practice. Case study reliability has been accounted for in the creation of a case study protocol (see Appendix A) and a case study database.

Survey

The survey instrument, the SSTEBI, was based upon the STEBI. The STEBI was modeled from previous self-efficacy scales, namely the scale crafted by Gibson and Dembo (1984) and modified to be inclusive of elementary science. Initially, the STEBI was crafted into two separate scales, one to examine personal science teaching efficacy belief entitled “Personal

Science Teaching Efficacy Belief Scale" and one to examine science teacher outcome expectancy entitled "Science Teaching Outcome Expectancy Scale" (Riggs & Enochs, 1990, p. 9). These two scales were eventually combined to form the STEBI. The preliminary draft of the STEBI was piloted to a sample of 71 practicing elementary teachers (Riggs & Enochs, 1990). The original STEBI consisted of 25 statements that were then rated using a Likert Scale format where respondents indicated their levels of agreement.

A study conducted by Riggs and Enochs (1990) subjected the STEBI to validity and reliability testing making use of a pilot study which was then replicated to test the final draft of the STEBI. In order to assess the reliability of the STEBI, Cronbach's alpha coefficient was used in addition to an item-total correlation. Construct validity was determined using factor analysis. Results of the study conducted by Riggs and Enochs (1990) indicated that the STEBI "is a valid and reliable tool for studying elementary teachers' beliefs toward science teaching and learning" (p. 16). Reliability testing of the personal science teaching efficacy scale produced an alpha coefficient of .90 and factor analysis revealed that all thirteen items loaded highly with their own scale. The science teaching outcome expectancy scale produced an alpha coefficient of .76 and factor analysis revealed that ten of the 12 items loaded highly with their own scale. The remaining two items were cross loaded and removed. Subsequent usage and iterations of the STEBI have yielded an effective survey tool especially in a content specific context rendering it useful given the scope of this study.

Ethical Safeguards

Position statement

At the time of the study, I had been living in the community in which the study took place for two years. During that time, I was involved in the school system first, as a secondary

social studies university intern supervisor and then, as a classroom teacher. During that time, I established a collegial relationship with various schools and teachers throughout the district but did not hold a supervisory role over teachers in the system. Given my relationship with the school district as both a teacher and supervisor, I bring to this study my own experiences with classroom teaching, instructional practices, and feelings concerning effective professional development and professional learning community sessions.

Yin (2017) identifies four principles that are important to any data collection effort in doing case study research: multiple sources of evidence, a case study database, maintaining a chain of evidence, and exercising care when using social media as a proxy. In an effort to account for these biases and in observance of the principles identified by Yin (2017), the following verification methods will be used: triangulation, chain of evidence, member checking, and rich, thick description. As social media is not being used in this study, member checking and thick, rich descriptions will be added to account for any biases that may emerge throughout each phase of the study.

Triangulation of data

Yin (2017) identifies triangulation as the use of multiple sources of evidence converging on the same findings. The methods of triangulation, which have been identified and described in the preceding sections, were used to complement and corroborate data that emerged from each source.

Chain of evidence

A chain of evidence, as described by Yin (2017), allows the reader of a case study to "follow the derivation of any evidence from the original research questions to ultimate case study findings" (p. 198). A chain of evidence or audit trail was kept as part of a case study database

developed by the researcher throughout the course of the study. As noted by Baškarada (2014), "a case study database may include interview transcripts, investigator notes, documentary evidence, preliminary analysis…" (p. 11). By documenting a chain of evidence throughout the course of the study, the reader may trace the researchers' steps either from findings back to the research questions or from research questions to findings (Yin, 2017). A chain of evidence will be documented through each phase of data collection and aligned back to the case study protocol inclusive of the research questions that guide this study.

Member checking

Maxwell (2005) describes member checking as the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do as well as their perspectives concerning what is occurring. Member checking, as noted by Merriam (2009) involve presenting preliminary analysis back to participants to ensure that the analysis is accurate. After each phase of data collection was completed and transcribed, transcripts were provided to each participant to ensure an accurate representation. After each participant confirmed the accuracy of each transcript, all transcripts and files were stored in a secure location on a password protected computer.

Thick, rich description

According to Denzin (1989), "thick descriptions are deep, dense, detailed accounts" (p. 83). The purposes of a thick description, according to Creswell and Miller (2000), is that it creates verisimilitude thereby establishing credibility through the lens of the reader and enables the reader to make decisions regarding the applicability of the findings to other settings of similar context. To use this procedure as a means of establishing credibility, the researcher must provide as much detail as possible in describing the people or sites being studied (Creswell &

Miller, 2000). For the purposes of this study, thick, rich descriptions were provided of interviews and each PLC session.

Limitations of the Study

Limitations are typically features of the study that may negatively affect the results and limit the generalizability of the study. This study includes the following limitations:

Qualitative Data

As a result of the embedded case study design of this study, which was inclusive of qualitative data, there were limitations that could negatively affect the results and limit the generalizability of this study. Qualitative data can be biased and inaccurate. Bias in interview and PLC data can result from the researcher in the structure of the interview protocol, the agenda of the PLC, and the respondents as qualitative data is the view of the respondents. Therefore, the researcher must assume honesty and accuracy on the part of the respondents. Additionally, as this study was designed as an embedded case study, it can be difficult to replicate the study as it focuses on a phenomenon in a certain context, at a certain time, with the sampled research participants.

Structure of PLC

Five PLC sessions were held from November to February of the 2019-2020 school year. As the PLCs occurred within the context of the school year, the timing and location of the PLCs presented a challenge to participants. As a result, scheduling a PLC on a semi-regular basis was difficult and thereby, may have negatively influenced its effectiveness.

In addition to the timing and location of the PLC, the number of participants also served as a potential limitation of the study. There were four participants of this study and thus, the

finding may be generalized to those four participants thus, impacting the generalizability of this study.

Quantitative Survey Data

As the research design for this study was embedded case study, this study employed quantitative data in the form of a survey. As the survey was administered to the four participants of this study, the small sample size could negatively affect the results and generalizing the survey findings. Additionally, the survey was administered pre- and post- PLC, it can be difficult to attribute changes in participant responses to the PLC.

Delimitations of the Study

Delimitations of a study are restrictions set by the researcher to narrow the scope of the study for significance factors. As this study makes use of an embedded case study design, certain restrictions were made to ensure that an in-depth examination of the phenomenon, namely factors influencing teachers' curricular-instructional choices, was able to occur. This study was controlled by the following delimitations:

Only middle school, world history teachers in a southeastern, urban, school district were included in this study. Furthermore, this study focused on sixth grade, public school, world history teachers. Therefore, this study cannot be generalized to private schools, rural schools, and content areas outside of the social studies.

This study will focus only on a southeastern state in the United States and therefore, the findings may not be an accurate projection of what occurs in other states in the United States.

Conclusion

Chapter three provided a discussion concerning the methodology used to address the research purpose, problem and research questions. All aspects of the research design were

identified and explained including design and rationale, site and participants, methods of data collection, methods of data analysis, reliability and validity, and role of the researcher. Chapter four will present detailed data analysis of the study.

CHAPTER FOUR

ANALYSIS AND FINDINGS

Introduction

The purpose of this embedded case study was to examine factors that influence middle school world history teachers' curricular-instructional choices regarding female historical perspectives paying additional attention to the qualities of a professional learning community and role of teacher efficacy. To achieve this purpose, the following research questions guided this study:

1. What factors influence a middle school world history teacher when making curricular-instructional choices with regard to historical female perspectives?
2. What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?
3. What role does personal teacher efficacy play influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

Findings for this study were based on surveys, interviews, five PLC sessions, and artifacts generated in the PLC sessions. Each participant completed two surveys and was interviewed twice at both the start and conclusion of the study. Participants engaged in five PLC sessions that took place throughout a four-month period in which artifacts were generated inclusive of classroom lessons. For a complete review of data collection processes and research design please refer to chapter three.

The four participants of this study were sixth grade world history teachers in the same southeastern school district: Sansa, Ariadne, Michelle, and Heidi. Chapter four includes the quantitative and qualitative findings that address the research questions of this study. This chapter is organized by research questions one and two. Research question three, regarding teacher efficacy, is embedded in the findings of research questions one and two. This organization was designed to assist the reader in understanding the data collected throughout the course of this study and how that data addressed the research questions.

Each section, separated by research question one and two, is organized by first, emergent theme; second, by case; and third, by data collected during PLC sessions. This organization was designed to enable the reader to compare and contrast participant perceptions and beliefs with behavior as it manifests in their participation in PLC sessions but also to engage in comparison of perspectives and beliefs among the participants. Additional details regarding the structure of each section provided within the sections. Findings and analyses presented in this chapter are elaborated further in the discussion section of chapter five.

Research Question 1: What factors influence a middle school world history teacher when making curricular-instructional choices with regard to historical female perspectives?

This section examined data collected for research question one: what factors influence a middle school world history teacher when making curricular-instructional choices with regard to historical female perspectives? In addition to presenting and analyzing data for research question one, finding and analysis for data pertaining to research question three concerning the role teacher efficacy plays in influencing curricular-instructional choices with regard to historical female perspectives is embedded in this section. Findings and analysis for research question three was embedded in this section of chapter four to show the role teacher efficacy plays in

influencing teacher curricular-instructional choices. Data for research question one was collected from survey, interviews, participation in a professional learning community, and artifacts generated from the professional learning community. Data for research question three was collected using surveys, interviews and participant in a professional learning community.

This section of chapter four was organized by factors that were identified as emergent themes during the second coding cycle as well as data pertaining to research question three with regard to the role that teacher efficacy plays in influencing participant curricular-instructional choices with regard to historical female perspectives. The following table provides a detailed description of the code mapping process that led to the emergent themes which helped to organize the data and subsequently, each section.

Table 4.1

Code Map: Iterations of Qualitative Data Analysis

Final Iteration: Themes Seeking to Answer Research Question #1 and 3			
Content Knowledge	Time	State-Mandated Standards and Formal Curriculum	Resources
Evaluations	Professional Learning Communities	Student Interests and Needs	Personal Teacher Efficacy
Third Iteration: Pattern Codes			
Content Preparation and Knowledge Interests Testing Challenges in Planning Extent of Content Standards	Formal Curriculum Content Supplementation Responsibility for Student Outcomes Evaluation Feedback Exclusion of Women Effectiveness of PLCs	Resource Accessibility Student Engagement Pacing Time Job Responsibility Job Confidence Inclusion of Women	
Second Iteration: Pattern Codes			
Content Preparation Content Interests Content Accessibility	Experience Level Exclusion and inclusion of women	Teaching Materials Content Support Confidence in abilities	

Table 4.1 Continued

Teacher Interest	Colleague Support	Job Responsibility
Student Interests	Responsibility for student outcomes	Student Needs
Testing	Standards Deviation	Student Relationships
Observations	Formal Curriculum	Pacing
Planning	Time Allocation	Resource Availability
Effective PLCs		
Ineffective PLCs		
Observation feedback		
First Iteration: Descriptive, Emotion, and Value Codes		
Comfort	Helpful	Effective teachers
Confidence	Rushed	World History Knowledge
Stress	We have to get through	Social Studies Preparation
Anxiety	Pushing past	Women's History Knowledge
Pressure	Important	Essential
Overwhelmed	Sad	Non-essential
Enjoyment	Feeling Prepared	Time
Makes me feel good	Inadequately Prepared	Keeps me in check
Makes things hard	Good teaching	Guide/Facilitator
Makes things easier	Ineffective teaching	Wish I could do more of
Makes it fun	Ineffective teachers	Interested in
Formal Curriculum	Challenges	Impacts on students
Observations	Testing	

First iteration codes were used to identify factors that participants had described, situations that participants in which they had made values determinations on and/or elicited emotional responses. These factors were then examined and coded in the second iteration looking for patterns that emerged within that data. For example, participants described feelings of stress and anxiety in the first iteration. During the second iteration, examination regarding the factors that participants had associated with feelings of stress and anxiety were identified. The third iteration examined factors identified through the second iteration and grouped them based on pattern or common theme. The final iteration grouped factors identified during the third iteration of the second coding cycle into the final eight emergent themes or factors that influenced teacher curricular-instructional choices with regard to historical female perspectives.

Within each factor, interview data for each participant was analyzed to assist the reader in understanding each individuals' perspective and belief concerning factors influencing curricular-instructional choices with regard to historical females' perspectives.

The organization of this section enables the reader to compare and contrast participant perspectives and beliefs concerning each factor yielding an additional layer of analysis. In addition to interview data for each participant showing their perspectives and beliefs, data from PLC sessions and artifacts generated during the PLC sessions are included with each factor to show participant behavior. This organization provides the opportunity for the reader to compare and contrast participant perspectives and beliefs with participant behavior.

Personal Teacher Efficacy

Personal teacher efficacy was a factor found to influence teacher curricular-instructional choices with regard to historical female perspectives. A teachers' "sense of efficacy" refers to the extent in which teachers believe that they have the capacity to affect student performance (Ashton, 1984, p. 28). Ashton (1984) noted that teachers with a higher sense of self-efficacy believe it is their responsibility to see children learn whereas teachers with a lower sense of self-efficacy place the responsibility for learning on their students. It is the acknowledgement, on the part of the teacher, regarding their own attitudes as well as how they perceive the impact of their attitudes on student outcomes, that ultimately had been shown to characterize teachers' level of efficacy. Smylie (1988) noted that, "teachers are more likely to adopt and implement new classroom strategies if they have the confidence in their own ability to control their classrooms and affect student learning" (p. 6).

This finding manifested in several ways including perceived sources of responsibility for student outcomes including the role of the student and the role of the teacher. While this section

does not explicitly classify levels of personal teacher efficacy, this section does discuss the extent in which teachers feel confident in their abilities to perform actions that affect student outcomes and the role that each teachers' efficacy potentially had in influencing their curricular-instructional choices with regard to historical female perspectives. As this section is dedicated to presenting finding with regard to each participants level of teacher efficacy, PLC data pertinent to teacher efficacy will be presented in the next section that presents finding for research question two.

Sansa

When considering who is responsible for student outcomes, Sansa, a first-year teacher, did not place that responsibility on a single person and indicated a need to take outside factors under consideration. "I don't think it falls on one person. I think you have to consider circumstances and that there are different factors that weigh in which may be different for each student and group of students…" (Sansa, Interview 1, 11/07/2019). She provided an example of an experience she had with a student,

> …for instance, I have some who have missed four or five weeks already and at that point, that is not me or him really because they can't get themselves here, that is beyond their control and beyond my control…so at that point, there are a lot of factors and that is shared…(Sansa, Interview 1, 11/07/2019).

Despite there being circumstances out of her control, Sansa identified the responsibility of both students and teachers. "…I think both parties, student and teacher, need to be constantly evaluating the result and the learning process…" (Sansa, Interview 2, 2/26/2020).

When evaluating the result and the learning process, Sansa described the roles of both the teacher and the student. The teacher, according to Sansa, needs to examine the learning of her

class as whole, "…if you are a teacher and if 50% of your class did not get something, obviously the way that you guided that learning wasn't helpful to them so that falls on you…you have to re-evaluate and think about if there was something you could have done differently…" (Sansa, Interview 2, 2/26/2020). In this sense, Sansa viewed the role of the teacher as a facilitator stating that the teacher is a, "…guide along the educational journey…helping to steer them in the right direction and being there when they ask questions during and after the process…" (Sansa, Interview 2, 2/26/2020).

While Sansa sees the teachers' role as that of a guide, she acknowledged that the students have a role in affecting their own learning outcomes. "Ultimately, you can't force them to participate…you can't force them to do everything. You can create great resources…but you can't make them do it or do it well or take their time on it…so I think that part falls on them…" (Sansa, Interview 2, 2/26/2020). She elaborated on the role of the student noting that she views the job of the student as taking ownership of their learning, "…ownership, that is the ultimate goal in the classroom…to be able to gauge their own interests and their own pacing, their own self-assessment..." (Sansa, Interview 1, 11/07/2019).

Sansa had confidence in her actions in the classroom to facilitate student attainment of that goal,

> …I try to steer clear of the I am talking at you and you are listening…we talk about history as a verb. So, it is them as active participant in their own learning and me, being more alongside them in their journey to help them if they get lost along the way… (Sansa, Interview 1, 11/07/2019).

In addition to Sansa's perception regarding her role, in relation to the role of her students, to affect student outcomes, Sansa agreed that when a student does better in world history, it is due

to the efforts exerted on the part of the teacher (Sansa, Survey 1 and 2). Similarly, when low-achieving students progress in world history, Sansa agreed that this progress is due to extra attention on the part of the teacher (Sansa, Survey 1 and 2). Sansa indicated that student achievement is directly related to effective world history teaching and felt confident in her abilities to answer student questions and that she possesses the necessary skills to teach world history (Survey 1 and 2).

Sansa noted the impact that content can have on student outcomes with regard to historical female perspectives. As she viewed teachers as the facilitators and students as active participants, increased representation of women, "…can help with engagement" (Sansa, Interview 1, 11/07/2019). She elaborated the connection the inclusion of women can have on the development of historical thinking skills, "…in principle, we should always be working towards historical empathy and recognizing historical bias…it should have some influence when it is appropriate…" (Sansa, Interview 2, 2/26/2020). Sansa noted that the content included in her curriculum as well as her willingness to engage in her role as facilitator, can affect student learning outcomes. She indicated confidence in her abilities to affect student learning outcomes and in her abilities to execute actions that bring about improvements in student outcomes.

Ariadne

When considering who is ultimately responsible for student outcomes, Ariadne, who is in her fifth year of teaching and second year of teaching sixth-grade world history, described her initial reaction noting that it is the responsibility of the students. "I think it is the student, because they have got to be involved in their own education" (Ariadne, Interview 1, 11/1/2019). However, upon further discussion, Ariadne uncovered the role of the teacher in facilitating student involvement, "…it is also the teachers' job to make sure that they are facilitating that…"

(Ariadne, Interview 1, 11/1/2019). While initially identifying the students as being ultimately responsibility, she acknowledged that the teacher had a somewhat equal role in affecting student outcomes specifically that, "…the teacher has to be able to work with the student and help them understand and get through the information as best as possible…" (Ariadne, Interview 2, 2/24/2020). Ariadne believed that she had an ability to affect student learning outcomes and that when a student does better than usual, it is due to the effort that the teacher had put in (Ariadne, Survey 1 and 2).

Ariadne noted that when a students' grade improves in world history, it is often due to the teacher having found an effective way to teach the content (Ariadne, Survey 1 and 2). In addition to grade improvement, when a low-achieving student progresses in world history, Ariadne agreed that it was due to extra attention given by the teacher (Ariadne, Survey 1 and 2). Ariadne attributed the improvements in student achievement to the behavior and effort of the teacher. She elaborated on the ways in which she perceived, the teacher can ultimately have this influence on student achievement. "…obviously you have to have a student who will put the work it but if the teacher is not teaching correctly or does not have buy-in from that class or for that student…that is going to affect how well the student listens and pays attention and ultimately, how well they do on assessments…" (Ariadne, Interview 2, 2/24/2020).

As Ariadne attributed the ability of the teacher to affect student learning outcomes to the teachers ability to not only teach the world history content affectively but also to her ability to establish rapport with her students, Ariadne's curricular-instructional choices seemed tied to the presentation of content and activities that will maximize student engagement. Ariadne indicated confidence in her abilities to affect student learning outcomes and in her abilities to execute actions that bring about improvements in student outcomes.

Michelle

Michelle, who is in her 22nd of teaching and first year of teaching sixth-grade world history, attributed the responsibility for student outcomes to four stakeholders, "…I think three people are responsible: the parent, the child, and the teacher…and in some ways, the community which I guess that would be a weird invisible fourth…" (Michelle, Interview 1, 11/08/2019). She elaborated on the role that parents and the community have, "I feel like its culture…I mean we don't have a lot of control over that but I think the parent has a responsibility to…I don't think I am solely responsible for achievement…" (Michelle, Interview 1, 11/08/2019). When explaining the role of the teacher in affecting student outcomes, Michelle described her role as facilitator,

> …I have thought…of the teacher as facilitator because I always idealize the idea of discovery for kids as a teaching method…just sparking the interest in the kids and trying to get them invested in the materials even if it is not something that they can really relate to because that happened in 2000 B.C.…I think you are the facilitator but they are the ones digging into the material… (Michelle, Interview 2, 02/27/2020).

In her capacity to serve as a facilitator in her classroom, Michelle indicated that she felt confident in her abilities to perform the necessary skills to improve student learning outcomes (Michelle, Survey 1 and 2). Michelle indicated that when low achieving students make academic progress and when students perform better in world history, it is due to the extra effort and attention given by the teacher.

Michelle elaborated on her role as facilitator by making reference to the importance of not just having academic goals for her students but social goals as well,

> …I mean it is to teach the content, but I feel like it is so much more than that. It is so layered because you are like this weird parent with the parent, helping them grow up and

> helping them to understand their responsibility and how to be a good citizen…so I am presenting information, but I am also this facilitator… (Michelle, Interview 1, 11/07/2019).

In viewing her role as facilitator in relation to academic goals, Michelle elaborated the level of impact she had on how students perform on summative and formative assessments, "…I have a big impact because I have them like trapped in the room and they have to listen to me [laughs]…" (Michelle, Interview 1, 11/08/2019). Michelle explained the role of the both the student in the situation she described about, "…it is their job to be engaged during that time and participate and make an effort to learn that material…" (Michelle, Interview 1, 11/08/2019).

Michelle felt that the role of the students is to be take responsibility for their learning and be engaged. By fulfilling their role, Michelle felt that she could adequately assess their progress,

> …they take responsibility for things they are invested in…they are engage and they can have a conversation with me about history or they go home and try their homework and come back with questions and that shows me they got deep into the information and thought about it…that is anecdotal evidence that tells you they are invested…(Michelle, Interview 1, 11/07/2019).

Michelle felt that students may be equipped to perform their role as long as the teacher had provided the environment where they can learn the material. Michelle indicated confidence in her abilities to facilitate a learning environment. She agreed that she could answer questions that students pose and that she possessed the necessary skills to teach world history effectively (Michelle, Survey 1 and 2).

Heidi

Heidi, who is in her second year of teaching, attributed ultimate responsibility for student outcomes to both the students and the teacher indicating that there is no clear answer. When describing the role of the student in affecting student outcomes, Heidi explained, …I can't force anyone to do anything they don't want to do…" (Heidi, Interview 2, 2/26/2020). However, Heidi noted that the teacher had a responsibility to, "…give them the tools to use for them to want to meet my expectations…" (Heidi, Interview 1, 11/07/2019). Heidi indicated that when a student does better in world history it is often due to the extra effort and attention that the teacher had exerted (Heidi, Survey 1 and 2).

Heidi elaborated on the role of the teacher in performing the skills to help with student outcomes and achievement. She noted that first, the teacher needs to have strong relationship with her students in order to facilitate desirable student outcomes,

> …if the teacher has good relationships with the kids and the teacher can give them the tools they need….then the students overall, will do better…and then you will still have the ones who just don't care because they don't care but overall, I feel like if the kids have a connection with the teacher, they do better… (Heidi, Interview 1, 11/07/2019).

Heidi described the ways in which she works to achieve this relationship with her students and that the form her support takes, is not always academic. "…to support students by providing them with the necessary materials to be successful whether that is in academics or in social environments or dealing with emotions…so, just being there for them…" (Heidi, Interview 2, 2/26/2020).

When making curricular-instructional choices, Heidi made sure to consider the knowledge that she possessed concerning her students. "I will just try to explain it in the simplest

way I know how…or relate it to something that makes sense to them…" (Heidi, Interview 1, 11/07/2019). Including her ability to make the content relevant, Heidi indicated feeling confidence with regard to her possession of the skills necessary to teach world history effectively, to answer student questions and to explain difficult concepts (Heidi, Survey 1 and 2). However, despite this level of confidence regarding her own abilities to perform the necessary skills to affect student outcomes, Heidi acknowledged that environmental factors can influence student outcomes.

> …I think environmental…some just have bigger things that they are worrying about going on at home…so I am like, well, you are not going to learn any more if you are awake than if you are asleep because you are so tired…if he is not getting sleep at home and he feels safe enough to sleep my classroom then I am going to let him sleep…(Heidi, Interview 1, 11/07/2019).

Despite these environmental factors similar to the example Heidi provided, Heidi felt confident in her ability to be able to spark interest in those students who do have environmental factors that influence their achievement,

> ….it is the most random things that he gets into and cares about…like 9/11…on that day we talked about it…watched some of the news stores and he was full of tears and like, I want to go home and hug my mom. His mom abuses him…and then, like the Persian Wars…he was so into that and could answer any question I asked about it… (Heidi, Interview 2, 2/26/2020).

Heidi perceived her responsibility and role as the teacher to facilitate these types of learning situations in which students, despite environmental factors, have the opportunity to engage with the content.

Summary of Participant Perspectives and Beliefs with regard to Teaching Efficacy and Personal Teacher Efficacy

Personal teacher efficacy emerged as a factor that influenced teacher curricular-instructional choices with regard to historical female perspectives. All participants indicated that responsibility for student outcomes and achievements fell to a combination of both students and the teacher. Michelle and Heidi acknowledged the role that parents, and environmental factors come to play in influencing student outcomes. Upon further elaboration, participants acknowledged that the teachers may have a larger role in affecting student outcomes. All participants indicated confidence in their abilities and their possession of the necessary skills to influence student outcomes.

Student Interests and Needs

Participants identified considerations for their students as a factor influencing their curricular-instructional choices with regard to historical female perspectives. This finding manifested in several ways including the interests of students, the perceived needs of students, accessibility of the content to students, and the desire to develop student relationships and rapport. This section detailed each participants' perspective and belief regarding the influence their students have on their curricular-instructional choices with regard to historical female perspectives.

Sansa

Content accessibility. When discussing the qualities of an effective world history teacher, Sansa discussed the difficulties associated with the content, notably, making it accessible to middle school students,

> I think we have one of the hardest [content areas] to make relatable because…they are so far removed from it and so you have to continually find those thematic patterns and relate it to other things they know about. If they know about them, then they will remember them (Sansa, Interview 1, 11/07/2019).

When making curricular-instructional choices, Sansa tried to make choices that enabled her to relate the content with student experiences. She associated this with qualities of an effective world history teacher but also identified the ability to make the content relatable as a challenge she faced, "…trying to make it relevant, I think that is probably the biggest challenge with teaching ancient world history specifically…" (Sansa, Interview 1, 11/07/2019).

The ability to make content accessible to her students stems from having knowledge of students and their needs. Sansa viewed the ability to make content accessible to each student as part of the role of the teacher,

> I think [the role of the teacher] is being a guide along the educational journey and that looks different for each student so first, knowing all of your students, knowing their background, where they come from both educationally and socially so that you can best present the material to them in a way that they are going to take it and guide their own learning. It is difficult in sixth grade because you still have to introduce to them how to take ownership of their learning, so creating different materials or learning activities at each level of the content that you are teaching (Sansa, Interview 1, 11/07/2019).

When making curricular-instructional choices, the needs of students and what will best facilitate their understanding of the content seem to be important factors for consideration.

Student interest. In addition to making the content accessible by having knowledge of student needs, Sansa indicated that student interest, along with resources, is also an area that

influenced her curricular-instructional choices. “I think the main thing is what resources are available to me…and also their interest…I think those are the main things that influence what I do, how I do it, and what I use to do it” (Sansa, Interview 2, 2/26/2020). She identified that interest may be relative to the student, “I know not every kid is going to be interested in history or especially ancient history but some of them really are” (Sansa, Interview 1, 11/07/2019). However, she perceived part of her role as the teacher is in selecting materials that are going to speak to the interests of her students and that her curricular-instructional choices can serve as a source of motivation for her students. “I have been just trying to motivate them…I am trying to get them interested somehow in whatever we are learning…so just trying to motivate them with things that are interesting to them right now” (Sansa, Interview 2, 2/26/2020). When making curricular-instructional choices to motivate students, Sansa considered the feedback she received from the students and attempted to make decisions that take that feedback into account. “I try…to create activities that I know they have done in other modules that they enjoyed and that they had given me good feedback on and that they liked doing…” (Sansa, Interview 1, 11/07/2019).

Student interest had also served as a factor when making curricular-instructional choices that deviate from the curriculum. Sansa made the choice to supplement the curriculum with additional content on a female historical figure, Lady Fu Hao in ancient China,

> We just did a short reading on her and some questions because she was popping up and [the students] were like, “who is she?” and I was like, well since you all asked, we are going to look at it…it was one time I was like, I don’t care, we will look at it if you are interested…they liked it just because they liked singing that part [referencing the ancient China Mr. Nicky YouTube video] and so when it would pop up again, they knew who

she was and what she did. They enjoyed it and it really only took 15 minutes of class. It wasn't anything fancy (Sansa, Interview 2, 2/26/2020).

Sansa's decision to include Lady Fu Hao and, historical female perspectives in general, stemmed from her perception concerning the impact adding women can have on student engagement.

> I think it can impact engagement with the content because I think that through the lens of here are the important men and then here are some women who men somehow gave the chance to be important to history. That is basically how we teach it and how the content is written and presented. When we do that, I think we are losing half of our class…but when you can present them in equal light it gets better engagement (Sansa, Interview 1, 11/07/2019).

By presenting the historical female perspective, students are able to engage and connect to the content as students may be looking for historical figures in the content who can provide experiences and qualities relevant to their lives.

Student needs. Student interest is not the only consideration, Sansa indicated that student need is also a factor that influenced her curricular-instructional choices. Student need can extend to the scaffolding of the activities she had selected. When discussing an activity that she had implemented, Sansa described the ways in which she adapted the activity to meet the needs of her students, "…a lot of times, it was going to be the instructions, I could anticipate what they [students] were going to ask me and put it in parenthesis or I could break down a step even further" (Sansa, Interview 2, 2/26/2020). Student needs also determine whether she would implement an activity developed in a PLC group. Sansa described her thinking in choosing not to implement a project,

> …with the project we had for Greece, we had a weird schedule and it just was not going to work for my students because we had not done a big project before…I was like, Okay well I am not going to try this and then I think…we do have different kids (Sansa, Interview 2, 2/26/2020).

Student need can also be inclusive of a perceived socio-cultural need on the part of the teacher. Sansa described the reasons why she believes it is important to include women as part of the world history curriculum stating,

> I think it is important not only for the female students but for men and how this next generation is going to act as a whole society in regard to everyone. I think if you teach them to recognize the part that everyone plays in a situation or history, they can learn to recognize that in their daily lives and that is going to affect the laws that they put into place…and how they treat people at work (Sansa, Interview 2, 2/26/2020).

When making curricular-instructional choices, Sansa considered how her choices influenced student interactions and the implications of including historical female perspective in shaping those interactions.

Ariadne

Content accessibility. Ariadne frequently made reference to content accessibility, student interest and buy-in, and the importance of student relationships. She indicated that her students were a major factor influencing her curricular-instructional choices. She noted challenges with the world history curriculum given the grade level she is tasked with teaching. She described her perception of the standards and content accessibility, "…I think some of them are above grade level. Some of the things they are asked to know is a little bit above where they should be at that age…" (Ariadne, Interview 1, 11/1/2019). Because content accessibility is a

challenge, Ariadne noted that student interest and buy-in and the importance of student relationships as being major factors influencing her curricular-instructional choices.

Connecting with students. Ariadne noted that one of her strengths in the classroom was her ability to connect with her students. She described some of the ways in which she builds rapport,

> …I think just talking to them. Sometimes you just have to open up about your life or I will be like hey, this is what happens in school when I give an example. You just have to be goofy sometimes and let them see that part of you… (Ariadne, Interview 1, 11/1/2019).

She believed her ability to connect comes from efforts in crafting strong rapport with her students and activity selection.

> I think that I connect with the kiddos really well. A lot of them will say you are my favorite teacher and I will say oh that's great. I don't think it is the content. I think that it is just that I try to make it fun for them. They may not always be grasping everything, but I am trying to make sure that at least the content is relatable to them (Ariadne, Interview 1, 11/1/2019).

Similar to content accessibility, Ariadne noted the importance of making the content relatable to students which ultimately, influenced the way in which she presented the content.

Student interest. In addition to fostering student connections and making the content accessible, Ariadne discussed the importance of student buy-in and paying attention to the interests of her students. Ariadne attributed a teachers' ability to making the curriculum fun and engaging for the students to qualities of an effective teachers,

> …I think it comes downs to student buy-in. Are you making it fun for them? Math is math and science is science…if you can do hands-on stuff in social studies then you get more of the, hey, I really like social studies. I like history. You are setting them up for later and maybe they will continue to have interest in it… (Ariadne, Interview 1, 11/1/2019).

Despite sticking pretty close to the standards, Ariadne felt comfortable taking the standards and making curricular-instructional choices that were reflective of the interests of her students. She described the structure of her class and the ways in which she attempted to make the content enjoyable for her students,

> …you can do noted all day long but if they are not bough into that and they don't enjoy that….you have to make it enjoyable for them to be able to buy in and like social studies and want to be in your class…they may have to do two days' worth of noted but we will do a fun project after so that the kids buy-in but it will still tie in with those state standards…(Ariadne, Interview 2, 2/24/2020)

Given Ariadne's perspectives regarding the level of importance student buy-in holds, she counted it among one of the more challenging aspects of teaching world history. She elaborated on the challenges she experienced in regard to buy-in stating that, "some kids are like I am not never going to use this so why am I doing this…just not caring because it does not seem relevant to them…" (Ariadne, Interview 1, 11/1/2019). Despite these challenges, Ariadne continued to seek ways to make the content accessible and foster student interest and buy-in with the content.

At times, Ariadne noted that bringing in the voices of marginalized groups can serve as a means of generating interest in the content. She discussed the ways in which bringing in other voices into the curriculum can provide another means of connection for students,

> …you are going to get those kiddos who maybe feel like an outsider because they are trying to do something different and maybe that will be okay because then they will find their people you know…so I think just kind of opening up that conversation helps sometimes and you might get buy-in from those kiddos that maybe feel like that…it does not necessarily have a gender aspect to it…its more of a human capacity for it…maybe I can help open up some other part of their brain…try to get that emotional connection to history too…(Ariadne, Interview 2, 2/24/2020).

For some students, that connection to the historical figures that may typically be viewed as "outsiders" in ancient history can help facilitate buy-in. At times, Ariadne felt that she had opened her classroom to those conversation but other times, she felt as if student interest was the driving force behind conversations concerning the presence of historical female perspectives. She described the ways in which her students' level of interest had influenced her curricular-instructional choices stating,

> I think it is interest. Sometimes the kids will bring them [women] up because they have done research. Especially in places like Israel…if they have heard of these women in the Bible, they might be like hey, I know that person. She is married to so and so and you just add on a little information to be like yes…they have background knowledge and you are just affirming that knowledge and connect it for them… (Ariadne, Interview 2, 2/24/2020).

In the moments in which student interest was a driving force behind Ariadne's curricular-instructional choices, she viewed her role as facilitating connections back to the content. She noted that some students are more motivated than others, "…I think some of them are still kind of oblivious to the fact that there are boys and girls in general but then you have other ones that

are quite well read on things that are happening right now in society and things that have happened…" (Ariadne, Interview 1, 11/1/2019). For the students that were aware, Ariadne described the emotional reaction that some had towards the status of women in world history,

> …last year, when the girls would understand that women weren't being represented, they were getting fired up about it…they would ask how come and why…and I would tell them, well, that's just kind of the way it was back then …I do remember them very fired about not having women represented in there…(Ariadne, Interview 2, 2/24/2020).

Ariadne seemed open to having these types of discussions with students as a means of facilitating buy-in with the content. Student interest and assisting students in making connections back to the content are factors that influenced Ariadne's curricular-instructional choices as they seemed to drive the ways in which she implemented the curriculum.

Michelle

Content accessibility and student need. Michelle reflected on the level of appropriateness with regard to teaching world history to sixth grade students. She acknowledged that many people do not agree that it is appropriate. She believed that there is a plethora of opportunities for students to be found in the world history curriculum,

> …I think a lot of people think it is not appropriate for this age kid. I think it is perfectly appropriate, so I totally disagree…I think we are raising kids right now that are going to have such a smaller world than we had. They are going to have to have some knowledge of having a world view… (Michelle, Interview 1, 11/08/2019).

Michelle elaborated on the social studies curriculum in elementary grades noting that it sets the stage for the content that is taught in the sixth grade. When students get to sixth grade, Michelle

believed that they were ready to engage with the world history curriculum due, in part, to their natural curiosity concerning some of the topics that are presented.

> …I think they are ready when they hit this age. They are curious about things like Egyptian mythology. They really get into it, the gods and goddesses in Greece…I mean some it's a little dry but it gives them this overview of the world that they are going to need as adults…I don't know how much detail they will remember but I think it will be good for them as adults…(Michelle, Interview 1, 11/08/2019).

By exposing students to different cultures, Michelle saw the curriculum as fulfilling a perceived need of her students. She noted that sixth grade students cannot goes as deep into these cultures as older students. For some students, Michelle described students experiencing shock and confusion with regard to topics associated specifically with eastern cultures.

> …the kids need that, but we are really just giving them an overview of each culture. Just skimming the surface…I am not sure how deep they could go like older kids…it's the first time they are seeing world cultures which can in some ways be cool but also kind of jarring for them…and some of the things we tell them, they just can't understand …eastern culture specifically, is hard for them… (Michelle, Interview 2, 02/27/2020)

When students are struggling with the world history curriculum, Michelle discussed her ability to help make the content accessible to sixth graders as an area of strength. She elaborated on this ability by describing the ways in which she makes the content accessible by first acknowledging the elementary learning environment they are coming from,

> …I think I am good at knowing where they are come from. I get them and where their little brains are right now developmentally…I am good at keeping it simple like, I really narrow down the standards. I like to scaffold so it is like I am going to give you this

> information in this clear way…and then I am going to build on it…" (Michelle, Interview 2, 2/26/2020).

Michelle discussed the reasons why scaffolding and breaking apart the content were necessary by making reference to the reactions of her students to the world history content. "I have seen kids look overwhelmed in social studies when I am telling them some crazy political, government system or a religion…" (Michelle, Interview 1, 11/08/2019). Knowing that the students get overwhelmed influences the ways in which Michelle presents the content. "I break it down into smaller parts and put it back together instead of dumping it all on them at one…they do get overwhelmed and I am pretty good and breaking things up…" (Michelle, Interview 1, 11/08/2019).

In addition to identifying an overwhelming nature to the content, Michelle noted that the content can challenge students' own world view. She described challenges she had encountered in her classroom with regard to different religions and the hesitancy of her students to be accepting of worldviews that may conflict with their own,

> …some of them are…weary or hesitant to be open to or accept different world views. Sometimes they want to challenge you over religious things and I am like, I am not trying to say your religion is not valid or true, I am just presenting to you what happened historically…it comes up daily…some things are just too hard for them to grasp…it is just too different…(Michelle, Interview 1, 11/08/2019).

When confronting situations such as these in her classroom, Michelle expressed confidence in her abilities to create a safe space for students to grapple with the content.

> …I think make a safe environment for that because not all kids are willing to put their thoughts out there especially related to religion…I want it [classroom] to be a space

> where they can think about things openly and feel comfortable saying whatever comes to mind even if it sounds silly…(Michelle, Interview 1, 11/08/2019).

In order to create this safe learning space, Michelle emphasized the nature of her curricular-instructional choices. “I love that they will talk to me and we have some great conversations…” (Michelle, Interview 1, 11/08/2019). Michelle noted the importance of having conversations and discussion in her class to establish that safe space.

Student interest. In addition to the instructional strategies that Michelle employed to address the challenges she faced in the classroom with regard to the accessibility of the content, Michelle acknowledged the importance of student interest.

> They take responsibility for things they are invested in. When they are engaged, they can have a conversation with me about history or whatever we are talking about. They want to have a conversation with you about history or they go home and try to do their homework and come back with questions… (Michelle, Interview 1, 11/08/2019).

Student interest speaks to the level of openness that Michelle perceived the students to have with regard to the world history content. She views this openness and interest towards the content as the responsibility that the students have in the classroom. “…it is there responsibility to learn the material…they have to be open and available. They have to have interest and put forth effort…” (Michelle, Interview 1, 11/08/2019).

Sometimes, the interest level varies by student based upon the topics that are the subject of discussion. Michelle provides an example of a student who was engaged in a lesson about women in ancient China and how the lesson motivated the student to seek out additional information,

> Some kids are super interested some are like, meh…I have one girl who after the video [on women in ancient Chinese history] cheered. She went woohoo because they mentioned badass women…she had a journal where she had written down information about women that she had looked up on her own so some of the women in the video, she had already known about… (Michelle, Interview 1, 11/08/2019).

Michelle noted that the motivations of this student had highlighted some inequities in her teaching with regard to the level that she is fulfilling the needs and interests of her students. "She [the student] went out on her own…it is almost like we are not meeting her needs…" (Michelle, Interview 1, 11/08/2019).

Michelle described the influence that the interests of her students have in shaping the conversations that are had in her classroom. She elaborated on a situation in her classroom in which students' were discussing women's roles in ancient Chinese society, "I had a girl that was really interested and even some of the boys have said things like that is so crazy about women not being able to own property and becoming part of the husbands family…" (Michelle, Interview 1, 11/08/2019).

Student impact. Michelle explained how including women in the curriculum and enabling students to pursue topics that they are interested in can affect student outcomes as first, it is better representative of her student demographic. "I think it would represent all of the student in my class not just the boys…" (Michelle, Interview 2, 02/27/2020). She expands on how the curriculum impact students,

> …half of our population is women and those kids need to see themselves represented not just the boys…these girls are not seeing that much in history even if the role that women played was minimal because they were probably not allowed to hold power, but they

> need to know that. They need to know where women are coming from… (Michelle, Interview 2, 02/27/2020).

Michelle acknowledged that by enabling women to occupy a stronger presence in her curriculum, she is providing opportunities for both her male and female students to see the roles of women,

> …for the girls, it may impact career choice because it may make you think about all of the things you could not do because you don't see women, you don't have a model of women doing that in what you are presented in education…the boys, it may impact them where they don't see women as capable as men of doing really important jobs when behind the scenes they were doing stuff…(Michelle, Interview 2, 02/27/2020

When thinking about the absence of women in the curriculum, Michelle described her feeling with regard to her students, "…it makes me sad for the kids…we should not be still churning out a generation in 2020 that does not see equality in their classroom, in their future, in everything really…it is almost surprising…" (Michelle, Interview 2, 02/27/2020).

Heidi

Content accessibility. Heidi described the challenges associated with teaching the content stem from the accessibility of the ancient world history content to the sixth-grade student. "…I think that is really the hardest part about this content, with this age, to them, it is so foreign. They are like, what…" (Heidi, Interview 2, 2/26/2020). Heidi explained that it can be easy to over-complicate the content giving the nature of the standards so when teaching, Heidi worked to keep the content as simple as possible. "…I have noticed that I try and fit too many standards into one project so there all too many things going on so over-complicating things when it could be simple…" (Heidi, Interview 1, 11/07/2019).

In addition to a complicated content, Heidi described student maturity with regard to some of the topics that student come into contact with can be a challenge.

> …sixth grade, just the age, the immaturity to everything. Every day, at the beginning of China, I have to talk to them about racial slurs…and that immature mindset…and religion, it is so interesting to talk about Egyptian mythology and Hinduism but they know how much it annoys me when they are like, this is weird…(Heidi, Interview 1, 11/07/2019).

As a result of interactions such as these with her student, Heidi does not believe that the content is appropriate for the grade level and age of her students. "…I don't necessarily agree that this curriculum should be for the sixth grader because they have no peripherals to the rest of the world yet…" (Heidi, Interview 1, 11/07/2019).

Student interest. When addressing some of the challenges associated with a complicated content, Heidi perceived the ability to make the content relatable to generate student interest as a method she could employ to address that challenge. "…if you don't put it in a way that is contemporary or modern, they have no interest at all and they are just not going to get it…" (Heidi, Interview 2, 2/26/2020). When making curricular-instructional choices, Heidi makes decisions based upon student interest, "…I love Egypt because they love Egypt…I do a WebQuest and it's a terrible WebQuest with a terrible website and at first they are like ugh this boring but then they start reading about it and they so into it…" (Heidi, Interview 1, 11/07/2019).

Heidi explained that knowing what students will get into is a driving factor in her curricular-instructional choices.

> …I take into account what my kids enjoy and how they engage…taking into account what they think is engaging, it is not always going to be the most fun thing in the world

> but just keeping them on their toes with what we are doing… (Heidi, Interview 1, 11/07/2019).

Heidi provided an example of an activity, a one-pager, that she tried with her students. Heidi actively sought their feedback on the assignment and due to their interest in the assignment, plans to do similar assignments in the future,

> …these one-pagers that I had them do for Judaism, it was so simple, and they all loved it. They really enjoyed it and I was simplistic in my directions, but it worked so I feel like I am getting better at making assignments like that. It was the first one we had done so I asked a few of them like, out of a ten-star rating, what would you give this…and they were like 10… (Heidi, Interview 1, 11/07/2019).

She also provided opportunities in her class to enable students to explore what interests them but also, to make connections to content from other classrooms to empower them to make use of the knowledge they already possess.

> I found that today with Hinduism because I didn't like covering Hinduism last year and today, they were like, this is so cool…all of this stuff is so foreign to them and they get excited…they are reading a book right now in ELA *Inside Out and Back Again* and they brought up the monsoons and Buddha…they will come in here and get so excited about it so I feel like when it clicks with them and they get excited that makes me happy…(Heidi, Interview 1, 11/07/2019).

In addition to providing opportunities for student connections, student engagement, and the pursuit of student interest, Heidi indicated that bearing those things in mind, enabled her sense of confidence in making slight deviations from the curriculum. "…if I find something that the kids really like, that interests them…(Heidi, Interview 2, 2/26/2020).

Student relationships. Heidi described the importance of student relationships in facilitating student interest and engagement in world history. "…if the kids are motivated by that teacher or they look up to that teacher and they want to make them proud, they will do what they need to do to meet that expectation…" (Heidi, Interview 1, 11/07/2019). Heidi provided an example of what a teacher who experiences challenges in developing student relationship might do. "…a really lackluster teacher could go through guided noted for every single thing the kids would need to know for the test and if the teacher doesn't have the connection with the kids, then those kids aren't going to remember anything…" (Heidi, Interview 1, 11/07/2019). Heidi elaborated that a teacher with strong student rapport can "give the students the tools they need and then the students will do better…you will still have the ones who just don't care but overall I feel like if the kids have a connection with the teacher, they will do better…" (Heidi, Interview 1, 11/07/2019).

Heidi expressed the importance of student relationships and simply, knowing her students well, as being a factor that influences her curricular-instructional choices. When asked about the steps she goes through when making curricular-instructional choices, Heidi stated, "…first the standards and then second, my kids…knowing them and how they learn best and how to make the standard fit that…" (Heidi, Interview 1, 11/07/2019). Heidi viewed her knowledge of her students as a determining factor influencing how she implemented her curriculum.

Student impact. When considering making supplemental curricular-instructional choices to the curriculum with regard to historical female perspectives, Heidi discussed the impact she perceived the addition of female perspectives would have on her students.

> …I feel like the female students would be more into it and motivated if they were hearing and seeing female in this time [ancient time periods]…the boys, I don't know, they might

> realize that the world was not built around men even though some of them do not realize that is what they thing…you don't realize you are seeing things in one way…" (Heidi, Interview 1, 11/07/2019).

Heidi provided an example of how including women can influence the ways in which students are seeing things.

> …. we talk about King Tut, the boy pharaoh, and all the boys are like, I want to be pharaoh. It gives them the idea that they could be something great. I feel like it could do the same things for the girls and I feel like it would also show the boys that females can also be great and that females can also do the same thing that males do… (Heidi, Interview 2, 2/26/2020).

Heidi perceived a potential in the curriculum to serve as a source of inspiration for both girls and boys that is not presently in the standards as they are now. She elaborated on this perspective with regard to how the curriculum, in turn, translates to students' gender perceptions. "…we are teaching young women and they might look at what we are teaching and think they have no place in history because of what we are advertising history was…" (Heidi, Interview 1, 11/07/2019). However, Heidi felt that by supplementing historical female perspectives, the world history curriculum had the power to change how the narrative is perceived by her students.

Summary of Participant Perspectives and Beliefs with regard to the Students as an Influence

Students were identified as a factor that influenced teacher curricular-instructional choices with regard to historical female perspectives. All participants indicated concerns with regard to the appropriateness of the world history content for sixth-grade students. Michelle however, perceived an opportunity to enhance student worldview with the content. All participants placed importance of making curricular-instructional decisions that facilitated the

development of student relationships by being representative of student interests. All participants felt that student relationships were important and indicated that the maintenance of those relationships factored into their decision-making. All participants perceived the inclusion of historical female perspectives in their curriculum as means of generating student interest and engagement, connecting with students by making the content relevant, and fulfilling the socio-cultural needs of students.

PLC Sessions

Content accessibility. Participants spent a significant amount of time discussing their students during the five PLC sessions we carried out over the course of four months. Discussions concerning students addressed topics including the accessibility of the sixth-grade content, curricular-instructional choices that would elicit student interest, the needs of their students, and how the inclusion of historical female perspectives would impact their students.

> Michelle: I was just thinking like making it the standards accessible [makes a teacher effective], I feel like sometimes they are umm, in this curriculum
>
> Ariadne: especially with this curriculum
>
> Michelle: I guess it seems like it is over their heads you know but I think it is doable
>
> Ariadne: it is you just have to tie it to things they know as much as you can
>
> (PLC Session 1, 11/21/2019)

All of these discussions would ultimately come down to ways in which they could make the content accessible and relevant to their students. During the first PLC session, participants discussed some of the challenges associated with the standards given the age group participants are tasked with teaching,

> Researcher: what are some challenges with our content area?

Ariadne: difficult concepts

Michelle: I think it's hard to connect to the children where they are at age 11 and their world view is small, and it is not always high interest. I mean there are some things that are like, the Egyptian gods and goddesses

Sansa: yes

Michelle: but like a lot of things, they are like, why do I care about this and it is hard to help them see why they should care (PLC Session 1, 11/21/2019)

Participants indicated that students struggle to make connections and understand the relevance of the world history content. Even more thematic concepts such as inequality, participants indicated that students struggle to make sense of within the context of the world history content,

Researcher: I don't know about you guys, but I didn't have those types of conversations before India. They weren't asking me the same type of questions that they are asking me now especially with social relations and social relationships and gender relationships.

Ariadne: I don't think we delve into it really until here where there is this definite inequality and I think everything else before was kind of fluffy

Michelle: we have talked about slavery some

Sansa: yea slavery was a big thing talking about the difference between race-based slavery

Michelle: with like the Hebrews

Sansa: and then they did I think there I have a lot of students who were real hung about how females and women were treated so that did come up pretty early on. That came up I think with early humans because we talked about how maybe early humans were more egalitarian than typically thought. So, that had been something but as far as social like

structure and social interactions, they really, I think just because it is so rigid and its different from any other social class system

Michelle: I think that is what it is, the harshness of it

Sansa: that is what they don't get

Michelle: I mean those lines are drawn

Sansa: and they are little American dream babies

(PLC Session 2, 12/11/2019)

Participants indicated their perception that students experience difficulties when attempting to understand broader concept within the world history curriculum. Therefore, participants discussed the ways in which they attempt to make the content accessible for their students through their curricular-instructional choices.

Michelle: Where you guys are [geographically] too, I taught at [school] and there is less sort of worldliness

Sansa: it is a little better but for example, we did those video noted for the caste system and one of them was talking about the caste system today, even though it is outlawed, technically caste discrimination exists still and several of them would be like, well how? If it is in the law how is there still discrimination and so then getting that back into well let's think about this in the United States

Michelle: yea

Sansa: like what are some things that count as discrimination that are outlawed that still occur every day

Heidi: and I asked them how many of their parent's speed on the interstate? I mean I do, every day to work but that is technically outlawed, but everyone does it

Michelle: Those are good connections to make though about racial issues. I said people are discriminated against based on a lot of things all over the world this is not unique to India.

(PLC Session 2, 12/11/2019)

In order for students to begin to understand the injustice surrounding the caste system, participants indicated the need to provide examples that students could relate to and therefore, made curricular-instructional choices that would enable them to facilitate those connections.

Student interest. In addition to making the content relatable, participants made curricular-instructional choices based upon the interests of their students.

Michelle: my kids loved the gods and goddesses and also the Ramayana we had a readers' theater

Heidi: oh, they love the readers theaters

Michelle: and they used goofy voices and I was like there is a Hallmark movie moment in there and of course, they get mortified at which one got it

Ariadne: mine were like I want to be king until they figure out, they have to talk to girl, and they were like uh

Michelle: I didn't let them pick

Heidi: I have a reader's theater for Buddhism…

(PLC Session 2, 12/11/2019)

Participants made reference to reader's theater and the responses of their student that activity. As a result, participants opt to make curricular-instructional choices that employ similar methods based upon the feedback that they received from their students. In a similar discussion, participants elaborate on the types of instruction that their students seem to enjoy and have

yielded favorable student outcomes. In the following excerpt, participants discuss an activity for a lesson on the first emperor of China, Shi Huangdi,

> Researcher: what kind of things so like what are you guys noticing that the kids really seem to like, like inquiry-based stuff?
>
> Ariadne: yes, I mean mine are okay with noted and we have really good discussions, but I think they really like to do the searching and finding, at least our kids do
>
> Sansa: like the Shi Huangdi thing
>
> Researcher: I sent you that Shi Huangdi thing
>
> Heidi: yea I got it and I used your idea but used more primary and secondary sources. They were jurors and they were trying to decide if he [Shi Huangdi] was innocent and good ruler who made achievements for China or he was like guilty and really cruel, so I did the same thing, but I used more primary, secondary sources
>
> Sansa: yea, they really enjoyed it
>
> Heidi: I feel like they like things where they get to decide
>
> Michelle: It gives them autonomy. I was thinking too what is great to do in social studies is to set up discovery but it is so hard to do…where they discover the information…I feel it is what you all did with the ruler, it is discovery because they investigate and then make a decision. It is also hard to do in a classroom setting
>
> Heidi: it can be hard and half of them aren't as motivated as others
>
> Michelle: they don't want to try, yes, and just let their neighbor do it and then tell them the answer.
>
> (PLC Session 4, 1/29/2020)

Heidi described an activity that she had adapted based on a resource shared with the group. She adapted the activity based upon her perception regarding the interests of her students and felt confident in the outcome of the activity to share the changes that she had made. The choice that Heidi made with regard to making the activity more inquiry-based was an instructional strategy favored by the group. However, despite the choices that participants make based upon the interests of their students, they still perceived the kids as being responsible for their achievement,

> Researcher: I guess thinking on that more, do you think it was kids or are there some things that we are going instructionally that we could look at, I guess what were our primary modes of instruction?
>
> Ariadne: I think kids
>
> Sansa: kids
>
> Heidi: I think it is them not giving a shit
>
> Ariadne: well I am reassured knowing that it is consistent across the county
>
> (PLC Session 5, 2/17/2020)

While participants feel confident in their abilities to select activities that are aligned with the interests of their students, they acknowledged that there are still times when those curricular-instructional choices will still not generate student engagement.

Student Need. As making curricular-instructional choices aligned to student interest was viewed by participants as not always being enough, participants felt that, at times, they had to make those choices based upon their perceptions regarding the needs of their students. In the following excerpt, participants are discussing the pacing of an activity used to cover gods and goddesses,

Ariadne: so, this is for Hinduism and we did it for Egypt [showing the picture frame activity] so they had to pick a god or goddess and they have to write what they are the god or goddess of, what their symbols are, interesting facts...

Heidi: oh, that's cool

Researcher: first, they do a gallery walk that covers the different gods and goddesses

Heidi: oh, so this is like one day?

Ariadne: yea

Michelle: yea, just one day I made them do it for homework and I let them print out a picture if they want

Heidi: the gallery walk would take a day and the picture frame would take a day… our kids couldn't do it in 70 minutes

Sansa: see our kids would want to copy down everything

Heidi: its either like they want to write down every single word or there is a kid who wants to write down the closest

(PLC Session 2, 12/11/2019)

Heidi and Sansa did not feel that they could implement the activity being described by Ariadne due to the needs of their students. Based upon Heidi and Sansa's perception concerning the abilities of their students, they did not seem confident in their abilities to successful implement the activity and produce favorable student outcomes.

Participants engaged in discussions regarding curriculum, and similar to the instructional activities described above, made determinations concerning the content to be covered based upon their perception regarding the needs of their students. Participants engaged in a discussion

regarding their ancient Greece module and supplementing the curriculum based upon their perceptions of their students' needs in order to understand the content,

Heidi: I was looking at what I did last year from my noted and in then the standards, last year, I started with vocabulary and geography but then we spent a day on the Minoans and Mycenaeans

Ariadne: mmhmm…I did that

Heidi: but I feel like the new standards...

Ariadne: I feel like that is still a good place for them to begin because it just gives a little background and gets them like sucked in

Heidi: including things like the buildings, dancing, writing

Michelle: Did they take it out of the standards? Is it kind of foundational, like they have to have it to understand?

Ariadne: I mean yea, but you could really start without it, I think it just gives them that extra like…

Heidi: Like, this is where we are at

Michelle: so, inspiring curiosity

Ariadne: and it gives them a good idea of the geography as well because you are talking about the place and the island

Researcher: you can relate it back to mythology too like Theseus and Minotaur

Ariadne: I think I did it with the Minoans and Mycenaeans. I think I did that and then Theseus and the Minotaur on the same day because then I went into the Trojan War. I did that and the Iliad and Homer and then I did polis structure, design your own polis and then we had that create your own

(PLC Session 4, 1/29/2020)

Participants took into consideration the needs of their students and the way in which they could structure their curriculum to better elicit favorable student outcomes. Additionally, participants provided justification for supplementing the ancient Greece module based upon their previous experience teaching ancient Greece.

Similar considerations were given as participants discussed supplementing the curriculum to be more inclusive of historical female perspectives. Participants discussed the potential benefits of including women in the curriculum,

R: so, what does that do for our kids, if we are able to pull in more females into the curriculum and balance that out, what does that do for them?

Michelle: I mean it gives the girls and boys a picture of history…for the girls their gender is included, like I see someone like me which is what you want little kids to have

Ariadne: but again, I think it is hard here because if you don't have that documentation then you don't have those people to pull in

Michelle: I know

Ariadne: so, it is hard to do that

(PLC Session 1, 11/21/2019)

Despite acknowledging that benefits of including women's history in the curriculum for their students, participants exhibited some reluctance in implementing lessons that supplement for historical female perspectives. Ariadne identifies difficulties when attempting to do that and therefore, does not seem confident making that curricular-instructional choices.

Summary of Participant Beliefs, Perspectives, and Behavior with Regard to Students

Participants frequently discussed their perceptions regarding the accessibility of the sixth-grade world history curriculum. As a result of the challenges they associated with the level of curricular-difficulty, participants actively sought ways to generate student interest and engagement. A factor that influenced these curricular-instructional choices came from their perceptions with regard to the needs of their students. At times, the needs of their students motivated the participants to make supplemental curricular-instructional choices however, as times, the needs of their students were overshadowed by the barriers that existed as a result of content knowledge and availability of resources.

Time

Time was a factor found to influence teacher curricular-instructional choices with regard to historical female perspectives. This finding manifested in several ways including how teachers' professional time is allocated, course pacing, challenges associated with time, and origins of emotional challenges associated with time. This section details each participants' perspective and belief regarding their perceptions concerning the influence of time on their curricular-instructional choices with regard to historical female perspectives.

Sansa

Sansa identified time as being a major factor in her curricular-instructional choices and at times, Sansa noted the emotional challenge that time presented. Sansa described the impact time but also standards have on the choices she made in her classroom stating that,

> They [standards] make me really consider what is essential…because my own interests would show if I didn't have the standards and pacing and that crunch time…so I think they help me keep that in check but its sometimes stressful. I am like, Oh, my gosh, I

have to get through all of this before Christmas, how do I do this? But then, I think, well, we can skip over something that is not essential and I can always go back after the test and we can look it and it will be enjoyed and exciting (Sansa, Interview 1, 11/07/2019).

Sansa indicated that standards and the rush to get standards covered in a prescribed amount time can be stressful. As a result, Sansa had to make determinations regarding what is essential content for the students to gain exposure to based upon perceived content on the standardized assessments.

When discussing the origin of this stress in relation to this concept of time, Sansa referenced back to the standards but also to job responsibility, "…I guess that piece of paper in front me, that standards books…" (Sansa, Interview 2, 2/26/2020). As a result, Sansa felt that her excitement for her content area had lessened due to that stress and feeling rushed to push through the content, "I am just feeling like I am not enjoying it as much…I was excited to get to Greece and Rome but now, there have just been curve balls thrown at us and then we had a weird schedule on Monday and Thursday because of different things…now we have to rush through and it is just not as exciting…" (Sansa, Interview 2, 2/26/2020).

Despite this stress, Sansa indicated that there are times she had deviated from the standards giving consideration to the ways in which it could be included in the materials she was already covering. "I try to stay as close as possible [to the standards]. We deviated a little bit in Mesopotamia…the Persians were not in there so we did a timeline of the major empires of Mesopotamia and I had enough time that I could spend a day on each" (Sansa, Interview 1, 11/07/2019). While Sansa indicated a willingness to deviate from the standards, when discussing supplementing the curriculum with historical female perspectives, Sansa indicated time a contributing factor inhibiting her from doing so, "…time…maybe next year when I have the

lesson plans that were really good and I can back and reinforce and refine a little bit…" (Sansa, Interview 2, 2/26/2020). Sansa seemed motivated to go back and supplement female historical perspectives but indicated the need to build off of her existing materials.

Ariadne

Ariadne described the influence of time on her curricular-instructional choices with regard to historical female perspectives. She described feeling pressure to complete teaching her curriculum prior to standardized assessments, "…you have to teach all of this before a certain date and that date is usually in April which is two months before we end school so you are trying to shove all of this knowledge into them…" (Ariadne, Interview 1, 11/1/2019). Ariadne aligned her pacing with the state-mandated standardized assessment given during the month of April. She indicated feeling pressure to complete her curriculum prior to that test and that, as the test loomed near, the stress she felt increases,

> …I think in the beginning of the year, we are not as schedule driven but we know we have to cover up to a certain point before we go to Christmas break but then after that, we focus more on…hey, we have to get this done before the test…(Ariadne, Interview 2, 2/24/2020).

Ariadne noted that this pressure seemed to worsen during the end of the year and can be exasperated by unanticipated days out of school. "…if things like snow days happen…it kind of messes with the schedule and you are crunched for time to make sure you are getting everything in before state testing or before you have your module test because you have to move on…" (Ariadne, Interview 2, 2/24/2020).

Due to this pressure to complete the curriculum prior to the test, Ariadne felt that, at times, the types of activities she can do, and the depth of her content coverage is affected.

"…sometimes you do not get to do the fun stuff or go more in depth because we have to keep going…knowing that those standardized tests are coming at the end and making sure to get all that knowledge in before…" (Ariadne, Interview 1, 11/1/2019). Ariadne described how cutting fun activities and moving on from topics that students are interested in made her feel as a teacher,

> …it is not good. As a teacher, you want to foster that fun learning for them and if they are enjoying something, you really want to spend that time on it and you just can't because you have to move on…it makes me sad that you are kind of squashing their dreams…(Ariadne, Interview 2, 2/24/2020).

Feeling the pressure to complete the curriculum prior to standardized assessments influenced the extent in which, Ariadne felt that she could foster the fun learning environment that she perceived as valuable.

In addition to feeling challenges in creating the fun learning environment, Ariadne also felt that time challenged her ability to make supplemental curricular-instructional choices with regard to historical female perspectives. Ariadne expanded on these challenges, "…to find that [resources covering women's history] and put that in there when it is not necessary and we are already trying to jam all these things makes it really hard…" (Ariadne, Interview 2, 2/24/2020). Unless historical female perspectives are explicitly included, Ariadne does not feel confident, given the stressors associated with pacing, that she would be able to supplement the curriculum. She elaborated,

> …our standards, there are so many of them and we have a limited amount of time to get that in and I think we struggle as it is to make sure that we are covering everything in a

> deep enough manner that they retain and remember it….adding that extra in would just be too hard…(Ariadne, Interview 2, 2/24/2020).

If Ariadne were to supplement the curriculum with regard to historical female perspectives, she described the need for additional time over the summer to help her learn the material and find the resources. "I [would like] this summer in order to learn these things because it is too hard to learn them while you are teaching them…if I had the time to plan ahead to add them in then I could do that research and [find] the resources…" (Ariadne, Interview 2, 2/24/2020). However, with the present curriculum, Ariadne does not feel that time enables her to make supplemental curricular-instructional choices.

Michelle

Michelle discussed the influence that time had on her curricular-instructional choices. The pressures associated with time often cause Michele to stick pretty closely to the standards, "I tend to stick to the standards because I am afraid that we will run out of time…" (Michelle, Interview 1, 11/08/2019). Michelle perceived the pressure to stick to the standards and maintain pacing stems from the standardized assessment at the end of the year, "…I think it comes from the test and I think it comes from the school calendar, the way it is laid out and when the test is…" (Michelle, Interview 2, 02/27/2020).

Part of this pressure to complete the prescribed curriculum prior to state testing comes from Michelle's desire to ensure that her students feel prepared. "I am afraid we will run out of time and I don't want the kids to go into the test at the end of the year without having been taught that standard or seen that standard…sometimes we go fast enough that it is almost like a standard a day…" (Michelle, Interview 2, 02/27/2020). Michelle elaborated on this feeling by discussing an experience she had during her first year of teaching,

> …one of my first years of teaching, I had a kid in the middle of the state test…I was teaching third grade and we hadn't gotten to division yet…and it was on there…this was when they allowed me to be with my kids during the test and they had a proctor. She [the student] looked at me, she raised her hand and she goes, we haven't done this and she had so much anxiety and I will never forget it…I just do not want them to be faced with something where they do not know what the test is talking about… (Michelle, Interview 1, 11/08/2019).

In situations such as the one described by Michelle, the pressure to complete the prescribed curriculum was associated with her desire to ensure that her students feel confident when taking standardized assessments. Michelle stated, "…I don't want it to be because I dropped the ball and didn't expose them to something, they are going to be tested on…" (Michelle, Interview 2, 02/27/2020).

Michelle described the origins of the pressure associated with time and pacing attributing it to school and teaching culture that is learned as soon as a teacher enters the classroom,

> …it is so funny because it is such a quickly learned thing when you get in the classroom and you learning that it is no joke and you cannot stop, you have to keep going and you have to get through those standards and the pressure…its significant…(Michelle, Interview 2, 02/27/2020).

She elaborated on the influence of school and teaching culture,

> ….it is just there, it is school culture and teaching culture and…I taught through No Child Left Behind and Race to the Top…and so every state wants the money that the administration is offering so their state wants to achieve and the only way they can show they achieve are those tests… (Michelle, Interview 2, 2/26/2020).

Michelle acknowledged the influence that federally mandated policies influence the testing culture in schools and as a result, impact the pressure that she felt to complete the curriculum in order for her students to feel confident in their performance on that test.

As a result of this pressure associated with time and pacing, Michelle perceived the inclusion of historical female perspectives as challenging. When making decisions about whether to add women in, Michelle noted the considerations that she would have to bear in mind, "it would take time away…we would have to make room in the module for that…" (Michelle, Interview 2, 02/27/2020). Despite her perceived importance of including women's history, the standards and time seem to be a consistent factor, "I think that speaks to the standards themselves and being so much to teach that it is hard to add anything else because we are just trying to do what we need to do for that time period..." (Michelle, Interview 2, 02/27/2020).

Michelle described how having to move quickly through the standards and, at times, push past something that she and her students are interested in, makes her feel.

> …it bothers me…one of the things that comes to mind is the great philosophers…my sixth graders talked about wanting to know more about those guys but how many are going to remember them because didn't have much time to cover them, it was just one day. It was a quick glimpse…" (Michelle, Interview 2, 02/27/2020).

Michelle continued describing the impact that she believes providing students with a quick glimpse of the content can have.

> …if I could have taken even just a couple of days…it bothers me and I think it goes against kids nature like their true nature and that love of learning and wanting to be curious about things…we are holding them back from that…(Michelle, Interview 2, 02/27/2020).

Michelle believed that the lasting impact of this pressured approach to the standards and curriculum was a message being sent to the kids regarding the purpose of learning, "…we are send them the message that you just need to know these things to pass this test, to move on and that's it…the message all about passing the test or checking the boxes…" (Michelle, Interview 2, 02/27/2020).

Michelle acknowledged that there are things that she would like to do or would like to see in the standards and curriculum. "I would like to see more about women in whatever culture we are studying and for the kids to be able to see more of daily life…we do talk about it but we don't really have time to get into diet or what the family structure looked like…" (Michelle, Interview 2, 02/27/2020). Time, despite her interest and the interest of the students, seems to be a major factor influence Michelle's curricular-instructional choice.

Heidi

Heidi discussed the influence of time on her curricular-instructional choices noting that her classroom decision-making stems from both the standards and the time in which she had allocated to teach those standards.

> …we are expected to teach all…50-60 standards…in detail before state testing and state testing is…early to mid-April…so we are expected to teach all of those things before the school year is even close to being over…" (Heidi, Interview 2, 2/26/2020).

She discussed how that pressure associated with time kept her tied to the standards, "every day, I am looking at what I need to be doing with them because I feel like we don't have time to waste…" (Heidi, Interview 1, 11/07/2019).

Heidi discussed the standards and that pressure to complete the curriculum prior to the onslaught of state testing influenced her decision to supplement the curriculum. "…we don't

have time to like really veer away from standards so pretty much everything I do is tied to a least one standard…" (Heidi, Interview 2, 2/26/2020). Heidi elaborated on deviating from the standards, providing an example of the consideration she gave to including Ashoka in her ancient India module despite Ashoka being absent from the standards, "…we don't have time, the standards don't talk about him so I am not going to talk about him…" (Heidi, Interview 1, 11/07/2019). Heidi applied a similar mindset to the inclusion of female historical perspectives,

> …do I have enough time to stop and talk about that, probably not…then we just keep moving. Do I have enough time to research that and incorporate it into that lesson right now, not really…I have 10,000 other things to do when I already have the lesson made so we will just go with what I have…(Heidi, Interview 1, 11/07/2019).

Heidi used the concept of time and pacing to prioritize content and decide what was covered along with the depth of coverage.

When discussing the origin of the pressure Heidi associated with the concept of time and pacing, Heidi acknowledged that the pressure comes from her own perceptions regarding her job responsibility.

> …I guess for me, it just comes from myself because I want to have good scores. I don't want my grade to reflect me poorly, so I guess…from myself but also, by law, we have to teach all of those standards and we need to get it done by the end of May at least…" (Heidi, Interview 2, 2/26/2020).

Heidi correlated student performance on standardized assessments as a reflect on her job performance and therefore, considered that as a source of pressure pushing her to complete the prescribed curriculum in the given time frame. Heidi acknowledged how this pressure ultimately makes her feel,

> …I feel rushed…like, we have to get this done today because we have to move on so that we can finish these five modules before Christmas and then these three before the test so it makes me feel rushed and pressured…" (Heidi, Interview 2, 2/26/2020)

Heidi noted that as a result of these feelings of pressure and feeling rushed to complete the curriculum by a certain time, she is forced to move on from topics before she felt the students are ready. "…sometimes, I don't do enough detail, I don't explain things well enough or give the students enough time to really process what we are learning…" (Heidi, Interview 2, 2/26/2020).

When discussing how the pressure of time impacted her students, Heidi described how this pressure may translate to the students,

> …they don't have enough time to really learn some of these things…. I guess it is a double-edged sword. If I slow down, they will learn this much [signals with her fingers an inch apart] really well but if I speed up, I will get all of this covered and surely they will learn some of it…it probably stresses them out and a lot of kids, I feel like, are empathetic…(Heidi, Interview 2, 2/26/2020).

Heidi identified that the source of student stress could come from the pressures of time coming from other classes as well.

> …I guess at times it could overwhelm just because it is like that in all other classes and sometimes I don't take into account okay, you are also flying through things in math and ELA and science right now that you are trying to retain so…" (Heidi, Interview 2, 2/26/2020).

When considering her response to the pressures associated with time, Heidi elaborated on the things that she had to skip over or the topics that get missed. She described the topics she wishes she could spend more time on, "I wish we had more time to do Rome and Greece and I guess

now that I am in India and I have a decent amount of time to do it, I am finding more things I wish I had time to do…" (Heidi, Interview 1, 11/07/2019). Despite feeling like she had more time in India, Heidi still felt that she did not have enough time to really dig into the things that she wanted to do.

Summary of Participant Perspectives and Beliefs with regard to Time

Time was identified as a factor that influenced teacher curricular-instructional choices with regard to historical female perspectives. All participants described the pressure associated with the allotted amount of time they have to complete their coverage of the world history standards prior to standardized testing. All participants perceived the task of completing the curriculum prior to state testing as a difficult task and indicated feelings of stress and anxiety with regard to that task. Michelle elaborated noting that it is not just the pressure to finish before the test but also the pressure associated with ensuring that students felt prepared for the test by virtue of all of the prescribed curriculum having been covered. Michelle also noted that this is pressure is associated with teaching culture as all participants regarded the task of completing the standards prior to testing as part of their job responsibility. Participants indicated hesitancy when making supplemental curricular-instructional choices with regard to historical female perspectives due to the perception that they do not have enough time in their tight pacing calendars to do so.

PLC Sessions

Participants discussed pressures associated with time and pacing their curriculum. They indicated that time posed a challenge when making curricular-instructional choices. Participants described feeling pressure and stress in relation to completing the curriculum prior to

standardized test and thus, time came to be a factor that ultimately influenced the choices participants made in their respective classrooms

> Michelle: I am worried about time and I think that is why I wanted to go ahead and get the test done but I get it. I have a day of review and then test but I am just worried about time. About how long is Greece?
>
> Ariadne: same so about a month
>
> Michelle: I felt like China was a lot. It was a big unit
>
> Heidi: 12 standards for Greece
>
> Michelle: before testing starts?
>
> Ariadne: yea
>
> Heidi: Greece and Rome are so long, and they stress me out
>
> (PLC Session 4, 1/29/2020)

Michelle ultimately made the decision to go ahead and test on her ancient China module due to concerns with regard to completing her modules on Greece and Rome prior to testing. Heidi described similar concerns.

The push to complete curriculum prior both standardized testing and module testing is a factor that participants concerned when making curricular-instructional choices with regard to time spent in the module and the amount of time they allocate to specific topics covered in the standards,

> Researcher: yea how did you guys, did you pace out Buddhism yet?
>
> Sansa: yea, we haven't really paced it out, we had whole group PLC this week, so we didn't get to
>
> Ariadne: so, it goes Hinduism, Buddha, Buddhism...

Researcher: and then that would lead into Mauryan

Ariadne: caste system

Researcher: or do you want to do castes?

Ariadne: Do we need to do Mauryan this year?

Researcher: We don't have to but if we are going to Ashoka, isn't Ashoka part of the Mauryan empire?

Sansa: I mean we don't, we aren't going to do Ashoka, he's not in there anymore

Ariadne: I am just thinking time, time crunch you are...you are hard pressed now because you and I have got two days of Buddhism you have caste system and you still have achievements you have to get through and then testing

(PLC Session 1, 11/21/2019)

The PLC group used their time to together to discuss pressures associated with pacing but also, to work though pacing together. Participants were able to pace out three modules together and attempted to stay together in regard to module testing dates. During these discussions, participants described how they were allocating relative to the standards and the any factors that came to influence how they were allocating their time.

Researcher: okay, so then where will you guys be before or by next Tuesday or are you guys just jumping in?

Sansa: we are just doing the vocabulary

Researcher: just the vocabulary?

Sansa: we just didn't want to start and have a few days off. So, we are just doing the vocab and one of our teammates is behind us. She is testing Israel tomorrow. So, I think she is just going to do kind of a review of all of the modules for the next couple of days.

Michelle: I am just doing the map tomorrow and I hadn't decided really what to do Monday or Tuesday. I was kind of waiting on just to see what you guys thought. I figured the investigation station Monday and then Tuesday I was going to go kind of fluffy

Sansa: yea Monday, the stations and Tuesday I was going to do geography but...

Sansa: [laughs] fluffy you should see our schedule its insane

(PLC Session 1, 11/21/2019)

Participants acknowledged that they were in different places prior to beginning their next module on ancient India which coincided with Thanksgiving break. Sansa noted that their schedule prior to break was crazy and as a result, participants ultimately decided to implement "fluffy" tasks prior to break.

Participants acknowledged the challenges associated with time and how their perceived time constraints can ultimately be a deciding factor in determining curricular-instructional choice. In the following excerpt, participants discuss the decision to implement an activity, "Greekies", see Appendix D, developed in the previous PLC session,

Researcher: so, are you guys going to do the project?

Heidi: I think I am probably just going to give a test just because I just don't trust that my kids would turn that in, and they have to turn in a test

Michelle: yea I totally understand sometimes you just don't want to take on something like that because it is kind of a nightmare

Sansa: if we hadn't had all of the missing days, I would give a test and that

Heidi: We talked about maybe doing one at the end of the year like…

Ariadne: like pick your favorite person, pick your favorite civilization

Sansa: yea, because I really liked it and want to do it

(PLC Session 5, 2/17/2020)

Heidi and Sansa referenced concerns with regard to student performance on the project and also the pressure to continue with the curriculum due to perceived time constraints. Participants acknowledged that this pressure stemmed from the upcoming standardized assessment and that they would re-visit using the project after testing was completed.

Similar considerations were given as participants discussed supplementing the curriculum with regard to historical female perspectives.

> Ariadne: can you find that information in the books that they give us and is that going to fit in the standard?
>
> Michelle: and do we have time? And the other thing I think would be helpful is if we had more access to more artifacts
>
> Heidi: those could be things that we do, I know it kind of sucks when we can't do it when we are in the unit, but after testing, like what was it like for women during ancient times and that could be a unit
>
> Sansa: yea
>
> Heidi: to do afterwards
>
> Michelle: you could re-visit each civilization and look at what a women's role would be
>
> Ariadne: but maybe we don't, I mean when you're talking about like the caste system or something, we can just come up with an example and use that as an example instead of going back to it. We could find a specific example and we would just have to do the leg work on that
>
> Michelle: we would

Ariadne: but being able to pull in some of that that still fits with the standards but just giving examples of that instead of it just being always about men

(PLC Session 5, 2/17/2020)

Concerns over completing the prescribed curriculum prior to testing were a perceived barrier to making supplemental curricular decisions which covering the respective module. As a result, participants offered alternatives that would still allow them to supplement the curriculum for historical female perspectives without allocating too much time prior to state testing.

Summary of Participant Beliefs, Perspectives, and Behavior with Regard to Time

Participant behavior in the PLC sessions reflective their individual beliefs and perspectives concerning time as a factor that influenced their curricular-instructional choices with regard to historical female perspectives. Decision-making in the PLC often revolved around pacing and pressure to complete the curriculum prior to state and module testing. As a result, participants would either decide to cut activities and curriculum moving what they did not get to until after testing.

State-Mandated Standards and the Formal Curriculum

Participants identified state-mandated standards as a factor influencing their curricular-instructional choices with regard to historical female perspectives. Tennessee sixth-grade world history standards cover early man to the fall of the Western Roman Empire. There are 62 ancient world history standards which are typically implemented by teachers chronologically. Teachers' that are implementing standards using a chronological approach begin the school year with modules covering the Paleolithic and Neolithic Era. Teachers' typically complete the final module on the Roman Empire prior to state-mandated testing window in April and early May.

This finding manifested in several ways including reference to how the standards shaped planning and classroom choices, participant willingness to deviate from the standards, challenges associated with the standards, and participant recognition of gaps that exist within standards as well as their reaction to those perceived gaps. This section details each participants' perspective and belief concerning the influence that state-mandated standards have on their curricular-instructional choices with regard to historical female perspectives.

Sansa

Sansa discussed the impact that the standards had on her curricular-instructional choices noting, specifically, how she used the standards,

> I use the standards to craft my lesson plans and as a starting point like, these are the standards, this is what I need cover in my assessment and how do I plan for these standards so that the students can master these concepts before they are assessed on them (Sansa, Interview 1, 11/07/2019).

Sansa indicated that the standards were used to help her formulate her lessons and make decisions regarding what she needed to cover. She viewed the standards as being similar to a checklist, providing her with a plan for the modules she will cover. "We just kind of go through a checklist, yes, I got this with this plan, and these are met in these plans. If we feel like we need to expand upon something or go into greater detail, we do that…" (Sansa, Interview 1, 11/07/2019).

In evaluating student success and learning targets, Sansa described the ways in which she knew that students achieved mastery of the standard through the lessons she had planned, "I use them to create my objective and success criteria which is our learning targets…I use the standards to create those and adapt them to where the students can understand what they are trying to do for that lesson" (Sansa, Interview 1, 11/07/2019). The standards also helped Sansa

decide what was essential and what topics required greater detail, "I think it just makes me really consider what is essential and what they need to understand in order, like what do we need to present, what do we need to interact with to master this content or these skills" (Sansa, Interview 1, 11/07/2019).

In addition to planning and keeping her lessons to what is essential, Sansa noted that the standards kept her from allowing her own interests to come forward in her teaching.

> I keep coming back to the standards because my interest would show if I didn't have them…I feel that you get that with professors in college…you can tell what they are interested in because they don't have…a standard curriculum…so the standards keep that in check…(Sansa, Interview 1, 11/07/2019).

In addition to keeping her personal interests in check, Sansa indicated that they can also cause stress and led her to cut content items that were deemed non-essential. "I think that helps keep that that in check but sometimes its stressful…[because] I have to get through all of this before Christmas…then I think, if there is something not essential, I can always go back after the test and it will be enjoyable and exciting" (Sansa, Interview 1, 11/07/2019).

Sansa indicated a willingness to deviate from the standards but even though she was supplementing, there still existed a motivation to connect back to what was explicitly listed in the standards. "If we want to talk about something, we think is going to reinforce the standards but is not necessarily mentioned, we will do that…." (Sansa, Interview 1, 11/07/2019). Sansa described an example of when she deviated from the standards in an early module and provided her thought process in deciding to supplement the curriculum:

> I try to stay as close as possible [to the standards]. I think sometimes we deviate a little bit. It was in Mesopotamia when I did because I went looked through the standards and I

> did not think the Persians were in there. We looked at it and did a timeline of the major empires of Mesopotamia and I had enough time I could spend basically a day on each. Then, we kind of tied it in with the achievements of Mesopotamia in general…so that is one area that I did deviate because I felt like it was important. I don't think some of the empires were explicitly stated in the standards, but I think in order to understand Mesopotamia, you need to understand the different empires and the power struggles (Sansa, Interview 1, 11/07/2019).

In this example, Sansa made a supplemental decision based upon her reading of the standards and determining what was missing. Despite the empires of Mesopotamia being absent from the standards, Sansa still felt empowered to make the additional as long as it reinforced the standards in some way but also, that it could assist the students in their understanding of that civilization. Sansa elaborated on what came to influence her decision to supplement,

> I think I just wanted the students to be able to refer back to them. I just didn't want to introduce Persia with the Persian Wars. I wanted them to have some sort of context…I felt like I had to add that in to reinforce the standards later on because…you have to know who those people are and know those empires and you have to be able to compare and contrast rulers…(Sansa, Interview 1, 11/07/2019).

There are additional areas where gaps exist in the standards which speak to the way in which the standards were constructed. "I think the way the content is presented now, pretty much through a male lens, obviously points to the viewpoint on women in that time period…it varies from civilization to civilization…" (Sansa, Interview 2, 2/26/2020). When discussing the presence of historical female perspectives, Sansa noted that they are not present at all, "I mean even when we look at different social structures that are in our standards, there is very little reference to

women's roles in ancient life. Which I mean, women didn't have much power or responsibility" (Sansa, Interview 1, 11/07/2019).

In some modules, making curricular-instructional decisions with regard to historical female perspectives was easier than in others due in large part, to a female presence within the standard. Sansa provides an example from the ancient Greece module,

> I feel like in Greece it is a little easier because you can compare Athens and Sparta…and talk about who was excluded and why they were excluded and what did they do. With Sparta, you can be like, well, if Spartans didn't have their governments enslaved class, there wouldn't have been a Sparta and they needed someone to hold down the front and that women…so, I think it is easier in Greece than in other civilizations…(Sansa, Interview 2, 2/26/2020).

In addition to modules that do include historical female perspectives, Sansa made a point to include explicit discussion to who is not included in the standard with her students, "I mean we talked about it when we did Egypt and I was like, why aren't women included anywhere? And it largely depends on who they were married to and so we talked about that and that was kind of it…" (Sansa, Interview 1, 11/07/2019). Sansa indicated a motivation to continue with supplementing women in the curriculum and continuing with discussion regarding who is absent from the curriculum, but her actions seemed to be complicated by women's continued absence from the standards.

Ariadne

Ariadne perceived the standards as having a major impact on her curricular-instructional choices noting a connection to job responsibility, "I mean we have to go by them…" (Ariadne, Interview 1, 11/1/2019). She elaborated on how they influenced her decision-making stating that

the standards, “drive everything because we have to follow the standards and use them to teach…it drives everything that a teacher does…” (Ariadne, Interview 2, 2/24/2020). She described how she felt about the standards and the ways in which it helps her making curricular-instructional choices, “I think the standards give you a good guideline, like hey, here is what they need to know...” (Ariadne, Interview 1, 11/1/2019).

Despite feeling that the standards provided a good guideline, Ariadne indicated some challenges that she often associated with the standards, “…sometimes it is a lot in one standard. I mean, you get these standards and that is it…there is a lot in one standard and you could just give it to them [students] and be like hey, you just need to know this or you can take it and break it apart…” (Ariadne, Interview 1, 11/1/2019). The challenges that Ariadne perceived with the standards stem from the amount of content that can be found in one standard and how best to present that standard to her students. She indicated that she is able to find better ways to teach students the world history content (Ariadne, Survey 1 and 2) and while the standards, at times, contain a large amount of information, Ariadne felt confident in her abilities to break apart the standards to make them accessible for her students.

Even with the challenges that the standards can pose, the standards influenced the way in which Ariadne planned her lessons. Ariadne described her planning process and how the standards played a part in devising her module lessons, “…when you start a module, we look at all of the standards and that helps you pace out how quickly you need to go through things and what you need to go through in more depth…just making sure that you are hitting all of those standards…” (Ariadne, Interview 2, 2/24/2020). Ariadne used the standards to decide how long each module should take and what specific lessons should be included to ensure that she was meeting the prescribed standards.

Within this planning process, Ariadne described some reluctance in deviating from the standards in regard to the inclusion of historical female perspectives,

> I mean it is not in your textbooks or in the standards…adding that in and finding the resources to be like oh hey, there was this important women…at the end of the year, are they going to remember that important woman over something that they needed to remember instead…we could force it on them and be like there was this really important woman besides Cleopatra and Hatshepsut…but to find that and put that in there when it is not necessary and when we are already trying to jam all these things in is really hard…(Ariadne, Interview 2, 2/24/2020).

While acknowledging an ability to add the voices of important women, Ariadne did not view it as necessary given the extent of the content she was tasked with teaching. She indicated that she would be more willing to make this supplementation, "…if they change the standard…" (Ariadne, Interview 2, 2/24/2020). She elaborated on the ways in which they would need to change the standards so that she would feel comfortable supplementing for historical female perspectives, "…if they are in then standards then for sure, I will make sure to highlight and cover them…" (Ariadne, Interview 2, 2/24/2020). Ariadne's curricular-instructional choices seemed to be directly tied to the presence within the prescribed content standards.

Michelle

Michelle discussed the influence that the standards have on her teaching, "…I follow the standards pretty tightly. I don't really sway from them as much as I mean would like…" (Michelle, Interview 2, 02/27/2020). She elaborated on the ways in which she used the standards, "…overall they are a decent guide. I think they are more succinct than they used to be…" (Michelle, Interview 1, 11/08/2019). Michelle perceived the succinct nature of the standards as

helpful in that, they provide simplicity, especially to those who are new to the curriculum. “I am grateful for that; I like simplicity and that helps me. I can follow them. They are not hard to follow…I have been following standards for years…” (Michelle, Interview 1, 11/08/2019).

Despite the succinct nature of the standards, Michelle described them as limiting at times especially in times when she wants to pursue something that she, or the students, are interested in.

> …there are some times that I would like to go down a rabbit hole about something that the kids are interested in or I am interest in…but I tend to stick to the standards because I am afraid we will run out of time…that’s the main reason…” (Michelle, Interview 2, 02/27/2020).

In addition to this fear of running out of time, Michelle elaborated noting that it is not just a fear of running out of time that serves as a motivating factor to stick to the standards. “…I don’t want the kids to go into the test at the end of the year without having been taught that standard or seen that standards and sometimes we go fast enough that it is almost like a standard a day…” (Michelle, Interview 2, 02/27/2020). Michelle described how pushing through the curriculum and not being able to dig deeper into what interests her and her students makes her feel, “…in some ways that made me feel that they are limiting me which kind of made me mad…” (Heidi, Interview 1, 11/07/2019). She elaborated noting how this pressure to complete the standards influences her teaching,

> …I just feel like I am churning through the standards like okay, here is this standard, let’s move on. It just gives a flatness to the learning and it takes some of the joy out of the teaching…I just feel a little bit restrained by the standards… (Michelle, Interview 2, 02/27/2020).

Michelle indicated that the standards influenced her curricular-instructional choices by limiting the choices that she felt that she had. She noted that this feeling is exacerbated by pressure from administration in her previous teaching positions,

> …we have PLC every week with administration…and they brought up…almost every week…you shouldn't be teaching this…we had a list of standards…and we would initial and put the date next to when we taught it to keep track but it feel a little bit limiting…like not trusting you as a professional… (Michelle, Interview 1, 11/08/2019).

Michelle acknowledged that her experiences in the elementary setting are different from her experiences in the secondary setting. However, Michelle expressed continually feeling that pressure to teach the standards even in the secondary setting. "…I haven't felt as much pressure here [secondary setting] as I have in the past, but in elementary, you would almost get in trouble if somebody came in your room and you weren't teaching something that was a standard…" (Michelle, Interview 1, 11/07/2019).

In addition to feeling limited and the pressures she associated with teaching to the standards, Michelle described how she felt rushing through the standards impacted her students. "…I have seen the kids look overwhelmed in social studies when I am telling them some crazy government system…" (Michelle, Interview 1, 11/08/2019). She noted that in addition to feeling overwhelmed, by rushing through the standards, Michelle believed that it sent a message to the students with regard to the purpose of learning and learning history.

> …when you ask kids, what is the point of this class, I do that almost every year, and they always say to get an "A" or to pass the test. I am like no…it is to learn the material. I will usually have a little kid who is like, to learn about history and I am like yes. I think as a

> society that is the message, we are sending them…I think they quickly get that message… (Michelle, Interview 2, 02/27/2020).

Michelle indicated that the way in which standards influence her curricular-instructional choices, have a part to play in regard to how students come to view the purpose of learning history.

The pressure to stick to the standard, in addition to the impact Michelle believed it had on students, had influenced the level of empowerment Michelle felt when making curricular-instructional choices with regard to historical female perspectives. Michelle described the level of coverage that is afforded to historical female perspectives in the sixth-grade world history standards. "…I think it is important [to include women] but it is hard to find to include…they are little to be hard…I mean I feel like there is one woman per unit if we are luck. Sometimes there are none…" (Michelle, Interview 1, 11/08/2019). Michelle elaborated on the reasons that believed women we absent from the standards noting the construction of the standards as being reflective of a traditional narrative approach,

> …I think it has always been that way so it doesn't occur to them [that women are being] left out of the standards…I almost feel like it is borderline irresponsible of the people writing the standards…I think they are missing a big opportunity and at this point,…its traditional…I think people just keep doing it because that is what we have always done… (Michelle, Interview 1, 11/08/2019).

Michelle acknowledged the challenges with standards in that, every piece of history cannot be included but she pointed out an area where there is a gap that should be included, "…they can't give us everything but could they at least give us some diversity…" (Michelle, Interview 1, 11/08/2019).

When Michelle does include reference to historical female perspectives, it is often because they are included in the standards or a concerted effort on the part of her social studies team to include women's history.

> …I always include them if they are in the standards but if they are not, I feel like my social studies team tries to find something…there have been a couple times where we tried to pull somebody in that wasn't in the standard… (Michelle, Interview 1, 11/08/2019).

When making determinations concerning supplementing historical female perspectives, Michelle discussed the importance of having diverse perspectives was for her students. "…half our population is women and those kids need to see themselves represented not just the boys…" (Michelle, Interview 2, 02/27/2020). She elaborated noting that testing outcomes were not necessarily as importance as providing a space where women could learn their history.

> …I don't care that much about how it would affect the test unless they are going to add some questions about it but I do care that these girls are not seeing that much in history even if the role that women played was minimal because they probably were not allowed to hold any power but, they need to know that…they need to know historically, where women are coming from…(Michelle, Interview 2, 02/27/2020).

Michelle indicated how important she perceived the inclusion of historical female perspectives is to her curriculum however, she acknowledged the pressure that comes with the standards. This pressure seemed to motivate Michelle's actions in the classroom.

Heidi

Heidi indicated the state-mandated standards have a major impact on the curricular-instructional choices she makes in her classroom. When asked to identify factors that influence

her curricular-instructional choices, Heidi said the standards come first (Heidi, Interview 1, 11/07/2019) and

noted that, "…every lesson stem from the standard…" (Heidi, Interview 2, 2/26/2020). Heidi elaborated on how often the standards are a consideration for her in the classroom,

> ….every day, there are some things, last year, that I did because it was the holidays or a weird day…so there are rare times when I kind of drift off but it is still related…every day I am looking at what I need to be doing with them because I feel like we don't have time to waste…" (Heidi, Interview 1, 11/07/2019).

Despite the occasional day where Heidi drifts from the standards, she still felt that the lessons she was teaching were connected in some way. She attributes the need to consistently teach lessons connected to the standards as part of her job as a teacher. "…by law we have to teach all of those standards, so we need to get it done before the end of May at least…" (Heidi, Interview 1, 11/07/2019).

When examining the presence of historical female perspectives in the state-mandated standards and curriculum, Heidi acknowledged their level of representations stating,

> …they are not at all. I mean even when we look at different social structures there is very little reference to women's roles in ancient life…which women didn't have that much power or responsibility… (Heidi, Interview 1, 11/07/2019).

Despite Heidi's perception that it is important to include historical female perspectives, their absence from the standards makes it easy to leave them out. "I feel like it is easy to leave them out because they weren't any of the people or big topics of the time, but I do think it is important…" (Heidi, Interview 2, 2/26/2020). However, Heidi does feel that she includes historical female perspectives in her curriculum this year as opposed to the level of coverage she

afforded last year. "…now a little bit more because they are in our standards for Greece…so, better than I did last year…" (Heidi, Interview 2, 2/26/2020).

In addition to women's history being present in the standards for ancient Greece, Heidi also attributed the increase of historical female perspectives in her curricular-instructional choices due to experience with the standards and curriculum,

> I feel like the more I teach the same curriculum, the more I learn so the more I can talk about it…the I learn how to connect the curriculum to now so even with Athens and Sparta…like ladies, where would you want to live and then we talk about it and why they would want to live there…I feel like it comes with time and strategically putting things in the curriculum even though they are not in the standards…you know finding ways to incorporate them without taking up too much time… (Heidi, Interview 2, 2/26/2020).

However, despite Heidi's belief regarding the importance of including women in the curriculum the increased coverage she is allowing in her curriculum, she still indicated some reservations with regard to time.

Summary of Participant Perspectives and Beliefs with regard to State-Mandated Standards and Curriculum

State-mandated standards and curriculum was identified as a factor that influence teacher curricular-instructional choices with regard to historical female perspectives. All participants identified the standards had having a direct influence on their curricular-instructional choices and serve as the first factor for consideration. Participants identified the standards as having a direct influence on their curricular-instructional planning. Sansa and Ariadne indicate that the standards are part of their job responsibility and useful in helping them to decide what is essential. All participants acknowledged that women's history was absent from the world history standards

which presented challenges when making curricular-instructional choices supplementing women's history. Ariadne perceived that it was not necessary to include women as women's history was not explicitly part of the standards despite the importance that she attributed to it. All participants indicated a willingness and confidence in deviating from the standards but, Sansa and Heidi discussed the need for that material to have some connection back to the standards.

PLC Sessions and artifacts

Participants discussed the standards and referenced back to them consistently throughout PLC sessions as a means of guiding the activities that they engaged in. As this current school year was the first year of the new Tennessee social studies standards, participants discussed how the standards had changed and ways in which they needed to adapt their instruction.

> Ariadne: there was a lot more last year, but I think that I like them being shorter this year, but I think they are missing a lot of the people and connections that they [students] need to get that information. It just seems like it is really PC like it doesn't flow where last year it was a lot more, but it flowed better
>
> Michelle: okay like, detailed?
>
> Ariadne: like there was more stuff, more people that you had to do, more things that you had to talk about but, it made the connection of getting those pieces together easier. Where now they have taken some of those out
>
> Michelle: like the big picture of ancient times?
>
> Ariadne: yea, like the big picture of that civilization like we are about to do India and they have taken out the Bhagavad Gita they have taken out
>
> Sansa: Ashoka, yea
>
> Ariadne: yea, they have taken out a lot of things…they don't talk about Brahmanism

Sansa: yea, I feel like I noticed that the most with India

Researcher: I noticed that both in India and with Ashoka but then if you don't teach Ashoka when you get to the spread of Buddhism, how do you account for that?

Ariadne: right? So that's what I am saying you still have to fill it in

Sansa: yea, you still have to do it

Ariadne: you have to do it

Michelle: in order to be successful

Ariadne: for them to understand that concept and grasp it and so

Michelle: I see what you mean, that has happened before with standards

Ariadne: nicer because you are like woohoo its shorter but then it's really not because you still have to fill in those pieces, they just are not being tested on it that we know of (PLC Session 1, 11/21/2019)

Participant reflected on the changes to the standards and noted that while they were shorter, the participants felt that they would still need to supplement the curriculum in order to fill the perceived gaps in the curriculum. This assessment with regard to the perceived gaps in the curriculum seemed to stem from participants previous experiences in teaching the curriculum. Participant specifically make reference to Ashoka who was in the previous standards but removed in the most recent issuance of the social standards. Despite Ashoka's absence in the standards, participants still felt that they should include him in order to effectively teach the spread of Buddhism.

In addition to making supplemental decisions based upon perceived gaps in the curriculum and the need to fill those gaps in an effort to ensure students have the necessary

information to understand the content, participants also make supplemental decisions based upon student response to it the previous standards.

Ariadne: What did we do last year for myths?

Heidi: well, I didn't cover it like a full on. I introduced their ideas about the creation of the world like at the very beginning of Greece and then each day I just introduced a god or a goddess but one of the standards last year was like compare Greek and Roman gods and goddesses so when they wrote down the Greek name, they wrote down the Roman name and then the gods or goddesses role and that's not a standard anymore but I will probably just make them do it anyway

M: It is still so interesting

(PLC Session 4, 1/29/2020)

Heidi had covered the gods and goddesses of ancient Greece and Rome in her previous year of teaching as they were explicitly mentioned in the standards. Despite their removal from the standards this year, Heidi felt that she should include them. Michelle provided a reason behind continuing to include them identifying interest as a motivating factor.

Participants identified their perception with regard to how the standards will be represented on the standardized assessment as a motivating factor behind their curricular-instructional decision-making. In the following excerpt, participants are collaborating on an activity, see Appendix E, that covers the ancient Chinese dynasties. Participants are attempting to decide which dynasties to include based upon the content of the standards,

Researcher: Do we want to specify the dynasties? do we need to?

Heidi: the ones specifically mentioned in standards are the Zhou, Qin, and Han

Sansa: that sounds right

Heidi: I feel like we did the Shang just for the content but if it is not [in the standards], at least that's how I am reading the standards, if it is not explicitly stated in there, I am going to assume that it is not going to be on the test but you never know

(PLC Session 3, 1/15/2020)

Heidi described the inclusion of the Shang Dynasty on the activity as being just for content purposes but not being necessary due to its potential absence from the state test as it is not explicitly mentioned in the standards.

Participants also used the standards as a potential factor influencing their curricular-instructional choices with regard to historical female perspectives. Participants discussed ways in which they could work to include women in the curriculum but described challenges that they perceived to exist.

Researcher: What is missing in the curriculum and how could we include it?

Michelle: the disenfranchised, the slaves, they [students] really don't understand who any of those people are and I noticed it in Greece it said something about being a slave because you owe somebody money, they [students] don't understand that. Women, children, they don't know what their lives were like

Ariadne: but then again, the standards don't lend themselves to that either, so it is hard to pull that in and make that a link when they are saying you need to know this, and they are saying you need to know that

Michelle: and the pacing is already an issue but when you first said what was missing from the standards that is what popped into my head first were those people it is really the like people in charge that they know about and the elite groups

(PLC Session 5, 2/17/2020)

Participants acknowledged that the standards and pacing influenced their level of confidence with regard to the supplementation of historical female perspectives in the world history curriculum. Given their lack of representation in the standards and a perceived tight pacing calendar, Ariadne pointed out that it could be challenging.

Summary of Participant Beliefs, Perspectives, and Behavior with Regard to State-Mandated Standards and Curriculum

Participants referred back to the standards consistently when making curricular-instructional choices. As this was the first year of the new standards, participants discussed how they were different and resources that they had available to fit the new standards. Participants expressed barriers to including female historical perspectives due to their lack of representation in the standards and therefore, pacing.

Content Knowledge

Content knowledge was a factor that was found to influence teacher curricular-instructional choices regarding historical female perspectives. This finding manifested in several ways including participants perceived knowledge of the world history content, level of confidence with the world history content, personal interest level in the world history content, and knowledge regarding women's history within the world history content. This section details each participants' perspectives and beliefs regarding their personal content knowledge and how content knowledge comes to influence their curricular-instructional choices regarding historical female perspectives.

Sansa

Sansa was confident in her world history preparation as opposed to her preparation in other content areas within the field of social studies. "I really like the content. I hated American

history. I would never want to teach American history. I was like praying I did not get an American history job. I was hoping for some sort of world content" (Sansa, Interview 1, 11/07/2019). Given her level of world history preparation, Sansa indicated an interest to look outside of the traditional world history narrative and that interest was part of the reason she liked the world history content,

> I like studying all of the different people and looking at their biographies and their events and what made them who they were and like how it affected everyone else around them. I love finding out about people history had forgotten. I hate that saying, but the people [whose history wasn't] recorded down or done a lot of research on. I think it's fun to see (Sansa, Interview 1, 11/07/2019).

This interest and level of preparation influences Sansa's perception regarding her areas of strength and challenge within the field. Her level of content knowledge and interest in various topics of study contributed to her willingness and ability to make curricular-instructional choices.

Sansa viewed content preparation in world history as an area of strength contributing to her level of comfort with the world history content stating, "I have a degree in history [with a] world history concentration and I had several classes [on specific civilizations]. I had one on Egypt and one on archaeology of ancient Egypt, so I feel like I have those down pat…similar to classes I had on Mesopotamia, Rome, and Greece…" (Sansa, Interview 1, 11/07/2019). Having classes specific to the civilizations that she was tasked with teaching allowed Sansa to delve deeper into those civilizations on her own even as she entered into her teaching career. "The class I took on Greece and Rome, we discussed them in detail and that was always my main interest, and so I started doing that on my own time. If I am ever wanting to professionally

develop myself, I am reading anything like that and staying up with what academics have on it" (Sansa, Interview 1, 11/07/2019).

Sansa's motivation to stay current with research in the field influenced her content knowledge regarding the inclusion of female historical perspectives. She discussed the male lens in which the content is typically presented and how our knowledge concerning these civilizations is in flux.

> I think the way the content is presented now, through male lens, obviously points to a viewpoint on women on that time period but for centuries we thought that the hunter-gatherers, as they started to settle down, developed the patriarchal society and gender roles...but now they have like more recent studies and are saying that no, they were probably more egalitarian. If the women picked berries it was due to convenience and it wasn't capability. It wasn't that they couldn't go out and hunt it was that they had the means to feed children… (Sansa, Interview 1, 11/07/2019).

This shift in the view of academics on the position of women within early hunter-gatherer societies, had an impact on how Sansa, herself, came to view the roles of women within that society. Her interest and motivation to stay current with information emerging within the field impacted the ways in which she presents the content.

When asked about the extent that Sansa believed women should be included in the curriculum and some potential challenges she may encounter when attempting to include women in the curriculum, she discussed what she perceived to be an overall apathetic reaction within the field to women in world history with specific regard for content knowledge. "I think there is more out there than what we think, we just don't care to look and if we did look, we would definitely be able to find it, especially in Egypt, and I just feel like that is inexcusable" (Sansa,

Interview 1, 11/07/2019). Sansa indicated a gap in her own content knowledge by acknowledging that there may be more content available regarding women's history but the content preparation she received had left her with the impression that women were not present in ancient history in a significant way. Sansa stated, "we have just been told no, there is nothing about women in this civilization there [are] not important women in this civilization', so we have just been told that" (Sansa, Interview 1, 11/07/2019). Exclusion of women's history could be as a result of gaps in teacher content knowledge and a lack of content preparation specifically pertaining to women's history.

Ariadne

Ariadne had always enjoyed history and likes the flexibility that seems to come with teaching the content area. "I enjoy history just in general, that had always been one of my favorite subjects all through high school. I like the openness that you can have" (Ariadne, Interview 1, 11/1/2019). As her experience level in teaching world history grow, so too does her level of comfort with the content. Ariadne described her level of comfort this year as "better than last year" (Ariadne, Interview 1, 11/1/2019). She compared this level of comfort with her previous teaching experience in an elementary setting where she was tasked with teaching all subjects, "…now that I am teaching just one subject, it is a little bit easier just because I know I can focus I know what I need to do…" (Ariadne, Interview 1, 11/1/2019).

Ariadne described her first year teaching world history as overwhelming but over time, she felt increasingly empowered to interpret the content stating that, "I think you are overwhelmed at first, when you first get into any subject….then the more that you are in it, the more you get to know that you can pull them apart and know exactly what they need to know and take out all the rest of the stuff" (Ariadne, Interview 1, 11/1/2019). Given her interest level

and comfort in history, Ariadne interpreted the history standards and implementing the standards in a creative way. “You can teach this standard but there is interpretation to that and how you can do that. You can make it fun and interactive for them [students]” (Ariadne, Interview 1, 11/1/2019). Ariadne indicated a willingness to interpret the standards in ways that will engage her students.

Despite Ariadne’s level of comfort with the world history curriculum, she described gaps in her background knowledge regarding women’s history. When describing what she would need to supplement women’s history into the curriculum, Ariadne noted,

> …background knowledge because I do not have enough information myself about these women…knowing that I can add them in but also knowing that I have this summer in order to learn these things. It is hard to learn them while you are teaching them especially when someone says, oh hey, what about Ruth and I have to respond that I don't know a lot about her. So, if I knew this ahead of time and I had the plan ahead of time to add them in then I could do that research so it would be just resources and time to research them myself (Ariadne, Interview 2, 2/24/2020).

Ariadne response indicated that while she does feel empowered to supplement women’s history into the curriculum, she does not feel confident enough in her knowledge regarding women’s history to engage in this task during the school year. This gap in her content knowledge may have presented a barrier to adding women’s history.

Even with time to conduct research, Ariadne’s gap in content knowledge presented challenges when identifying the presence of women and women’s history in the ancient world history curriculum. When discussing the extent that women should be represented in the standards, Ariadne elaborated on some of these challenges stating,

> I think it is hard to find women that can be represented. I mean you can talk about historical figures but if there were not really any leaders or there were not really any women who were fighting for something back then, of course, they are not going to be represented. They just aren't there so it is hard sometimes to do that… (Ariadne, Interview 1, 11/1/2019)

Ariadne pointed, not just to gaps in her content knowledge but also, a perception that women's history is not present in ancient world history resources,

> I just don't think that there is enough information especially for world history. I just don't think there is enough information on women to be able to include that. I think we include them when we can, but I also think that there is more out there that we don't ever know about or get to cover… (Ariadne, Interview 2, 2/24/2020)

She indicated a potential for more information and while she felt confident in interpreting the standards, this gap in content knowledge seems to present a barrier to supplementing for female historical perspectives.

Michelle

Michelle had previously taught in the elementary setting and one year in seventh grade world history. Michelle described her experiences with the sixth-grade world history content but felt confident in her abilities to learn the content. "I am not super comfortable but with that being said, I feel like it is at a level that I can absorb it pretty quickly…" (Michelle, Interview 1, 11/08/2019). She attributes her level of comfort with her teacher preparation, "I don't have a history degree and I try to approach it with them… [by telling them] I am learning. I learned this too…I was wondering that too…let's find out…I try to have a discovery feel…" (Michelle, Interview 1, 11/08/2019). At times, her level of confidence in her content knowledge led her to

question the accuracy of the material she was giving her students, "…I don't know that I am giving them accurate [information], like where the information is coming from, I don't always know…" (Michelle, Interview 1, 11/08/2019).

When reflecting on her content knowledge, Michelle acknowledged that it is an area where she needed additional support. She described some of the resources she used to build her content knowledge,

> I need content support, honestly. I try to read on my own. I even picked a novel to read that was related but I could some additional support. I almost need a history class. Sometimes I look at the book or I will read the assignments and watch the videos on the weekend. I will read through things that they [students] don't see and I will seek out that materials…you have to take it lower for these kids and that is what's hard (Michelle, Interview 1, 11/08/2019).

Michelle indicated that while she is learning the content, she is also working to make the content she is learning, accessible to her students. Despite these challenges, she still felt confident in her understanding of world history content and in her abilities to continually find better ways to teach world history (Michelle, Survey 1 and 2).

When making curricular-instructional choices with regard to historical female perspectives, Michelle perceived her gap in content knowledge as awkward in the context of the classroom. She described a situation in which her students were watching a video during her ancient China module and they video mentioned a female historical figure, Lady Fu Hao,

> …I almost felt a little awkward with the kids because they were like, who is she, especially the girls. [They asked] why haven't you mentioned her, and I was like I didn't know. I'm sorry… (Michelle, Interview 1, 11/08/2019).

After this situation occurred in Michelle's class, she began to research Lady Fu Hao and encountered challenges in locating information, "…I had trouble finding out about Fu Hao…I had to dig a little and it wasn't like oh here is so much stuff about her. There was like one thing they found, her tomb, and there was a statue to her…" (Michelle, Interview 2, 02/27/2020).

Similar to Michelle's experiences with Lady Fu Hao, she described challenges in knowing and finding information with regard to historical female perspectives. "…I think it is feasible…there is just not enough recorded history. I mean I don't know. Is there? I don't know the answer to that…" (Michelle, Interview 2, 02/27/2020). Michelle points to the possibility that women's history is absent from written record, "…maybe we don't know. Maybe there are other women we don't know about because they got erased later by somebody after them.… I would enjoy pulling in some about women in every module…I don't know how much is out there…" (Michelle, Interview 2, 02/27/2020).

Heidi

Heidi, who had been teaching sixth-grade world history for two years, felt increasingly confident in her abilities to teach the world history content. Her content preparation was more heavily concentrated in American history, "…well, it is only my second year teaching this and in all of my electives for my history degree, I took one ancient civilization class and then all the rest were Civil War, Abraham Lincoln classes…" (Heidi, Interview 1, 11/07/2019). As a result, during her first year of teaching sixth grade world history, Heidi described her experiences in learning the curriculum as she was teaching it to her students, "…last year, I was studying the night before, what I was about to teach…" (Heidi, Interview 1, 11/07/2019).

As she had progressed to her second year of teaching the sixth-grade world history content, she felt more confident and expected her content knowledge to grow each year that she

teaches. “This year, I definitely feel a lot more confident. I do feel like as I teach, I will start building more knowledge on it because sixth grade, it is the bare bones of all this stuff but every time, I can throw in something off the wall and cool…” (Heidi, Interview 1, 11/07/2019). She strongly agrees that she can continually find better ways to teach the world history content and had the skills to teach world history effectively (Heidi, Survey 1 and 2).

Heidi found that with each year she teaches the content, her content knowledge has grown, and she also developed the ability to provide relatable examples to her students. “…the more that I teach the same curriculum, the more I learn, and I learn how to connect the curriculum to now…” (Heidi, Interview 2, 2/26/2020). However, despite this growth, Heidi still felt that her content knowledge was directly tied to the state-mandated standards. She discussed supplementing historical female perspectives into the curriculum indicating a need for background knowledge,

> …we would need to first, research notable women from the time periods…or just find information about what they did and who they were in these different times…it is my second year of teaching this curriculum so really, what I know is the standards…I don’t even know what I think about it…so first, you have to start with the information and then just weaving it in when you can…(Heidi, Interview 2, 2/26/2020).

When asked if content knowledge was a barrier preventing her from engaging in the activities she described above, Heidi responded, “yes, at least for me, yes. For sure…” (Heidi, Interview 2, 2/26/2020).

Summary of Participant Perspectives and Beliefs with regard to Content Knowledge

Content knowledge emerged as a factor that influence curricular-instructional choices with regard to historical female perspectives. All participants indicated confidence in their

abilities to learn and teach the content. However, this confidence was not shared in regard to each participant's content preparation. Participants, notably Sansa, who received world history content preparation expressed confidence in their content preparation and background knowledge. As a result, Sansa felt empowered to conduct research in the field and exhibited a willingness and ability to make supplemental decisions. Heidi and Ariadne were both entering into their second years of teaching the content and while both felt confident with their content knowledge, both participants attributed their confidence to their experience level. Heidi, Ariadne, and Michelle received limited world history content preparation and therefore, indicated initial difficulties with the content during their first teaching world history. All three participants described the necessity of the learning the content while they were teaching it thereby, creating a barrier to supplementing the curriculum. Finally, all participants discussed gaps in their content knowledge with regard to women's history and historical female perspectives.

PLC Sessions

The ancient world history content was frequently a topic of conversation in the PLC sessions. Participants would spend time talking through the content they were tasked with teaching and going over topics in the content that they did not feel as comfortable with. In the following excerpt, participants debated whether or not they wanted to include Ashoka in their ancient India module. Ashoka was a male historical figure that was included in the standards the previous school year. With the standards revision, Ashoka was no longer explicitly listed in the standards.

> Michelle: Would it be appropriate to do him when we come back? Or no? I am not saying not do him at all now, but I am saying do we need to do him again or no? Because he spreads it [Buddhism] to China?

Researcher: Well, I think through trade

Michelle: Through trade? I totally don't care I'm just asking because I am not familiar enough with the curriculum and I knew he wasn't a standard, but I get the connection to China

Researcher: I think he shifts it from Hinduism to Buddhism and then through trade it gets spread is that right?

Michelle: Cultural diffusion?

Heidi: via the Silk Road…we could touch on it in China when you get to because I feel like when you get to...

Michelle: Would it be appropriate to kick off China with him? I'm not trying to change what we are doing at all; I'm actually questioning it out loud because I don't know the curriculum well enough

Heidi: Describe how the desire for Chinese goods influenced the creation of the Silk Road and initiated cultural diffusion throughout Eurasia including the introduction of Buddhism to ancient China. So, I feel like we could move Ashoka down into China

Ariadne: We could talk about him there and hook him back in

Sansa: I was going to use him to reinforce Buddhist principles and we found that how could you do that because you're Buddhist and I feel like that worked better (PLC Session 2, 12/11/2019)

Michelle mentioned two times that she was not familiar enough with the curriculum to feel confident in making a decision regarding the inclusion of Ashoka. The other participants explained how Ashoka could fit into the curriculum based upon their content knowledge and their experience level with the previous years' standards and curriculum. The PLC was a space

that participants felt appropriate to make curricular-instructional decisions based upon their own content knowledge but also, the content knowledge of their peers.

A similar debate was undertaken in subsequent PLC sessions with regard to historical female perspectives. Participants used the PLC sessions as a place where they would acknowledge gap in their content knowledge, discuss those gaps and the pertaining content as a group, and finally, make a determination concerning whether or not to include historical female perspectives. In this excerpt participants discuss historical female figures from the ancient Egypt module,

> Sansa: well, that's kind of why in Egypt, I was shocked that Hatshepsut is the only female mentioned because that is one civilization that we do have plenty of documentation on women and their achievements or advancements or their contributions and so that shocked me
>
> Michelle: well whoever wrote these probably didn't think oh we need to add some women
>
> Researcher: Is it the Candaces? is that Kush? There is one that has like...
>
> Ariadne: I don't know (PLC Session #1)

In this excerpt, Sansa described the availability of information with regard to women's history in ancient Egypt and verbalized her initial reaction to the lack of coverage of women's history in the curriculum, especially in the ancient Egypt module. Sansa's statements could be attributed to the level of confidence that she felt in regard to her content knowledge and content preparation. As participants continue to discuss specific women or historical female figures, the other participants exhibited some challenges in engaging in the discussion due to insufficient content knowledge.

Participants acknowledge the gap in their content knowledge with, regard to historical female perspectives. Two participants, Sansa and Michelle, felt confident in their abilities to learn the content and both indicated interest in doing additional research with regard to women's history. In the excerpt, participants are initially discussion a female figure in ancient Greek history, Hypatia, and then move to a discussion concerning Lady Fu Hao from ancient Chinese history,

Researcher: I found the video it was called the murder of Alexandria's greatest scholar Hypatia, I didn't even know who she was

Sansa: one of my courses in history in college we read a book about her and it was on female scholasticism

Researcher: I still don't quite know who she is

Michelle: I don't either

Heidi: me either, I don't know who y'all are talking about

Sansa: she's not in our standards so

Michelle: well the Mr. Nicky song for China has that great woman in it

Sansa and Heidi: Fu Hao

Michelle: and the kids were like who is she!? And I was like I don't know because I have been following the standards

Sansa: I know my kids were like when are we going to talk about Fu Hao

Michelle: we talked about her a lot yesterday

Sansa: I just showed a video about her

Michelle: now, on the Doodle noted though there is a video called the five important women in Chinese history and she is in there and I showed them that and it was

good…we could have written a test question about her, its still, I mean even if she isn't explicitly in the standards, it is still relevant

Researcher: and you said they modeled all of the fiefs after her

Michelle: yea so she, apparently, the way that she ran her fiefdom her husband was the Shang leader, he wasn't really the emperor because they didn't have them yet, he gave her land and she ran it and she ran the military because you are basically a military lord and other places started modeling how she ran it like modeling it after her which I don't know what she did that was great you know it was ancient times it was hard to say maybe she just didn't like beat the people, I don't know [laughs] everything was so brutal that I read well but there are statues remember, we looked at pictures of her tomb... (PLC Session 4, 1/29/2020)

Sansa provided some clarification for the group concerning importance information on Hypatia. The other participants indicated that they did not know who she was and pointed to her absence in the standards. As a result of gaps in their content knowledge and her absence from the standards, participants did not continue with the discussion concerning Hypatia. In contrast to the discussion on Ashoka in the previous except, a majority of participants were not familiar with Hypatia and therefore, did not engage in a debate concerning whether or not to supplement her into the curriculum. Participants continue to discuss another female historical figure who was also absent from the curriculum, Lady Fu Hao. Sansa and Michelle both conducted additional research on Lady Fu Hao as she had appeared in a resource that they had used in their classrooms and the students indicated interest in who she was. As a result of their content knowledge pertaining to Lady Fu Hao and her appearance in a resource they were already using, Sansa and Michelle, felt empowered to supplement Lady Fu Hao into their ancient China module.

Participant Beliefs, Perspectives, and Behavior with Regard to Content Knowledge

In both the PLC sessions, interviews, and surveys, content knowledge emerged as a factor that influence teacher curricular-instructional choices with regard to historical female perspectives. Participants that felt confident in their content preparation, Sansa, seemed willing to highlight and explain topics in the content that other participants did not feel confident in. Sansa and Michelle indicated an interest and motivation to research content that we were not as familiar with including women's history and specific historical female figures such as Lady Fu Hao. Heidi, Ariadne, and Michelle had indicated challenges with the content as a result of their content preparation and felt comfortable in the PLC expressing those gaps in their content knowledge thereby eliciting help from the group to fill the gaps.

Resources

Participants identified resources as being a factor that influenced their curricular-instructional choices with regard to historical female perspectives. This finding manifested in several ways including the availability of resources, the accessibility of resources given the content area and age range of the students, and challenges associated with the resources. This section details discussions concerning the availability and types of resources as an influencing factor on teacher curricular-instructional choices. This section details each participants' perspective and belief concerning how resources come to influence their curricular-instructional choices with regard to historical female perspectives.

Sansa

Another factor that Sansa identified as an influence on her curricular-instructional choices were resources. "I think the main thing is well like what resources are available to me…"

(Sansa, Interview 2, 2/26/2020). The availability of resources, as Sansa noted, assisted in her ability to get students to connect to the content,

> [I] try to make things relevant [by] figuring out what they like, if it's a TEDEd video, then we are going to watch TedEd videos. If they like sorting activities, then we are going to do sorting activities. If it is something that is going to make it stick like a readers theater, even if they are kind of cheesy, if that is what is going to get you excited and focused, then we can do the boring part right after it (Sansa, Interview 2, 2/26/2020).

In this way, having the ability to pull multiple resources, gave Sansa the opportunity to engage her students. She seemed to make decisions regarding resources that she was using in the classroom based upon the feedback she receives from her students.

However, in the way that having resources can provide opportunities for students to connect to materials, it can also be limiting and present challenges in the classroom. In content areas that Sansa perceived to be challenging, Israel, she noted that a contributing factor to that challenge stems from the availability of resources. "…and there is not a lot of resources and it is not laid out in our standards like any other…it just doesn't flow well" (Sansa, Interview 1, 11/07/2019). The resources that are present in the classroom, notably textbooks, are not enough and at times, can leave things out. "The newer textbooks are good but there a lot of older ones and they are written by the same types of people that don't really care enough to present different voices" (Sansa, Interview 1, 11/07/2019). The absence of women in resources such as the textbooks, placed teachers motivated to include those voices in the position of having to create resources themselves. Sansa described the process of creating resources especially when the resources that she does have, do not include topics such as historical female perspectives,

> I mean our textbooks are okay, but I feel like they reflect the standards in most states and the standards don't have women in them…you really are going to have to create it. You might model it after something else you have done but you have to create it. Create the questions, create the activity, sometimes you have to take something from an academic journal and then put it in sixth grade reading levels or below and that takes time (Sansa, Interview 2, 2/26/2020).

Sansa indicated a motivation to include the voices that are not typically included and attributes the responsibility to finding and creating those resources to the teacher. While also indicating a motivation to engage in this task, Sansa described the challenges that accompany this goal,

> I think that a lot of times it falls on you to create [the resources]. You have to go read a book geared towards adults and sometimes take that content and put it in an activity or something geared towards kids who can read at a sixth-grade level. It takes a lot of time and a lot of effort and so I think like that's one of my long-term goals is to get to the point where with every single module, I have that resource available in my lesson plans, implement that and share those voices (Sansa, Interview 1, 11/07/2019).

The challenges Sansa indicated stem from not just resource availability to type and level of the resources that are available. The resources she did have access to, are not necessarily accessible to the grade level she is presently tasked with teaching. As a result, Sansa must make time to find and create those resources as well as making those resources accessible to her students.

Ariadne

Ariadne identified resources and the availability of resources as a factor influencing her curricular-instructional choices. She discussed the difficulties often associated with finding resources,

> …it is hard for us to [to find resources]. You do not want everything to be from Teachers Pay Teachers (TPT) because sometimes it is just not digging deep enough. Being able to have resources and being able to have a good reading that goes along with it so they can annotate and have a discussion…so just having those resources… (Ariadne, Interview 1, 11/1/2019).

In addition to finding the resources, Ariadne described the challenge of finding resources that are accessible to sixth-grade students. Many resources for world history are accessible for older students making it difficult to use those resources in a sixth-grade classroom.

> I mean there are good readings and good websites out there but they are geared more towards older kids and being able to use those resources for a sixth-grader and having that reading ability for them, that is hard…[Crash Course videos] would be great but you have some language in there meaning you can't show them…(Ariadne, Interview 1, 11/1/2019)

She acknowledged that there are some good resources out there, but the grade level of her students may inhibit her ability to make use of those resources.

Ariadne based her selection of resources on the standards but described challenges in finding resources that fully addressed the standard, "…if the standard says you have to hit x, y, z well I can only find material for y and z. So, now I have to go dig to find something for x and that takes more time because now I have to fit that in… (Ariadne, Interview 1, 11/1/2019). Even with the resources that Ariadne does have access too, there are still gaps in those resources where they fail to cover everything that she needed to cover,

> If the book they give us would give us materials to work with and through that, we could just use the book, it would be fine. I feel like the books gloss over things and they don't

> give you enough information so then, we have to go and find something else or making something else or create it or use TPT or use other peoples' ideas in order to make sure we are covering it the best we can…(Ariadne, Interview 1, 11/1/2019).

Gaps in resources do not just extend to content explicitly prescribed in the standards. Ariadne identified the absence of women within the resources that are provided to her. She acknowledged that the information on historical female perspectives is out there, but it is not something is included in the textbooks.

> …There is not enough information in the history books. I don't think there is enough information offered up about some of the important women in some of those time periods because you know they are out there. You know there were things that were happening that women did…I know there were women out there that did important things they just don't include them and it is hard to include that information for the kids when we don't have the information on it…(Ariadne, Interview 2, 2/24/2020).

The resources available to her and the content of those resources seem to have a direct impact on the curricular-instructional choices Ariadne is making. She noted difficulties in including content that is not readily accessible to her.

In addition to a lack of availability in resources that address the standards, Ariadne indicated apprehension in seeking out materials that are not included in both the standards and in the resources provided. This apprehension stemmed from the perception that students may prioritize content not explicitly granted in the standards over content that they will be tested on. Ariadne elaborated on this apprehension with regard to this inclusion of historical female perspectives,

> I mean it is not in the textbooks and it is not in the standards either so, adding that in and finding the resources to be like there was this important women…at the end of the year are they going to remember that important woman over something that they need to remember instead…so to find that and put that in there when it is not necessary and when we are already trying to jam all of these things in is really hard…(Ariadne, Interview 2, 2/24/2020).

Ariadne's apprehension to find resources that cover content not explicitly prescribed in the content standards directly influenced her curricular-instructional choices with regard to historical female perspectives. The necessity of the content and the availability of relevant resources seemed to actively factor into that decision-making.

Michelle

Michelle described her use of resources as a means of assisting students in their understanding of the content. She noted that she felt confident in her ability to provide access of content using multiple mediums. "I think a lot of times what they are presented with is text and so I try to give it to them either in another media like a video or those songs I think are really helpful…" (Michelle, Interview 1, 11/08/2019). At times, the resources that Michelle is making use of, included references to women. She described her experience teaching using doodle noted that she had purchased from Teachers Pay Teachers. The doodle noted included content on women's roles in ancient China and video links with reference to the same content,

> …today, I knew I was doing the life in China noted with women…and I showed them this video which talks about her [Lady Fu Hao] in detail and it gives a lot of great information. It talks about a couple of instances when the women got power and how

> they got power…we had a really great discussion about it (Michelle, Interview 1, 11/08/2019).

The content of the resource she made use of in the classroom directly influenced her curricular-instructional choices with regard to historical female perspectives. As the doodle noted she purchased included a section covering women, Michelle made the determination to continue making use of the resource as she perceived the usage of the resource was helping to fill a gap in the content. "…none of this matches the test that I am trying to prepare them for but I feel like it is important so I have to show it [videos listed with the doodle noted]…you know it really fills the gaps…" (Michelle, Interview 1, 11/08/2019).

While the doodle noted for ancient China provided Michelle will content on historical female perspectives, Michelle indicated that this is not always the case. She described some of the challenges she associated with resources on women's history, "…we can't find much stuff…to give them a general sense of women at the time…" (Michelle, Interview 2, 02/27/2020). In addition to availability of resources, Michelle described challenges with regard to the accessibility of the resources that are available in relation to the grade level she is tasked with teaching. "…it is a problem when adapting it [resources] to the sixth graders when many of the resources are geared towards high school kids…" (Michelle, Interview 2, 02/27/2020).

Heidi

Heidi described the ways in which the availability of resources helped her to support students who were struggling with the world history content. "…I show a lot of videos and visuals…" (Heidi, Interview 1, 11/07/2019). She viewed the usage of multiple resource mediums as a means of making the content accessible to sixth graders. She elaborated on an example of an experience she had in her classroom,

> …I give multiple ways to do things so Tuesday, we did primary sources where they saw sketches of artifacts and make assumptions about Mohenjo-Daro and how they lived based on that…then they saw an actual photograph of that with the actual description of what it was…after we did that on Wednesday, we read an article…so presenting things in more than a cookie cutter way so that different learning styles can synthesize in different ways…(Heidi, Interview 1, 11/07/2019).

Heidi viewed the acquisition of resources that are accessible as part of her role as the teacher. She described that role further, "…to support students providing them with necessary materials to be successful whether that is in academic or social environments…" (Heidi, Interview 2, 2/26/2020).

At times, Heidi expressed, finding the resources she needed for every topic she was tasked with teaching was a challenge. "…I know what worked last year and what didn't and so when I get to a topic that I didn't do well last year like, Alexander the Great, which sucked…[I need] to find videos and good things to use to teach…I just don't have time…" (Heidi, Interview 2, 2/26/2020). Heidi indicated that finding resources to teach topics she perceived to be challenging was an area that required significant time allocation. She indicated a desire to have easier access to these resources and that through that access, she may feel empowered to supplement the curriculum to be more inclusive of historical female perspectives.

> I mean it would help if the big textbook companies were more accommodating and helped us with resources…I definitely have to do more research and just need sources that talk about women in ancient history like what did they do in all of the different civilizations. What type of role did they play... (Heidi, Interview 2, 2/26/2020).

Given the perceived absence of women from the resources that Heidi does have access to, she viewed the process of finding resources that include historical female perspectives to be challenging.

Summary of Participant Perspectives and Beliefs with regard to Resources

Resources were a factor identified that influenced teacher curricular-instructional choices with regard to historical female perspectives. All participants indicated difficulties in finding resources that are appropriate for sixth-grade students. However, all participants indicated that they felt they had enough resources to use the resources they do have to connect and engage with students. All participants discussed difficulties in locating resources that they perceived, fully addressed the standards. Sansa and Heidi elaborated noting that some modules had more available resources than others. All participants indicated that in the resources they do have, there are significant gaps not just in relation to the standards but also, in relation to historical female perspectives. Sansa, Michelle, and Heidi described the challenges associated with finding resources that fill gaps in the standards and the time that would then need to be expelled to research and create those resources. When resources are inclusive of historical female perspectives, Ariadne indicated a reluctance to use those resources because she felt that students may prioritize content not explicitly covered by the standards.

PLC Sessions

Participants identified resources as a factor that influenced curricular-instructional choices with regard to historical female perspectives. In PLC sessions, participants spent a majority of the time discussing, sharing, and creating resources as well as ideas. Participants shared and collaborated on resources by using a shared Google drive. PLC activities centered on resources which often emerged out of a need that was presented by one participant to the group.

In the following excerpt, participants discussed resources that could be used to cover ancient Indian achievements. At the start of the PLC session as participants were setting the agenda, Heidi had indicated a need for resources that addressed that topic,

> Researcher: for tonight, we said we were going to look at India…What do you guys want to set for the agenda tonight? What do you want to work and focus on for tonight?
>
> Heidi: maybe India's achievements
>
> (PLC Session 2, 12/11/2019)

As Heidi had indicated a need for a resource that addressed ancient Indian achievements, the group began to share resources that would meet this need and discussing how the resources may meet the standard.

> Researcher: so, I guess going back to achievements what are some things we could do?
>
> Heidi: the standard is medical education, techniques in math and our vocabulary included Hindu-Arabic numerals and inoculation so we are kind of like uh well… and that's really like the main two on here
>
> Ariadne: We have that Gupta achievements activity um, but I was just trying to see if there was anything else
>
> Heidi: I had them kind of do that activity up and moving I had them last year work with a partner and they had the answer document where they like graded it and gave a fact or whatever it has them do and they could only get one achievement at a time so they would have to like come trade it in
>
> Sansa: like an escape:
>
> Heidi: do like an escape room like you do that is pretty easy
>
> Sansa: like give them a riddle and one clue

Ariadne: I love escape rooms and the breakout things

Michelle: that is a great idea

(PLC Session 2, 12/11/2019)

Participants discussed the content and standards associated with ancient Indian achievements, discussed the resources that they already had and then collaborated to come up with an idea that the participants perceived as fulfilling the need of the group.

As part of this discussion, participants indicated the difficulties that can arise as a result of changing standards, specifically, in reference to content that they had already had materials and resources for,

Heidi: that confused me about the new standards because it is like, they took out essentially all the achievements from last year and added two new ones. I only taught those old standards one year so I could be wrong. So, I was like how are you going to take away half the achievements they used to talk about and only add two back like medical education and techniques that basically…

Michelle: also changing the standards is like the status quo in education so as soon as you get materials, they change

Ariadne: and then they change them

Heidi: I like these a lot better than last years

Ariadne: just some of the things they took out but then they took out things you needed to get to what you needed to be able explain

Heidi: like specific detail because I feel like everything, I would find that liked looked good on TPT and I would buy and it would miss one specific thing and I was like, well can't use that

(PLC Session 2, 12/11/2019)

This excerpt demonstrates the challenges that are often associated with finding resources but also, with the difficulties in finding resources that fully meet the standard. Participants expressed similar challenges with finding and using resources that are inclusive of historical female perspectives. Despite participant acknowledgement with regard to the importance of including women in the world history curriculum, resources are identified as a factor that influences their choice to do so. In the following excerpt participants discussed ways in which they could include women in their curriculum,

> Michelle: that is what I am thinking, we could talk about how it's not represented and why because, they weren't considered important enough to write down or you know, the female pharaohs, I read, that they would try to erase them after you know
>
> Sansa: yea, like they did that to Hatshepsut
>
> Researcher: was it Thutmose III?
>
> Ariadne: yes, the III
>
> Researcher: he just kind of wiped her out
>
> Ariadne: and we talked about that in class like why would he want to do that, do you think that he really did that, or do you think that they are just blaming him for it. We had good conversation about it, but you can only pull so much out of the information that you have available
>
> (PLC Session 1, 11/21/2019)

Ariadne highlighted the challenge that is associated with finding resources that are inclusive of historical female perspectives and as a result, limited the coverage she was able to allocate to women's history.

Given the challenges that were associated with finding resources, participants worked collaboratively in PLC sessions to create resources that met their needs. Participants choices together with regard to their curricular-instructional needs and worked to create resources together that met that need. In the following example, participants work to create a summative assessment in the form of a project entitled "Greekies" (Appendix E). Below is an excerpt of this process and ultimately how participants brought together their resources to craft a project that met their needs,

Researcher: are you girls interested in doing a project at all?

Heidi: I just pulled up the choice board that we did last year

Michelle: instead of the test?

Heidi: yea

Michelle: I like the idea of doing a project instead of a test, but I don't know since we are doing it right before spring break

Researcher: that is the thing with Greece, it is so much content

Sansa: yea it is

Michelle: I am okay with it and we could also do quizzes along the way

Heidi: that is what we did for Israel and India

Ariadne: what if we just do the "Greekies"?

Heidi: You could even turn the "Greekies" into like a more, like a project, like the main theme of the box is one of the Greek gods or goddesses but like add little details

Ariadne: and you have to add details about Athens and about Sparta and about like…

Heidi: yea like turning that into the project

(PLC Session 4, 1/29/2020)

Participants decided as a group that they did not want to use a module test as their summative assessment. As a result of the decision, participants pulled their resources, the choice board proposed by Heidi and the "Greekies" proposed by Ariadne to collaborate on the creation of a resource that would assess similar criteria as a module test.

Summary of Participant Beliefs, Perspectives, and Behavior with Regard to Resources

Participants indicated resources as a factor that influenced that curricular-instructional choices with regard to historical female perspectives. Participants allocated time in the PLC to sharing and collaborating on resources that met the standards but, showed reluctance in allotting time to share resources that covered content not explicitly included in the standards and formal curriculum.

Evaluations

Evaluations were a factor found to influence teacher curricular-instructional choices regarding historical female perspectives. Throughout the course of the study, participants were undergoing state-mandated classroom observations typically conducted by a building-level administrator and/or colleague within the school as part of accountability measures. This finding manifested in several ways including pressure associated with state-mandated classroom observations, the effect of evaluations on lesson planning and pacing, and the impact of evaluation feedback. This section details each participants' perspectives and beliefs regarding their perceptions concerning how evaluations come to influence their curricular-instructional choices regarding historical female perspectives.

Sansa

Evaluations were a factor identified by Sansa, that came to influence her curricular-instructional choices. Sansa used the feedback provided during evaluations to make decisions in

her classroom, “I think one of my strong suits has always been questioning and I just had one of my evaluations and that was some feedback I got. I guess its I've done it so much that I just do it, [specifically] planning out the questions and trying to reach up to the higher order thinking all the levels of Blooms” (Sansa, Interview 1, 11/07/2019). Sansa identified closure as being a recommended area of refinement mentioned in her evaluations and therefore, makes decisions regarding closure activities in her classroom. “Closure is one area that I am trying to work on because I feel like sometimes, I find myself doing the same things over and over again like exit ticket questions. In my evaluation, I felt like those were some of my next steps to work on” (Sansa, Interview 1, 11/07/2019). Evaluation feedback then comes to influence the decisions that Sansa will make in subsequent lessons and therefore, may inspire her to make changes to her curricular-instructional practices.

These areas of strength and refinement play a role in how Sansa planned her lessons, especially when she knew that she had an evaluation coming up. She acknowledged that evaluations and even the potential for an evaluation, were a factor when making curricular-instructional choices.

> My unannounced observation is coming up and I feel like I am putting so much into every single lesson just to make sure that I have that checklist met, not that I wouldn’t put a lot of effort into other lessons, it’s just, I wouldn’t get down on myself so much about not having partner work and group work and direct instruction in one single lesson because I know I have to hit all of those marks. I would just focus on is this going to be effective…all of those factors are just really stressful. Stressors (Sansa, Interview 2, 2/26/2020).

Sansa noted the stress that she associated with unannounced observations and how it made her feel when she felt that a lesson was not meeting evaluation expectations. This stress that Sansa identified is something that seemed to be consistently present within her teaching practice. “I feel like everything we do ties back to our evaluation lesson and the standards. I feel like it just looms over me” (Sansa, Interview 2, 2/26/2020). The stress and potential for evaluations seemed to have a direct influence on the curricular-instructional choices that Sansa was making within her classroom.

The stress in relation to the evaluation lesson and standards influenced Sansa’s decision regarding deviation from the formal curriculum. When asked what would happen if she were to deviate, Sansa speculated,

> I guess on that portion of the rubric…the objective might not be tied to the standards. So, I guess I would get a point off. I don’t know if they would just give me a slap on the wrist or if they wouldn’t even care or if they would be like okay, you have to stick to these, that is what you are here for. I think it just depends on my evaluator and there is that not knowing who is going to walk into me room at any moment… (Sansa, Interview 2, 2/26/2020).

This uncertainty regarding the reactions of her evaluator if she were to deviate from the standard seemed to serve as a motivating factor to stick close to the formal curriculum especially during times when there was a potential for an unannounced observation.

Ariadne

Ariadne discussed the impact that evaluations have on her curricular-instructional choices. The feelings she had surrounding evaluations coincided with a pressure to complete content before testing. She described feelings of “anxiety” and “nerves” in trying to make sure

that she is doing the best that she can (Ariadne, Interview 2, 2/24/2020). Evaluations seem to exasperate those feelings,

> …if you throw on top of that, like oh hey, we are going to be doing evaluations and you know you really want to crunch everything in and get everything in. Maybe it is not a fun day, it is a notes day and you have to put the dog and pony show on when they walk into the room because you know that they don't just want to see you taking noted. So, some of those things are what adds to that anxiety. Once you are done with that then I feel like you can take a little bit more time… (Ariadne, Interview 2, 2/24/2020)

She indicated a perception that evaluators want to see a certain type of lesson and that knowledge, therefore, impacted her curricular-instructional choices. It is also that perception that seemed to exasperate pressures to stick to pacing while also ensuring that the lesson she was being evaluated on, will make for a strong evaluation lesson. Ariadne described this process stating which discussing this pressure stating,

> …I think [pressure] comes from the school as well because you are being evaluated on all of this so you want to make sure that you have good lessons that are being planned…so, maybe you take an extra day or two to make sure that you have a really good lesson especially, if you know that week is going to be the week or that month is the month you will be evaluated. You might step it up a little bit more…. (Ariadne, Interview 2, 2/24/2020)

For lessons that may have previously been given a shorter amount of time, Ariadne indicated that extra time may be afforded to certain lessons because they translate well for an evaluation, specifically in regard to how they will score based on the rubric used by evaluators.

Michelle

Michelle described the pressure to stick to the standards may stem from, in part, the potential for evaluations. She perceived the potential for punitive measures if she deviates from the standards however, she described that pressure being stronger in the elementary setting, "…in elementary, you would almost get in trouble if somebody came in your room and you were not teaching something that was a standard…" (Michelle, Interview 2, 02/27/2020). She elaborated providing an example of poor evaluation scores as a result of a teacher making supplemental choices with regard to the curriculum,

> My friend was observed in third grade and she was teaching a prerequisite to what they [students] were learning but it was not in her standards…She determined the need for that prerequisite skill and they did an unannounced observation and she got all twos because they said that this is not a standard, you should never have been teaching this…(Michelle, Interview 1, 11/08/2019).

Michelle indicated that she, along with her colleagues, took this situation as a message, "…the message was if you weren't teaching the standard, this lesson it pointless…" (Michelle, Interview 1, 11/08/2019). While Michelle does not make specific reference to the ways in which evaluations directly influence her curricular-instructional choices, she does allude to the pressure to stick directly to the standards given previous experiences and messaging associated with evaluations.

Heidi

Heidi described the level of pressure she felt with regard to evaluations. She described her feeling in comparison to those of other teachers in her building,

> …I don't let it drive me made like other teachers…there is one teacher at our school who has been teaching forever and she is always so worried about getting through all of her standards and she is so worried about observations…I am like, they are not going to fire you if you teach a bad lesson and you don't get pay raises for it anymore…(Heidi, Interview 2, 2/26/2020).

While she does not seem to feel the pressure associated with observations, she noted that other teachers do. However, despite this feeling with regard to observations, she does feel pressure associated with her students' scores on standardized assessments, "…that is how we are going to be graded as a teacher…" (Heidi, Interview 2, 2/26/2020).

She described the desire for her students to perform well on standardized assessments as an expectation she puts on herself, "…as teacher, we all want to meet expectations for ourselves and so I put pressure on myself to do my job well and do what I am supposed to do…I don't want to be graded poorly" (Heidi, Interview 2, 2/26/2020). As a result of this perception regarding how students' standardized assessment scores reflect Heidi's teaching, Heidi felt increased pressure to complete the curriculum prior to the state test, "…that is how we are going to be graded as a teacher….so there is pressure to get it all done before the test…" (Heidi, Interview 2, 2/26/2020). While observations do not seem to be a major factor influencing Heidi's choices, the "grade" she is attributed as a result of student performance on standardized assessments does seem to influence the pace at which she covers her curriculum.

Summary of Participant Perspectives and Beliefs with regard to Evaluations

Evaluations emerged as a factor that influenced teacher curricular-instructional choices with regard to historical female perspectives. While participants do not make explicit reference to historical female perspectives in relation to evaluations, all participants do indicate a pressure

associated with evaluations, specifically observations, and a need to plan lessons that stick to the standards. All participants discussed the pressure associated with impending observations and the need to plan lessons that meet the criteria associated with those observations. Sansa made explicit reference to the feedback provided from observations and the way in which she used that feedback to shape the lessons she created. All participants indicated the perception, either their perception or the perceptions of colleagues, that punitive measures are often associated with observations that do not align to standards. Heidi did not indicate feelings of pressure associated with observations as strongly as other participants however, she indicated that she felt pressure associated with state testing. Heidi discussed feeling pressure to complete the standards in time for state testing as student performance on state testing served as a metric measuring her effectiveness as a teacher.

PLC Sessions

Participants in the PLC sessions discussed the influence that evaluations had on their curricular-instructional choices. Notably, the decision to implement an activity depended on the evaluation schedule. In the excerpt below, participants discussed an activity that was developed in the PLC and their choice regarding its implementation,

> Heidi: We didn't do the one-pager
>
> Ariadne: no
>
> Sansa: it was supposed to be due on Thursday but it will probably just be due on Tuesday when they do the test but they are working on it but I have had a lot of them turning them in and they look great and they enjoyed it. I think it has been a good review too yea so
>
> Researcher: I was going to try and work it in

Ariadne: I was just worried about being evaluated and then having them just doing that but once I get evaluated, I am going to be like hey, we are doing a one-pager today let's do that

Michelle: I am so worried about being evaluated right now that I just want somebody to be like hey, at the end of this week be on your toes or the end of this month

Ariadne: well, that was like on Monday I mean I just couldn't do it and I was like don't come walking into my door

Heidi: my evaluator emailed me and said I am going to start next week, and I was like well I have a test so she like tells us when she is going to start so I let her know

(PLC Session 4, 1/29/2020)

Participants described the stress and anxiety they seem to feel with regard to evaluations and as a result, did not feel confident in the one-pager as an activity that would earn favorable scores. As a result, Ariadne and Michelle indicated that they did not do the activity.

Alternatively, participants lend similar considerations to the activities they choose to implement and in turn, will make decisions with regard to pacing if the lesson is perceived as yielding positive results on participant evaluations. In the following excerpt, participants discussed the pacing for the ancient Greece module giving consideration to allocating a separate day to covering Athenian democracy during prospective evaluation time,

Michelle: Do they need to go back to back like if we do Athens, do we need to do Sparta the next day?

Ariadne: I did, I got evaluated on that Athenian democracy

Researcher: yes, from the Stanford History Education Group

Ariadne: it was awesome! Yes, Stanford history, its Athenian democracy and I like moved it specifically so that I could do it on the day I got evaluated and it was fantastic!

Researcher: I did it too because I remember my kids were fighting because there is a debate in it

Michelle: do you do that on the types of government day?

Ariadne: no, I would do Athens first and then take the day to do Athenian democracy before you do Sparta

Researcher: yea my honors kids were like standing up and yelling at each other

Ariadne: it was super...

Michelle: almost like philosophical chairs

Researcher: and they were standing up and like citing documents like no in document F it says this, and they were like yelling at each other citing primary sources [showing the activity]

Ariadne: it has the funeral oration in there, do we talk about that anymore?

Sansa: no, we don't have to talk about Pericles, but I love the Funeral Oration

Heidi: so, you took a day to do this?

Ariadne: I took a day and that was what I got evaluated on and I got super great scores for that because it is not teacher-led at all and you just model a little bit for them

(PLC Session 4, 1/29/2020)

Despite the activity from the Stanford History Education Group containing sources that are not included in the standards, Ariadne felt that the activity yielded favorable evaluation scores and therefore, made the determination to add another day to her curriculum to make room for the

activity. Participants weighed the necessity to add another days to their curriculums based upon Ariadne's experiences.

In addition to influencing activity selection, participants describe the impact that potential for an unannounced observation can have on how they set up for instruction. In the following excerpt, participants discuss displaying standards and lesson objectives and their perception with regard to punitive measures as a result of not having both displayed,

Michelle: Do you just make a slide for that day and then...

Ariadne: So, I just make a slide and say that today, here is what we are going to talk about, standard, and objective

Michelle: Just wondering about somebody coming in and I don't have anything on the screen, does it matter?

Ariadne: I have mine on the board, I write mine on the board every day

Michelle: yea I do too. I don't know why I feel like I should have something, I am just thinking out loud

Ariadne: I had someone come in at the beginning of the year and I didn't and wasn't penalized for it

Michelle: oh, you got nervous about stating the objective?

Ariadne: yea, because I was trying to get us started and I knew it was going to take a while and I totally forgot to say it

Michelle: I get anxious and talk fast

(PLC Session 4, 1/29/2020)

In addition to making changes to her curricular-instructional practice, Michelle and Ariadne both indicated stress and anxiety due to potential evaluations. The desire to perform well on their evaluations influenced the choices they in turn made, in their respective classrooms.

Participant Beliefs, Perspectives, and Behavior with Regard to Evaluations

In PLC sessions participants indicated stress and anxiety concerning their upcoming evaluations. As a result, participants engaged in discussions concerning lessons that would yield favorable evaluation scores but also felt empowered to share those lessons they had perceived as successful with the PLC group. In addition to sharing lessons that would potentially yield favorable evaluation scores, participants made choices with regard to lessons created in the PLC based upon their perception concerning how the activities would be received by evaluators. Similar to their individual perceptions with regard to evaluations, participants shared similar sentiments in the PLC sessions which influenced the agenda that was subsequently undertaken as a result.

Professional Learning Communities

Participants indicated participation in a professional learning community as a factor influencing their curricular-instructional choices with regard to historical female perspectives. This finding manifested in several ways including the ways in which participants perceive the influence of a PLC and the qualities of an effective PLC. This section details each participants' perspectives and belief regarding the influence of a PLC on their curricular-instructional choices with regard to historical female perspectives. PLC data, with regard to the PLC's influence on curricular-instructional choices, will be presented in the next section addressing research question two.

Sansa

Sansa viewed her ability to collaborate with her colleagues as an area of personal strength "…sharing ideas, bouncing ideas off of each other, coming up with them together…I think that would be my strength…" (Sansa, Interview 1, 11/07/2019). This strength had helped Sansa to establish a strong relationship with her PLC group at her school. At first, she indicated that her PLC was not on the same page but as the year had progressed, their relationship and effectiveness of their PLC had evolved, "at the beginning of the year, we were not all on the same page or on the same pacing…now, it informs pretty much everything I do to some extent…" (Sansa, Interview 1, 11/07/2019). Sansa discussed what her content PLC looked like stating, "we don't do everything the same but a lot of things we have created together and the final product may look different…just because of the different styles of the teacher and different students…but it has had a large influence on what happens in my classroom especially now as we have gotten to know each other and work together…" (Sansa, Interview 1, 11/07/2019).

Sansa noted the importance of getting to know your PLC group, establishing a working relationship, and having the ability to collaborate with her PLC group as important factors which ultimately came to influence her curricular-instructional choices in the classroom. When transitioning the activities and resources developed in the PLC to her classroom, Sansa described additional factors that come under consideration, namely, different teaching styles and the needs of her students. "…having this PLC group had been really helpful just because I feel like we can pull so many resources and I can see what is available…and I can take from the resources that are available taking into consideration my students achievement levels and also their interest…" (Sansa, Interview 2, 2/26/2020). Sansa viewed the PLCs ability to yield resources but also to collaborate with one another as valuable.

When discussing the PLC and focusing the agenda strictly on including historical female perspectives, Sansa described her initial reactions regarding the effectiveness of a PLC structured in that way,

> …I think it probably would still have been effective in that, I think everybody would have been here because they wanted to work with the group…I guess it just falls back on the standards because in retrospect, would we have been spending our time wisely? Just because of what our job description tells us to teach… (Sansa, Interview 2, 2/26/2020).

Sansa indicated an interest in focusing on historical female perspectives however, the pressure to teach standards could potentially interfere with her perception regarding how time was being allocated within the PLC.

Ariadne

Ariadne described her experiences with PLCs and the extent in which she perceived their influence on her curricular-instructional choices. "…not necessarily that I would change what I was going to do but I would be more open to listening to how other people have done it…not that it is going to change my teaching any…" (Ariadne, Interview 1, 11/1/2019). While she does not perceive a major change in her teaching practice, Ariadne did find PLCs to be effective as they provide the opportunity to collaborate and gain access to resources.

> …knowing that I have those different options and the different people who are more knowledgeable about this…just being able to pool resources together and say hey, this is a really good way to do this, let's try this because I haven't tried this before in my classroom…having those resources can affect your teaching but I don't know that it would be a straight like shock to, oh, I am going to fix this…(Ariadne, Interview 1, 11/1/2019).

She did not perceive the PLC as a place that can elicit change but that change seemed to be as a result of discussions and hearing the experiences of other teachers pertaining to their levels of success in implementing the resources. When discussing the change, she did not perceive it as a fix but rather, as an improvement to her practice which she viewed as being important, "…knowing that you have the possibility of making yourself better or making the student have a better knowledge base…I think it's important…" (Ariadne, Interview 1, 11/1/2019).

When reflecting back on the PLC that took place for the purposes of this study, Ariadne viewed its impact on her classroom practice a little differently. In describing the extent it informed her classroom practice, Ariadne stated, "I mean a lot…I think that it helps to give us new ideas and helps us to use material they have used or use ideas that they have used to improve the classroom…" (Ariadne, Interview 2, 2/24/2020). However, when discussing the PLC and the influence of the agenda being strictly on the inclusion of historical female perspectives, Ariadne did not feel there was enough information and coverage in the standards to warrant that level of focus,

> I don't think we have enough resources to push that through and make it the focus of a two-hour PLC…our standards, there are just so many of them and we have a limited amount of time to get it in and we struggle as it is right now to make sure we are covering everything…so adding that in does not really help and I don't think a PLC would impact it unless they lessened or weakened the standards… (Ariadne, Interview 2, 2/24/2020).

While the PLC for this study had an influence on her curricular-instructional choices, Ariadne found that its effectiveness extended to the support in yielded in addressing the prescribed content standards.

Michelle

Michelle explained the influence that PLCs have on her curricular-instructional choices. She acknowledged that is depended on the PLC and that she felt the PLCs with her sixth-grade social studies team and the PLC sessions held for this study had the most direct impact. Michelle described the extent of influence stating, "…to a pretty big extent, I think between sixth grade social studies PLC and the study PLC, it pretty much decided how I was going to teach things…it was basically how I planned…" (Michelle, Interview 2, 02/27/2020).She explained the ways in which each PLC influenced her curricular-instructional choices, "…my PLCs with my sixth-grade social studies team dictate specifically what I do in my class…I am like, this is what they are doing, and I want to be consistent…" (Michelle, Interview 1, 11/08/2019). She looked to the PLC sessions held for this study as a consistent source of ideas that she felt inspired to attempt in her classroom, "…the ones we are doing for the study have a really big impact…I leave those thinking, oh my gosh, that was a great idea, I want to do that, I want to try that, I liked the way they did that…"(Michelle, Interview 2, 02/27/2020).

In both PLCs, Michelle discussed the activities that occur in each PLC that she deemed as being impactful.

> …We make decisions together about what is best for all the kids in social studies this year…and there have been times we have tabled things and been like, I don't think they are ready for this or we have been like we need to spiral review this or I was really impressed with the way they [students] handled this and we would be like my class too so, I think that is actually powerful. That is good information. That is useful information… (Michelle, Interview 2, 02/27/2020).

In addition to the topics elaborated on above, Michelle made reference to the PLCs assisting her in knowing the depth of coverage that topics in the ancient world history standards require and what is important. She described this type of discussion, "…what are you emphasizing, what are you teaching out of that standard like how you break them apart…in the standard there is always something that is a little more important…I look for what my team does…" (Michelle, Interview 2, 02/27/2020). In addition to breaking apart the standard as a PLC group, Michelle made reference to how her PLC approaches testing and how the PLC groups approach to testing influences her curricular-instructional choices,

> …based on my PLC and if we think it will be tested…I think they could probably be asked this or it is likely they will be asked this…even though we don't see the tests for our grade, we get an idea with the practice questions…" (Michelle, Interview 2, 02/27/2020).

Michelle elaborated noting that she does not adopt PLC practices verbatim but felt empowered to task the resources and ideas shared in the PLC and make them her own. "…I may teach the Qin Dynasty a little differently than you did but I am getting the same stuff because I hear what you are saying and I am like, okay, I have to make sure I say all of these things…" (Michelle, Interview 1, 11/08/2019).

Heidi

Heidi described her experiences with PLCs and how they come to influence her curricular-instructional choices. "It depends on the PLC. If it is a good PLC like what we did for district learning day, I am definitely going to use it…" (Heidi, Interview 1, 11/07/2019). Part of what she noted as being impactful in those PLCs is the opportunity to meet with fellow sixth grade teachers, "I am excited because I like meeting with other sixth grade social studies

teachers. I like getting their ideas but then I like it when I have an idea that I can contribute to help someone else…" (Heidi, Interview 1, 11/07/2019).

Heidi explained that the generation of new ideas and the buy-in of participants in a PLC directly influences the curricular-instructional choices she is making in the classroom.

> …I feel like teachers who actually want to be at the PLC who want to work together to come up with great things to do in the classroom…I feel like it directly influences how I am in the classroom because when I am coming up with new ideas to do things, I am not getting bored…(Heidi, Interview 2, 2/26/2020)

Heidi elaborated on the importance of the group dynamic in the PLC,

> …your grade level, your content area working together from other schools, from other environments, doing totally different things and coming together to get new ideas for an extended amount of time… (Heidi, Interview 2, 2/26/2020).

Heidi highlighted the importance of the same group of people meeting for a sustained period of time. She noted that by meeting with the same people, the group could establish a normed understanding of the standards and curriculum they are tasked with teaching. As the meet, the group can then focus on making supplemental decisions based upon what the group deems to be absent from the standards and curriculum.

> …the same people working together, maybe the first year, you are just collaboration on good ideas to do in each module and the second year, focusing on those things you feel like you don't get enough time to focus on or maybe even like after state testing, you meet to pick out things you want to focus more on like the role of women in Egypt…we can figure out some way to do that…(Heidi, Interview 2, 2/26/2020).

Heidi viewed the PLC group as a space in which she could explore areas of the curriculum that she does not feel she had adequately covered and thereby influence the curricular-instructional choices she is making, especially, the choices she is making after state testing.

Summary of Participant Perspectives and Beliefs with regard to PLCs

PLCs were identified as a factor that influenced teacher curricular-instructional choices with regard to historical female perspectives. All participants indicated that the PLC had a direct influence on their curricular-instructional choices. Ariadne noted that the PLC may not elicit direct changes to her classroom practice but, she appreciated the opportunity to collaborate with colleagues. All participants acknowledged the importance of relationships in the PLC and that strong relationships enabled the sharing and resources and ideas. Participants indicated that the ability to set the agenda and direct the activities of the PLC influenced their perception regarding its effectiveness.

Conclusion

This section of chapter four presented findings and analysis with regard to research question one concerning the factors influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives. The next section presents findings and analysis in regard to research question two.

Research Question 2: What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

This section examined data collected for research question two: what qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives? In addition to presenting and

analyzing data for research question two, findings and analysis for data pertaining to research question three regarding the role teacher efficacy plays in influencing curricular-instructional choices with regard to historical female perspectives are embedded in this section as they manifested in participant behavior during PLCs. Data for this question was generated from interviews, participation in a professional learning community, and artifacts generated from the professional learning community.

As part of this study, five PLC sessions were held over a four-month period. PLCs are part of participants' contracted responsibilities. The sessions were orchestrated to provide the opportunity for sixth-grade world history teachers to come together and engage in planning activities reflective of their content area and examine the inclusion of historical female perspectives. An agenda was generated for each PLC session however, agendas for each PLC were left flexible to allow for the participants to have a direct role in developing the agenda for each session. The agendas for each PLC can be found in the attached appendices as Appendix D. The researchers' role in each PLC was to act as participant-observer. The researcher crafted a flexible agenda for each session inclusive of PLC objectives and previously drafted discussion questions. Each PLC session began with a brief discussion facilitated by the researcher followed by the PLC group setting the agenda for the session.

This section of chapter four was organized first by emergent theme with regard to qualities of the PLC identified through interviews and PLC sessions. As participants identified the influence of the PLC on their curricular-instructional choices in the previous section, the organization of this section enables the reader to examine what qualities of the PLC emerged throughout the course of this study that rendered it a valuable resource to participants. The

following table provides a detailed description of the code mapping process that led to the emergent themes which helped to organize the data and subsequently, each section.

Table 4.2

Code Map: Iterations of Qualitative Data Analysis

Final Iteration: Themes Seeking to Answer Research Question #2 and 3			
Autonomous	Collaborative	Relationships	Relevant
Mastery Experiences	Vicarious Experiences	Physiological and Emotional States	Verbal and Social Persuasion
Second Iteration: Patterns			
Agenda-setting	Resource sharing	Trust	
Needs driven	Creation of materials	Respect	
Buy-in	Content discussions	Shared experiences	
Voice acknowledgement	Colleague Support	Perceived Success and	
Idea sharing	Modeling	Failure	
Previous PLC Experiences	Teacher Reactions	Evaluation performance	
Student reactions			
First Iteration: Descriptive, Emotion, and Value Codes			
Confidence	Feeling Prepared	Telling us what to do	
Stress	Inadequately Prepared	Good/Effective PLC	
Anxiety	Content Support	Bad/Ineffective PLC	
Pressure	Resource Support	Content Discussions	
Overwhelmed	Keeps me in check	Irrelevant subject matter	
Enjoyment	Supported	Unprepared	
Sad	Data-driven	Changing practice	
Makes things hard	Voice acknowledged	Participant buy-in	
Makes things easier	Using time wisely	Willingness to share	
Helpful	Beneficial	Working together	
Important	Wasting time		

First iteration codes were used to identify factors that participants had described, situations that participants in which they had made values determinations on and/or elicited emotional responses. These factors were then examined and coded in the second iteration looking for

patterns that emerged within that data. For example, participants described qualities of a PLC that they felt made their role as teacher harder in the first iteration. During the second iteration, examination regarding the qualities of a PLC that participants had associated with feeling that the quality made their role as teacher harder were identified. The final iteration grouped qualities identified during the second iteration of the second coding cycle into the final five emergent themes or qualities of a PLC that influenced teacher curricular-instructional choices with regard to historical female perspectives. Five qualities emerged as important to the work done together to discuss and actualize female perspectives in the world history curriculum. Those qualities were: autonomous, collaborative, strong relationships, efficacious dialogue, and relevancy. These qualities and relevant data are examined further.

Autonomy: Teacher-Led and Teacher-Driven

Autonomy emerged as a quality of the PLC sessions specifically, how it came to influence curricular-instructional choices with regard to historical female perspectives. This quality manifested in several ways including agenda setting in each PLC session rendering the PLCs teacher-led and teacher-driven. Participants played an active role in setting each PLC sessions agenda and had autonomy in the subject-matter of the PLC session including the nature of discussions and activities and ideas that were shared. This section details participants' perspectives and beliefs regarding the importance of autonomy in PLC sessions as well as how this sense of autonomy came to influence curricular-instructional choices with regard to historical female perspectives.

Sansa

Sansa identified the ability to set the agenda of PLCs as a quality of an effective PLC. She described some of her previous experiences with PLCs, especially grade level PLCs, and her

perception regarding how the agenda is set, "…it is run by administration and then I think, the administration, often, gets from direction from the higher ups…this is what you have to say and you have to mention this to them…" (Sansa, Interview 1, 11/07/2019). At times, her PLCs with her content area were given directives regarding what they were to be covering, "…sometimes they tell us to go over data…" (Sansa, Interview 1, 11/07/2019). However, in her content area PLC, she felt that she and her colleagues had been given a little more freedom to set the agenda, "…it is led by us and so we go over what we need to and then we talk about what we are going to do…" (Sansa, Interview 1, 11/07/2019).

Sansa seemed to find the ability to set the agenda of her PLC to be related to its level of effectiveness. When she felt that she had little autonomy over the agenda, Sansa did not find them as valuable as she could not easily translate the content of PLCs designed in this fashion into her classroom practice,

> …they are not tangible or practical…we talk about giving students a voice in their learning…if it is supposed to be a learning community, why not give us a voice in what we want to be learning about…we have not been given that opportunity yet and that might be for a million different reasons…but I think if we could have a voice in what we wanted to talk about and what we wanted to learn about, then it would be more beneficial…(Sansa, Interview 1, 11/07/2019).

Sansa indicated a desire to have a voice in what occurred in her PLC meetings and by having a voice in the agenda, she felt a stronger sense of community. Sansa also perceived setting an agenda helped with the efficiency of the PLC. When discussing PLC design, she mentioned agenda setting, "…setting an agenda, sticking to it and dividing up who is going to do what…I think it would just fall into place naturally…" (Sansa, Interview 2, 2/26/2020).

Ariadne

Ariadne described her previous experiences with PLCs and how grade level PLCs inform her practice. She noted that many of the PLCs, especially grade-level PLCs, have been more data-driven but indicated that it varies depending on the setting, either elementary or secondary. Ariadne also noted that at times, this data-driven agenda added to the pressure that she felt as a teacher.

> …PLCs were way more data driven…if we do not want to be a poor performing school we need to look at these poor performing kids and ask how we can get them to be better…that was my whole PLC when I worked in an inner city elementary for a while that was everything we talked about…(Ariadne, Interview 1, 11/1/2019)

Ariadne noted that there was a subtle shift when she left the inner-city elementary setting to a more suburban elementary setting,

> …when I went to a suburban fourth grade school, it was data driven but it was more about how we were going to raise our scores so that we are this really good performing school…we are constantly being assigned level five so how do we stay there…so when the scores would drop, our PLCs would be about how we can raise them back up… (Ariadne, Interview 1, 11/1/2019).

Ariadne described the change she perceived she arriving to a middle school noting that it really wasn't as data driven as what she had encountered previously. "…it was just kind of survival of the fittest…it just comes down to the group of people you have…" (Ariadne, Interview 1, 11/1/2019).

The data driven agenda of these PLCs caused Ariadne to question her abilities as a teacher. "…it was kind of dread, like oh my gosh, did I do what I was supposed to do...am I a

good teacher because I am not getting all this data and they are not moving…." (Ariadne, Interview 1, 11/1/2019). Ariadne noted how important it is that the agenda for PLCs is meaningful to those who are participating, "…the data needs to be important to the teachers and the resources need to be important to the teachers…like how is this going to help me be a better teacher or how is this going to affect what I am doing in the classroom not just hey, here is some stuff that downtown says we have to tell you that does not affect us or we are not going to use and are not going to implement…" (Ariadne, Interview 1, 11/1/2019). Ariadne indicated the need for teachers to be able to acknowledge the usefulness of what is being presented in the PLCs.

Michelle

Michelle described her previous experiences with PLCs regarding that ways in which they were run. "What is not effective is too much control from administrators or other people…in leadership positions…" (Michelle, Interview 1, 11/08/2019). She elaborated on her experiences in PLCs run by administrators and how they made her feel, "…they always had this agenda and it was just stressful…" (Michelle, Interview 1, 11/08/2019). Part of what contributed to her stress, stemmed from the ways in which information was organized and dispersed, "I have been in so many where it is packed and it is bullet points and you never have time to think or talk…" (Michelle, Interview 1, 11/08/2019).

Michelle perceived the ability to act autonomously and set the agenda in PLCs as a quality of their effectiveness. "…they are effective when the teachers are allowed to run them because it is for us. Isn't our learning community each other?" (Michelle, Interview 1, 11/08/2019). She indicated a desire to take an active role in setting the agenda of her PLC as she perceived that to be more reflective of the community aspect of a PLC. In addition to setting the agenda, she prefers to participate in learning communities where she had freedom to focus on the

things she perceived as important. "…having that freedom o really dig into what we really want to focus on…it helps me so much…" (Michelle, Interview 1, 11/08/2019).

These two aspects of autonomy came through when reflecting on the PLC sessions, Michelle noted that having autonomy contributed to her feelings regarding their effectiveness, "…it was just teacher-led, teacher-driven, and need-driven…like, I need something on Hatshepsut, what do you have...I just got so much out of it…" (Michelle, Interview 2, 02/27/2020). When reflecting on her experiences with the PLC sessions for this study, Michelle noted that part of what helped her was the open-ended nature of the PLC, "I think some open-ended questions and open-ended conversation is really valuable. I have learned so much from you guys just listening to you all talk…and sometimes I am not even contributing but just listening…" (Michelle, Interview 2, 02/27/2020). Being able to freely discuss topics of importance, proved to be invaluable to Michelle.

Heidi

Heidi described her previous experiences with PLCs and her feelings towards them noting that part of what influences her perception of their effectiveness is the agenda and the means of presentation,

> ...our building level ones are not good…it's just the administrator who is presenting in our PLC is just like, we are going to read this article and do a jigsaw with it…so now that we have touched on that….[and the sense that] I am only doing this because I have to and it is why I am here…(Heidi, Interview 1, 11/07/2019).

She reflects on her experiences with the PLC sessions for this study and described qualities of the PLC that made is effective. In her description, she alludes to the ability to have autonomy in the activities of the PLC.

> …so maybe this year, we are just collaborating on good ideas to do in each module and then the second year, focusing in on those things you don't feel like you get enough time to focus on…maybe you meet to pick out things you want to focus more on like the role of women in Egypt…(Heidi, Interview 2, 2/26/2020).

Heidi felt empowered to suggest an agenda for the PLC sessions with the same group for the next two year and the ways in which she felt that a PLC structured this way, would enable her to make supplemental curricular-instructional choices with regard to historical female perspectives.

Summary of Participant Perspectives and Beliefs with regard to Autonomy as a Quality of a PLC

Autonomy was viewed as a quality of a PLC that influenced teacher curricular-instructional choices with regard to historical female perspectives. All participants acknowledged the effectiveness of PLCs that are teacher-led and teacher-driven meaning, that the participants are directly responsible for setting the agenda of the PLC and facilitating that the activities that take place in the PLC. All participants reflected on previous experiences in PLCs that were not autonomous and how that lack of autonomy contributed to their perception of the effectiveness.

PLC Sessions

During PLC sessions for the purposes of this study, participants had an active role in setting the agenda and deciding on the activities that took place. The researcher facilitated the setting of the agenda and played a role of ensuring that participants stayed on track with regard to the agenda they had set.

> Researcher: For tonight, we said [during the previous PLC] that we were going to look at India or at least at the Buddhism, Hinduism transition but I have a feeling that we are all there already?

Michelle: we are there

Ariadne: mmhmm

Researcher: so, before we go into a little bit of discussion stuff and start planning, what do you guys want to set for the agenda tonight? What do you want to work on and focus on for tonight?

Ariadne: I think we can compare Buddhism like what we are going to do for that and then maybe go to China, you think? The work for you guys?

Sansa: That sounds good to me

Heidi: maybe India's achievements?

The researcher provided guidance by reminding participants where they had left off in the previous PLC session and opened up the discussion to the participants. Participants, from there, provided directions as to what they wanted to complete in the session. Participants felt comfortable making suggestions to the agenda and thus, lead and directed the activities of the session.

Participants also felt comfortable re-directing the group towards completing the agenda they had set. In the following excerpt, Michelle directed the group to the next activity to ensure that the group remained efficient in their use of time,

Michelle: What about, I don't want to switch gears unless we are ready, but I want to talk about Greece because I don't know what I am teaching so where does it start or like...

Researcher: we can do that

Michelle: we don't have to if you all aren't ready

(PLC Session 4, 1/29/2020)

Michelle indicated a need that she had relative to the agenda for that PLC session and felt comfortable within the group to re-direct the activities towards achieving that agenda.

The agenda that emerged in the PLC was often needs-driven as participants brought with them a need that they had relative to their teaching and the curriculum. In the following excerpt, participants discussed the ancient Greece module and resources that they needed in order to complete the module,

> Researcher: so, what else do we need to go over?
>
> Heidi: Do y'all do anything real fun for the Silk Road because last year we were going to test and the day before I said the Silk Road was basically a long relay race and one person went from China and one person went from Rome and they liked passed the baton, traded, and that is all we said about the Silk Road
>
> Ariadne: we did that [showing Heidi the activity on her computer], I think I already uploaded it, it is just that little paper that has the boxes. It is on the drive already. It's that one. [showing on the computer screen]
>
> Heidi: Oh, I saw that, and I liked that
>
> Sansa: It goes along with those stations.... I like that too
>
> Michelle: I think I did that in 7th last year
>
> Ariadne: they go to the different stations and find out what they were trading with
>
> (PLC Session 3, 1/15/2020)

As participants discussed how to move forward with the PLC session, Heidi indicated a need for resources to cover the Silk Road and therefore, described that need to the PLC group. As a result, participants discussed the resources that they had used previously to cover the Silk Road and shared those resources.

In addition to leading and directing the activities of the PLC, participants also felt comfortable indicating a stopping point and providing information about the planning environment they need, to feel that they have engaged in an efficient use of their time.

R: so, what do we need or are we there yet?

Heidi: I don't think we are there yet. I feel like personally, I do better when I think about what I am doing in the next week of time. I am really bad about thinking about what I need weeks from now.

(PLC Session 2, 12/11/2019)

Heidi indicated that once the group had completed the night's agenda, she did not feel comfortable moving forward. The group acknowledged her concern and did not move forward with their activities.

At the conclusion of each PLC session, participants engaged in assessment with regard to the efficiency and perceptions with regard to how productive they believed the PLC was.

Researcher: how do we feel, do we feel like we did everything we wanted to?

Michelle: I feel like we did a lot

Ariadne: I think we did more in this one than we have done in the other ones

(PLC Session 4, 1/29/2020)

As the PLCs were teacher-led and teacher-driven, participants felt confident in assessing the effectiveness of each session.

Summary of Participant Perspectives, Beliefs, and Behavior with regard to Autonomy as a Quality of a PLC

Participants actively engaged in setting the agenda of each PLC session and directing the activities that were undertaken. Participants exhibited confidence in asserting their needs and

how they wanted to proceed in each session. Their ability to set the agenda emerged as a quality of the PLC that determined their perceptions with regard to the PLCs effectiveness.

Collaborative: Sharing Resources and Ideas

Collaboration emerged as a quality of a PLC and specifically, how it comes to influence curricular-instructional choices with regard to historical female perspectives. Friend and Cook (1992) define collaboration as, "a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal" (p. 5). Considering this definition, Friend and Cook (1992) offered characteristics of collaboration including, voluntary participation, parity among participants, shared goals and responsibilities, shared accountability for outcomes, shared resources, and based on trust and respect.

Bearing this definition of collaboration and the identified characteristics of collaboration, this quality manifested in several ways including participant willingness to share both resources, ideas, and feedback, and participants' willingness to collaborate on activities generated in the PLC. This section details participants' perspectives and beliefs with regard to the importance of collaboration in PLC session as well as participant collaborative behavior in the PLC. Participants identified collaboration as being a quality of a PLC that informed their curricular-instructional choices. Collaboration for the participants extended to the willingness that the participants had to share ideas and resources.

Sansa

Sansa reflected on her experiences with the PLC developed for this study. She described the influence that the PLC had on her classroom experiences noting the impact that collaboration and the sharing of resources had on her curricular-instructional choices. Sansa qualified the amount of influence stating, "I think moderately to a lot…I used a lot of the resources that were

shared, a lot of the ideas and practices…" (Sansa, Interview 2, 2/26/2020). She elaborated on her experience in the PLC describing the ability to share experiences, ideas and resources as sources of enjoyment.

> …it was really great. I just enjoyed getting to talk and share experiences and ideas and learning from people at different stages in our careers. I think that was just something that was really valuable…you just find that you get into a rut and it is nice to get fresh ideas… (Sansa, Interview 2, 2/26/2020).

Sansa described the ways in which collaboration in the PLC alleviated some of the exhaustion she associated with finding resources and breaks the rut.

> …looking through Instagram or Pinterest or the Internet can be exhausting sometimes and you don't know how those resources worked for students because it is just someone on a screen but with a person you have the opportunity to talk about their class and talk about how they do things and how their kids interact and think about how you could adapt something for your class, I just think that is where it really is valuable…(Sansa, Interview 2, 2/26/2020).

Collaborative activities in a PLC cut down on the work the Sansa associated when attempting to find resources. She noted that it is not just the resources but the ability to discuss the effectiveness of the resource in relation to the learning of the students as part of what made collaboration in PLCs valuable.

Sansa stated that even when making curricular-instructional choices explored in the PLC, she felt empowered to take those resources and ideas to make them her own. "We don't do everything the same but a lot of the things we do we create together…the final product might look a little different, the rubric may be different, how they are assessed may be different

because the different teaching styles and different students…" (Sansa, Interview 1, 11/07/2019). She noted that not everyone participating in the PLC may do things the same way, but participants seem to be on the same page regarding pacing and content. "I think it informs pretty much everything I do to some extent including when I do things and what I do…" (Sansa, Interview 1, 11/07/2019). It was important for Sansa to have the PLC group to help work through and brainstorm challenges in the classroom, "…with all of us working together it cuts down on how much time you have to spend by yourself…I think it is always helpful to split tasks with someone else, working with them, and bouncing ideas off of each other…" (Sansa, Interview 1, 11/07/2019).

Ariadne

As Ariadne reflected on her experience in the PLC for this study, she noted its impact on her curricular-instructional practice discussing the importance of being able to collaborate and share resources. When noting the extent, the PLC informed her classroom practice, Ariadne stated,

> …I mean a lot. I think that it helps give us new ideas and helped us to material that they have used or use…ideas that they have used to improve the classroom…it is the same material and we are just doing it in a different that so it gives you feedback on your own classrooms…like here is this idea, how did it work for you, how did it not…so it just kind of helped out…(Ariadne, Interview 2, 2/24/2020).

The ability to share ideas and resources was important to Ariadne and the ability to discuss these ideas and resources with colleagues outside of her building. "It was good to be able to share information with other people just besides ourselves and get an outside view of what some other

schools are doing and be able to share those resources together…" (Ariadne, Interview 2, 2/24/2020).

In addition to the ability to share resources and ideas, Ariadne also valued that ability to openly discuss areas of the content where she felt stuck. She viewed the PLC as a place where she could vocalize her challenges with the content and trusted her colleagues to provide the collaborative support she needed to move forward. "…just being able to know people that are there if I am stuck on something and I can reach out and be like hey, can we talk about this or that…just being able to have that extra sounding board that you can run things off of…" (Ariadne, Interview 2, 2/24/2020).

Michelle

Michelle described the collaborative nature of the PLC as a quality that made her feel they were beneficial. She elaborated on this feeling noting her perceived value of conversation and the sharing of ideas, "…the group has really helped because I am hearing other teachers at other schools and how they teach it…I think you learn best from other teachers…" (Michelle, Interview 2, 02/27/2020). She discussed how hearing the experiences of other teachers in the PLC group influenced her curricular-instructional choices, "…the PLC had a big impact…I leave thinking, oh my gosh, what a great idea, I want to do that, I want to try that, I like the way they did that…" (Michelle, Interview 2, 02/27/2020).

In addition to collaborating and sharing ideas, Michelle noted that group decision-making was helpful as well. "…we make decisions together about what is best for all the kids in social studies this year…and there are times have tabled things and been like, I don't think they are ready for this…I think that is powerful and good information…" (Michelle, Interview 1, 11/08/2019). As a basis for this decision-making, Michelle elaborated on discussions that are had

in the PLCs that serve as the basis for this decision-making, "…we are really digging into the material and we talk about the kids responses and how to present it to the kids in a way that reaches them and our expectations as far as a group, how rigorous to be or not to be…" (Michelle, Interview 2, 02/27/2020).

This type of environment had been important for Michelle especially given that this is her first year teaching the sixth grade world history content, "…it has helped me tremendously especially since it is the first year I have taught this material and age group…I left every time feeling better about what I was doing and a little more focused on what I was doing…" (Michelle, Interview 2, 02/27/2020). It was during these sessions that Michelle felt inspiration regarding her own curricular-instructional choices, "…when I would be there with you all, I got lots of ideas…it would hit me, oh we should do this or we should do that…" (Michelle, Interview 2, 02/27/2020).

In times when the inspiration was harder to find, Michelle felt that the group was a good resource to turn to especially when coming to topics in the content she perceived as challenging. "…I need something on Hatshepsut, what have you got...then it would be like, oh, I have this or I saw something that would fit that…I got some good teaching strategies that I had never used before" (Michelle, Interview 2, 02/27/2020). Michelle indicated attempting new teaching strategies because they had been shared by participants in the PLC, "I found myself in class sometimes saying, oh, I am going to do this because Sansa and Heidi mentioned it…I might modify it for myself but it was something that I hadn't taught before…" (Michelle, Interview 2, 02/27/2020).

Heidi

Heidi highlighted the importance of having a group she can turn to for ideas and resources. She noted that, at times, the ideas she encounters in PLCs introduce ways of teaching the content that she had not previously thought about. "…it is just new ideas, things I have never thought about and I am like, oh my god, that is genius, why didn't I think of that, and then I try it…" (Heidi, Interview 2, 2/26/2020). When she attempted these new ideas and they were successful, she indicated feelings of inspiration to continue trying new things, "…I am like this is awesome and then a lot of time, those new ideas that work really well will get me thinking about new things that I can do…" (Heidi, Interview 2, 2/26/2020). Part of what Heidi saw as the source of her inspirational energy is the ability to talk with other teachers, "…I just like talking to other teachers about what we are doing to get new ideas…" (Heidi, Interview 2, 2/26/2020).

Heidi acknowledges how this type of environment comes to directly influence her curricular-instructional choices. "I do feel like it directly influences how I am in the classroom because when I am coming up with new ideas, I am not getting bored, and then I feel if it is something really fun that I like, the students know…" (Heidi, Interview 2, 2/26/2020). Considering student response but also, alleviating boredom in Heidi's practice, she discussed a lesson that she previously struggled with last year and the way in which collaboration through the PLC helped her.

> I didn't like the Chinese philosophies last year and this year, I had access to new resources…we saw Ariadne's quote cards and Sansa and I immediately had the idea of doing an escape room which was really fun… (Heidi, Interview 2, 2/26/2020).

Heidi felt like she had walked away from the PLC "…with a really cool game…" (Heidi, Interview 2, 2/26/2020) to address content that previously posed a challenge to her.

Similar to addressing topics that are challenging, Heidi viewed the PLC group as a place she could come to find resources for topics she felt to be lacking. She described difficulties in finding adequate resources to cover Alexander the Great,

> …I was looking at the things I got from the drive and there are some resources that are rigorous that also make the students question, was he great…a lot of times, I think we get into the habit of just going with it and thinking oh, this is what history says but this had them actually think about it and it was something to PLC group gave me…(Heidi, Interview 2, 2/26/2020).

The resources and ideas being shared influenced the way in which Heidi presented content related to Alexander the Great and highlighted an aspect of teaching that Heidi perceived as important, "…new resources and talking to people about them always leads to new, better ideas…there are always things we can do to improve when we want to…" (Heidi, Interview 2, 2/26/2020). Heidi felt that in order this to be accomplished, everyone had to contribute even if they do not have the same type of learning environment,

> I feel like there were little things that I learned from the group…I feel like I kind of did that for the group too…we just meshed and collaborated and I felt like it was good have some things in common even though we are from completely different schools and teaching completely different kids…(Heidi, Interview 2, 2/26/2020).

While participants we not always creating something together, Heidi valued the dialogue and the sharing of ideas which facilitated changes to her curricular-instructional practice.

Summary of Participant Perspectives and Beliefs with regard to Collaboration as a Quality of a PLC

Collaborative emerged as a quality of the PLC that influenced teacher curricular-instructional choices with regard to historical female perspectives. All participants noted the value of the PLC as a space where they could share resources and ideas. Participants described the PLC as a place where they could give feedback on the resources that were effective in their classrooms but also discuss challenges that they were encountering. Participants described the PLC as a source that guided decision-making that went on in their classrooms and highlighted the willingness of participants to engage in these actions as a quality of an effective PLC.

PLC Sessions

Participants directed the activities of the PLC towards collaborative endeavors. Collaboration manifested in several ways including the sharing of resources and ideas, and the creation of activities to fulfill the needs of the participants. Participants provided details concerning how they implemented the resources,

> Sansa: well, we are going to try this umm, but she has it like animated to where it will be like the term, pictures, and then this will come up when you click you know but I think we are going to have our class white boards and have them like guess what
>
> Ariadne: what they think it is?
>
> Sansa: yes, what they think it is
>
> Michelle: oh, that's cute
>
> Sansa: and they discuss with their table groups. We like to try and make it more…
>
> Michelle: mmhmm interactive

Sansa: so, I am not just standing there telling them this is what it is or what this means because most of the time we don't direct teach like that

(PLC Session 1, 11/21/2019)

Participants, also, would provide feedback with regard to their perceived success concerning the resources they were sharing,

Heidi: For our introduction of China, I made this activity, y'all could also use it as an ending thing, but I made these timeline cards. They have dates on them, and I cut them up and put them in a baggy, so it helped them practice the timeline. They had to put them in order, we went over it, and then they had to use the readings to fill in a visual timeline chart and it just put all the dynasties together. I did this to start China

Sansa: they liked that

Ariadne: that would be good as a review

Sansa: it is funny too because whenever they are sorting things, they are like this is so fun

Heidi: but it wasn't even that fun because ultimately you are just filling in a chart…so I will put this in there [shared drive] too

(PLC Session 3, 1/15/2020)

Heidi described the activity including how she implemented it in the classroom and shared it with the group. Sansa described the students' reactions to Heidi's activity noting her perceived success in her classroom. Michelle and Ariadne acknowledged the ways in which they could then use the activity in their respective classrooms.

Participants used the PLC as an environment in which they could collaborate on activities together. Participants would often indicate the need for the resource in relation to the curriculum,

share the resource that they had either already possessed or share the idea for an activity that they had,

> Ariadne: I have this so far, I started doing quotes from different ones...and they [students] have to tell you what it [belief system] is based on you know what the quote is
>
> Michelle: you could almost have them hold up an index card that has
>
> Ariadne: I was going to have this as a gallery walk and have them tell me what belief it is and then who is the person that goes along with that belief so I have that but I also have like a philosophies quiz that we took out of the blue book because it goes over Legalism, Confucianism, Daoism and it gives like the five relationships from Confucianism and all that kind of stuff so that hit home with all of those
>
> (PLC Session 3, 1/15/2020)

As a result of the idea proposed by Ariadne, Heidi and Sansa used the resource and the idea she had to create an escape room covering the ancient Chinese belief systems. In the following excerpt, Heidi and Sansa describe how they would use Ariadne's resource to create the activity,

> Sansa: we could make sorting cards and then have them, after they sort it, put it with the quotes since they like that so much
>
> Heidi: oh, so have like Confucius, Taoism, Legalism
>
> Sansa: and they sort them underneath where it goes, and they would love that I don't know why our kids love sorting activities
>
> Heidi: They would love…we could just print those slides [created by Ariadne] and the cards and make a header card. What if we number the cards and first, we said like turn that into an escape room say pull out all of the Confucianism quotes?

Heidi and Sansa brainstormed ways in which they could use Ariadne's quotes cards to fit the interests and needs of their students.

Similarly, participants collaborated on a summative project for their ancient Greece module. Participants shared ideas concerning resources they had used previously to then create something new. The culminating project, "Greekies" (Appendix D), integrated two resources that were shared by Heidi and Ariadne. All participants contributed to the project instructions and made decisions with regard to requirements,

Heidi: I just pulled up the choice board that we did last year

Michelle: instead of the test?...I like the idea of doing a project instead of a test

Heidi: it was something that we did in class for like two or three days…and some of it, we would probably want to change just because the standards….

Ariadne: what if we just do the "Greekies"?

Heidi: You could even turn the "Greekies" into like a more, like a project, like the main theme of the box is one of the Greek gods or goddesses but like add little details

Ariadne: like you have to add details about Athens and about Sparta

Heidi: I feel like it is a mixture of the choice board, one-pager

Researcher: so, we said the front panel is person?

Researcher: the back panel...

Heidi: Athens versus Sparta

Researcher: focusing on the...

Sansa: role of women, slavery, and education

Researcher: and geography?

Sansa: geography is in there in the standard

Researcher: okay and then side panel, wars?

Ariadne: I think they should choose one like Peloponnesian or Persian

Researcher: and then another side panel was ingredient list?

Sansa: was it like on GRAPES or? I don't remember what we said…what if they did the GRAPES of Alexander's empire then they could they would just be describing the entire geography because it would be all of Greece right? Achievements under him…so that would be summative for him because he is his own standard and that is pretty much everything in the module

(PLC Session 4, 1/29/2020)

Participants discussed the activity together and aligned it to the standards. Participants felt confident in sharing their ideas and making suggestions.

Summary of Participant Perspectives, Beliefs, and Behavior with regard to Collaboration as a Quality of a PLC

Participants spent a significant amount of time in PLC sessions sharing resources and ideas and collaborating on activities. Participants felt comfortable sharing their ideas and engaging working together to decide how best to implement the activities. Participant reflections with regard to the resources they were sharing often accompanied the resource being shared. Participants would share how they implemented the activity and how students would respond to the activity.

Strength and Nature of Participant Relationships

Strength of relationships emerged as a quality of the PLC and specifically, how it came to influence teacher curricular-instructional choices with regard to historical female perspectives. This quality manifested in several ways including perceived strength of the relationships between

participants, participant buy-in, feedback, shared experiences, and voice acknowledgement. This section details participants' perspective and belief regarding the importance of relationships in PLCs and participant behavior during PLC sessions with regard to the development of relationships.

Sansa

When describing a quality of an effective PLC, Sansa noted the importance of relationships and buy-in among participants. She perceived the desire of those participating in the PLCs to want to share and collaborate as being an important component to the PLC. "…we just work well together and are open to working together…" (Sansa, Interview 1, 11/07/2019). She elaborated on participant buy-in, "…if you are there, you need to be willing to participate and contribute…" (Sansa, Interview 2, 2/26/2020). Sansa perceived contributions to the PLC as exhibiting a willingness to share resources and ideas as well as the willingness to collaborate on activities. She described her experiences with her grade level PLC,

> …we collaborate all the time, we are always working together, always sharing ideas, always helping each other…saying this is what I did…when I came across this situation… (Sansa, Interview 1, 11/07/2019).

She noted the willingness of participants to contribute can also be a characteristic of an ineffective PLC, "…if it is a group of teachers who are willing to be there…I think that the issue with most PLCs, people who do not want to be doing it…" (Sansa, Interview 2, 2/26/2020).

Sansa attributes her ability to engage in these activities with her PLC stems from the nature of the relationships she had with her PLC.

> …we have a great team. We all get along. I think that is a big part and we are all willing to work together, to meet, to share resources and collaborate on ideas. It may be because

> we are younger and one teacher is new to the content, so we are all fresh and new and up to different ideas… (Sansa, Interview 1, 11/07/2019).

Sansa perceived experience level but also the willingness to acknowledge the voice of all PLC participants to be importance in development and maintaining PLC relationships. Reflecting on experience levels in relation to voice acknowledgement, Sansa described a situation that occurred between a colleague and her PLC,

> …she was the youngest one by many years and so they [her PLC group] know what they are doing and do not want to do anything different. They do not want to listen to her ideas. They do not want to give her any ideas. They just want to get it over with…that is how she explains it… (Sansa, Interview 1, 11/07/2019).

Sansa values the experiences of her colleagues and leans on those relationships to assist her in making curricular-instructional choices,

> …just hearing what your students like, the things you felt were effective…it is my first year so I am looking to try all sort of things and see what works and what doesn't…I think having all these experiences to go off of, I could be like, okay, this is probably going to work and implement it…(Sansa, Interview 2, 2/26/2020).

Sansa places value on hearing those experiences of her colleagues but also, indicated the desire for her voice to be heard, even as a young teacher.

Ariadne

When discussing qualities of an effective PLC, Ariadne noted the importance of relationships and the need for good leaders in order for the PLC to work. She noted the level of importance,

> …oh 100%, you have to have good leaders and good people. When you have one bad apple, that can spoil everything because if that person wants to come in and take over or only wants to do things their way, it is really hard to make that learning community feel like everyone has a say…(Ariadne, Interview 1, 11/1/2019).

Ariadne highlights the importance of voice acknowledgment and ensuring that every participant in the PLC felt as though they have a voice in what occurs in the PLC. She perceived the need for voices to be acknowledged equally as important in her description of the "one bad apple" taking over.

She described her experiences with her current PLC noting that her experiences have been better due, in large part, to the group composition.

> …this year, I feel like it is much better…depending on the group of people that you have depends on how well your PLCs are going to work. Are you interest in finding out about the tests and what questions they got wrong and how do we fix this, how do we share resources and pull our resources and plan together…it depends on the people that you have for sure…(Ariadne, Interview 1, 11/1/2019).

Ariadne elaborated on why relationships are so important in a PLC noting that it can become a place where she felt comfortable talking to the other participants about challenges she is encountering in the classroom and for resources when she is stuck. "…just know that I have people who, if I am stuck on something, I can reach out to and be like, hey, can we talk about this, can we talk about that…just being able to have that extra sounding board that you can bounce things off of…it just makes everyone better…" (Ariadne, Interview 2, 2/24/2020).

In addition to feeling that the PLC group was a great sounding board, Ariadne described participant reflections on activities in the PLC as an influence on her curricular-instructional

choices. She described motivating factors behind her choice to make use of activities shared or collaboratively created in the PLC,

> I think that it just gives you a different view on what you are doing. We get so used to this routine and the way you do it…so being able to share with somebody else and being able to see their idea that you can try…gives you the chance to do something in a way that you didn't think about…(Ariadne, Interview 2, 2/24/2020).

Ariadne indicated that by being able to share your experiences with one another, she may be inclined to attempt new activities and strategies but also, it introduces a new way of thinking into her practice.

Michelle

Michelle described her experiences with her grade and content level PLC noting the importance of the relationships she had with her sixth-grade social studies team. "When I am alone with [my team], I love it because it is when I am learning and I know whether I am on track or not" (Michelle, Interview 1, 11/08/2019). She described the importance of having a learning community that is teaching the same thing at the same time. As she reflects on her initial reaction to the PLC sessions for this study, "I love our PLC group…I really enjoyed…having a group of teachers that are teaching the same thing at the same time…" (Michelle, Interview 2, 02/27/2020).

Similar to her sixth-grade social studies team, Michelle felt that the PLC group was a support system and could help her confirm that she was one track.

> A big thing for me was feeling like I am okay, and I am on track. I am doing what I am supposed to be doing and I am hitting the standards the same way that the other teachers are. I am struggling with the same things that other teachers are and that was reassuring

> for me…it confirmed a lot of my feelings about the kids being 11 and can only understand these huge concepts of world history so far… (Michelle, Interview 2, 02/27/2020).

She felt that the group provided her some reassurance concerning where she was in the curriculum and what she was doing to meet the standards. She noted that the size and nature of the group enabled her to feel like she was able to contribute in contrast to her previous experiences in PLCs were every voice was not acknowledged. "…you don't want it to be to big…when I was in our elementary PLCs, there were like 12 people and you couldn't talk and you couldn't hear and we were in this crowded room and it just made no sense…" (Michelle, Interview 2, 02/27/2020). Voice acknowledgement emerged as an important quality of the PLC enabling Michelle to feel that it was effective.

Heidi

Heidi discussed the qualities that make a PLC group strong noting that first, "we get along" (Heidi, Interview 1, 11/07/2019). Despite the members of the PLC having different teaching styles, the importance quality of the group is a share desire to help each other. "I wouldn't say we all teach in the same style…we all just get along and what to help each other…" (Heidi, Interview 1, 11/07/2019). Part of the desire to help each other comes from the importance of teacher buy-in. Heidi discussed the basis for relationship development is wanting to be part of the PLC and having similar reasons for wanting to be there, "I feel like ours is teachers who actually want to be at PLC, who want to work together to come up with great things to do in the classroom" (Heidi, Interview 1, 11/07/2019). She reflects on what this participant buy-in looked like in our PLC sessions for this study,

> …we worked well together, and we were all there for the same reason. We all wanted to get ideas and to do better for the kids. The main thing is, I feel like, we all got along, and we were very open with how we do things… no one was stingy, and we were all very supportive of one another and open to new ideas about things… (Heidi, Interview 2, 2/26/2020).

Heidi highlighted the need to have shared goals and willingness to contribute to the goals of the group in order for the PLC to be effective. Shared goals and willingness to contribute were perceived to have an influence on the dynamic within the PLC group.

Heidi perceived an ability to be open if there is something that she does not understand as important. "…we are not scared to be like, I don't get it…" (Heidi, Interview 1, 11/07/2019). This ability to be open extends to the ways in which resources are shared which Heidi views as a means of growing as a group.

> Relationships are huge. Some teachers are scared to say that didn't work for me like they see that as a personal failure whereas I am like yea, that is not working for me and I would change this, this, and this before you went and tried it. Some people are not comfortable talking about things that don't work… (Heidi, Interview 2, 2/26/2020).

Heidi placed value on the ability to be able to share what did or did not work in her classroom as a way of sharing resources and giving honest feedback regarding their effectiveness in the classroom.

In addition to being open, she described the need to feel safe in how she shares information indicating the importance of trust in developing relationships in the PLC.

> …am I in a group and safe…it can be scary with people you are not comfortable with like; is this a stupid question I am about to ask. They will laugh at me, I will laugh at

myself and its fine whereas if I am with a group of people I don't know, are they going to think I am an idiot… (Heidi, Interview 2, 2/26/2020).

Heidi indicated the need to feel that she will be supported in the PLC group and can trust that the other participants are not going to negatively judge her for questions that she may ask.

Summary of Participant Perspectives and Beliefs with regard to Relationships as a Quality of a PLC

Strong, positive relationships emerged as a quality of a PLC that influenced curricular-instructional choices with regard to historical female perspectives. All participants acknowledged the importance of participant buy-in the PLC. Buy-in referenced a participants' desire to participate in the activities of the PLC and a willingness to engage in collaborative activities undertaken in the PLC. All participants made reference to the importance of positive relationships with PLC participants evident in their ability to share their experiences with one another, feel a sense of trust in what they do share, and feeling able to share strengths and challenges with one another. All participants made reference to the importance of voice acknowledgement in the PLC and made reference to previous experiences in PLCs where the participants voice was not acknowledged as a quality of an ineffective PLC.

PLC Sessions

Each PLC session, participants became increasingly familiar with one another. Participants exhibited a willingness to express when they did not know what something was prompting another participant to explain,

Michelle: I don't know what an edpuzzle is, you said that earlier and maybe I should know that

Heidi: I'll show you

Michelle: I'm sorry, I'm like new to middle school

Heidi: I took this 10 minutes Buddhism 101 video and put it on edpuzzle.com and you can search YouTube, you can put your own YouTube videos in here and it goes through the video and you can insert questions and it will pause and ask a question

(PLC Session 2, 12/11/2019)

Michelle felt comfortable with the other participants to acknowledge her experience level relative to middle school and when she did not know what something was. Heidi responded by demonstrating edpuzzle and providing Michelle with an example of how she used the resource in her classroom. This interaction between participants suggests trust and mutual respect for one another as the participants engaged willingly acknowledged their strengths and weaknesses relative to the usage of the resource.

Participants felt comfortable with one another and provided feedback on their usage of the resources shared in the PLC group. In the following excerpt, participants reflect on their implementation of the escape room created by Heidi and Sansa. Feedback is both positive and constructive as the participants described what worked and what did not work in their classrooms,

Researcher: So, I think we had left off last time that we were going to try one another activities? Is that right? I know we did your escape room.

Heidi: how did it go?

Ariadne: good

Michelle: I didn't I am sorry I was out

Ariadne: I liked it. It was really good. I think my honors went through it super fast so I think adding maybe something harder for them like more for them would have been

better but the rest of my classes, I mean my last class, really struggled with getting the quotes correct

Heidi: the quotes?

Sansa: yea that was hard

Ariadne: and I was like you have to think about it, what is this talking about, alright learning so who was focused on learning? So, I had to like walk them through it but it was good

Heidi: I put like simple bullet point summaries on the board for them like Confucius respect family, loyalty, knowledge, and education and that helped them a lot

Ariadne: I used it as like a review

Heidi: a lot of ours well mine, I think Sansa's too, didn't get through all of the tasks especially in the standard classes so I stopped them early and had everyone do task four

Michelle: I want to do one, but I was out that day with [daughter] but um, I love the idea and could it be like for honors there is something at the end that they go to that when they finish or do they need...

Ariadne: so maybe even like instead of on that third section going back to the quotes and picking something maybe they have to create their own or something like that

Michelle: that is a good idea

Ariadne: it worked great for the standard classes, but honors was like we are done now what? So, I said study guide

(PLC Session 4, 1/29/2020)

Ariadne provided feedback on the activity and Michelle explained why she did not do it. Both participants provided some ways in which the activity could be revised and improved especially,

to meet the needs of their honors classes. Heidi and Sansa, who created the activity, seemed receptive to the feedback indicating the trust and respect that the participants had for one another. This also suggested the way in which participants come to view the PLC, as an environment where they can provide critical feedback in a positive manner to improve student outcomes. Further, this interaction suggested the importance of voice acknowledgement as feedback was elicited by Heidi on the activity, she also showed that she valued the feedback that Ariadne provided.

In addition to providing feedback, voice acknowledgement emerged as a characteristic of relationship development in the PLC. As participants shared their ideas and activities, the other participants would respond in a positive manner and acknowledge the idea that was being shared. Interactions such as these, suggested that participants viewed one another as equal contributors to the PLC and supported the participation of one another through positive feedback.

> Michelle: I made myself a note to come up with something to do with our vocabulary that is on the back of that cover sheet we have. We have like a cover sheet that has the standards but sometimes it is really just almost like a conversation about the vocabulary. We talk about it so I might even say things like what word means blah blah blah and they just call it out you know, or you could do like a quick charade kind of thing to come up with the words
>
> Sansa: well, you know the headbands game? Where they make flash cards?
>
> Michelle: and they have to guess?
>
> Sansa: yea
>
> Michelle: that's really cute. I think that is so cute.
>
> Researcher: I would like to do that

Michelle: and that is easy like low prep

(PLC Session 1, 11/21/2019)

Michelle acknowledged the strength of the idea proposed by Sansa and noted the reasons why she believed that it would be effective. These positive interactions supported Sansa's participation in the group and acknowledged her as a contributor.

Summary of Participant Perspectives, Beliefs, and Behaviors with regard to Relationships as a Quality of a PLC

As the PLC progressed, participant relationships grew around the sharing of resources and ideas, positive feedback, shared experiences, and voice acknowledgement. Participants responded to the ideas presented by one another in a positive manner and acknowledged the ideas that were presented. Participants also exhibited comfort in sharing the challenges they were experiencing and indicated a perception of the PLC group as a supportive space whether those challenges could be addressed and potentially, alleviated.

Relevant Topics and Activities

Relevance emerged as a quality of the PLC and specifically, how it comes to influence teacher curricular-instructional choices with regard to historical female perspectives. This quality manifested in several ways including relevance of topics discussed in the PLC sessions and relevance of resources and activities generated in the PLC sessions. This section details each participants' perspective and belief regarding the relevancy of the content of the PLC as well as their behavior in the PLC with regard to the topics of discussion and content that served as the basis for activity generation.

Sansa

Sansa discussed her previous experiences with PLCs and her perception regarding their effectiveness. Her feelings seem to be tied to the usefulness of the materials being dispersed in the PLC but also, the topics of discussion.

> There are always google slides in ours…it has just never been anything beneficial…it is not like we are getting resources out it and even whole group, we could get together and talk about classroom management strategies…like something beneficial at least…they don't all have to be let's define this terms and let's talk about how we can implement it but not actually do it…I just think they are not tangible or practice…(Sansa, Interview 1, 11/07/2019).

She noted that many of the topics that are addressed in her grade level PLCs, she did not view as relevant nor relevant to her own personal classroom practice. She noted that it is not always the content of the PLC that influenced her perspectives regarding their relevance but also the ways in which time was allocated during the PLC,

> …our whole group PLCs…I feel aren't beneficial for various reasons…sometimes there are people in there who talk to hear themselves talk all the time and nothing gets accomplished and sometimes I think it is things that could have been sent in an email… (Sansa, Interview 1, 11/07/2019).

Sansa felt that the PLC would be more beneficial if the time being spent in the PLC was being used efficiently.

Ariadne

Ariadne identified the need for topic relevance in a PLC as a quality of an effective PLC. She described previous experiences in PLCs that were data-driven or the agenda was previously

set in comparison to her experiences at her current school, "…I was at an inner city school where PLCs were way more data driven…that was everything we talked about…" (Ariadne, Interview 1, 11/1/2019). Ariadne noted that while data is important, the data and, in essence, the topics of the PLC need to be relevant to the participants.

> …it is about sharing data too…but the data needs to be important to the teachers and the resources need to be important to the teachers like, how is this going to help me be a better teacher or how is this going to affect what I am doing in the classroom not just hey, here is this stuff that downtown say we have to tell you and it does not affect us or we are not going to use it…we are not going to implement it…(Ariadne, Interview 1, 11/1/2019).

Ariadne indicated the need for the information shared in the PLC to be relevant to her classroom practice and things that she will be able to implement. The relevance of the content in the PLC seemed to be a direct influence on Ariadne's perception regarding not only its effectiveness but also on the curricular-instructional choices she is making as a result of her participation in the PLC.

Michelle

When discussing previous experiences with PLCs and some things that Michelle identified that rendered those PLCs ineffective, Michelle made reference to the relevancy of the topics being discussed in the PLC. "I think they need to address our actual needs, not some future hope or past situation…" (Michelle, Interview 1, 11/08/2019). She elaborated on the concept of relevancy by highlighting the need for PLC topics to be related to her classroom practice and making efficient use of her time.

> …I have just been in them where I have been like this is so not related to what I do every day…it is not valuable, and a teachers' time is so limited that you need to be giving me something that I need right now. It is timely. It is relevant to my classroom and my teaching… (Michelle, Interview 1, 11/08/2019).

Michelle described feelings of frustration and stress when she is in a PLC that is not relevant or that she perceived as being unrealistic in relation to what she does in her everyday classroom practice. She made reference to the agenda that was being set but a convoluted tenor to the content that was being presented.

> I think too much control from administrators…and information that is just not relevant to what we are dealing with today. If it is too complicated…and you are just like, this is not realistic for a classroom teacher to actually accomplish and then you kind of feel like a failure because you are like well, I can't do what they are wanting me to do…successfully…(Michelle, Interview 1, 11/08/2019).

When Michelle participated in PLCs like what she described above, she felt she was being forced to teach in a certain way that may, at times, conflict with her own style of teaching. "…everybody has their own style of teaching and I don't want to feel like I am being forced to teach or do things in a certain way…" (Michelle, Interview 1, 11/08/2019).

Michelle described feeling this way about professional developments that are offered by the district especially when the topics of those PDs, such as women's history, are not directly related to the standards. "…I could see why people would not want to go to something about women when it is not in their standards…I want to go to those things but I am also worried about making sure I have deeper content knowledge…" (Michelle, Interview 1, 11/08/2019). With the standards being what they were in regard to the inclusion of historical female perspectives,

Michelle felt that a PLC that focused solely on women would be a waste of time. "…with the standards being what they are, I would have thought it was a waste of time…I would have thought, why am I doing this…as important as I think it is…I can't spend time on this…" (Michelle, Interview 2, 02/27/2020).

Heidi

When discussing the qualities of a good PLC, Heidi referenced the need for, "…ideas that I can actually use…" (Heidi, Interview 1, 11/07/2019). The relevance of the topics being discussed are perceived as a being direct contributor to the perceived value of the PLC. Heidi described her experiences in PLCs that she perceived as having irrelevant topics, "…when you have to go for one thing and you are like, I have 10,000 of this other crap I have to do so you are not at all focused on the meeting…" (Heidi, Interview 2, 2/26/2020).

Part of what contributed to her determination concerning the relevance of PLC topics is the correlation to what will appear on the state test and in the state standards. She noted that she would have a difficult time staying engaged if the topics of the PLC were focused on unrelated things in relation to the standards, "…if you are trying to focus on things that are not relevant [to the standards] and are not necessarily tested by the state…" (Heidi, Interview 2, 2/26/2020).

> …it goes back to those standards…I feel like if all we would have focused on was women, I feel we have had a more challenging time being productive with what we were going to focus on in the coming weeks…I feel like we made great strides just talking about the overall everything of each module…(Heidi, Interview 2, 2/26/2020).

In order for Heidi to feel that the PLC was productive and useful, the topics should be directly related to the state standards and testing. She described challenges with regard to remaining

engaged during PLCs that were not relevant to what she perceived her direct need to be at the time.

Summary of Participant Perspectives and Beliefs with regard to Relevance as a Quality of a PLC

Relevance emerged as a quality of a PLC that influenced curricular-instructional choices with regard to historical female perspectives. All participants noted the importance for the topics, activities, and shared resources to be relevant to their content, grade level, and classroom practice. All participants cited previous experiences with PLCs that they perceived to have an irrelevant agenda as ineffective.

PLC Sessions

When reflecting on their experiences in the PLCs, participants discussed the things that stood out to them that they perceived made the PLC effective.

> Researcher: Reflecting on our PLC, what things have worked for you guys and what things may be could be improved or would make it better?
>
> Heidi: I really enjoyed it; I feel like I got resources but also not just like a mooch
>
> Michelle: well and its really nice to hear what you guys are doing and someone in another school and how your kids respond and for me it has been huge because I hadn't taught sixth and this curriculum so even though my teammates have carried me and have been great it was nice to be not just mooching off of them and mooching off of other people
>
> Ariadne: well and we get stuck too because we are like oh, we did that last year and that just works you know so, it is nice to see like what other peoples' perspective
>
> (PLC Session 5, 2/17/2020)

Participants indicated that part of what made the PLC effective was their ability to discuss and share resources and ideas relevant to the content they were tasked with teaching. Michelle acknowledged that since this was her first-year teaching sixth grade ancient world history, that she benefitted from the interactions with other sixth grade teachers outside of her school-based teammates. The commonality that participants shared in regard to content area and age, contributed to their ability to engage in relevant tasks during the PLC.

Participants would use time in the PLC to discuss challenging content and go through the new standards together,

> Researcher: I guess, before we start working on the one-pager, do we want to run through China quickly?
>
> Heidi: like the standards?
>
> Michelle: I don't know it that well, so what is really left? I know the philosophies and I know at least one more dynasty or two?
>
> Ariadne: two
>
> Heidi: do y'all do the philosophies in between Zhou and Qin
>
> Ariadne: so, I do like Confucianism is coming up tomorrow and we just finished Zhou and then we do Daoism and then I do Qin and Legalism together and then Han
>
> Heidi:…I thought about teaching the philosophies and then they have to, save China and then like pick which philosophy would save China and then explain why
>
> Sansa: yea, like which one is going to bring stability?
>
> (PLC Session 3, 1/15/2020)

Participants discussed what was left to teach in their respective ancient China modules and proceeded to discuss the ways in which they could teach the remaining content. As participants

are teaching the same content, the same grade level, and covering the same curriculum at relatively the same time, they were able to engage in relevant discussion concerning their progress forward.

Summary of Participant Perspectives, Beliefs, and Behaviors with regard to Relevance as a Quality of a PLC

Participants taught the same grade level and content rendering the discussions that they had in the PLC relevant to them. As a result, participants viewed the PLC as an efficient use of their time where they could engage in tasks that would have a direct impact on their teaching practice.

Personal Teacher Efficacy Expectations in Participant Dialogue

Personal teacher efficacy was a quality found in the PLC sessions that emerged through participant dialogue. This quality manifested in several ways including reference to Bandura's (1986, 1997) four sources of information: mastery experiences, vicarious experiences, verbal persuasion and physiological state as it was presented in dialogue between participants in PLC sessions. A detailed explanation of these four sources of information and how these four sources of information can help to formulate personal teacher efficacy can be found in chapter two of this study. Brief descriptions will be provided below to assist the reader in the examination of these findings. This section examines how participant dialogue reflective of Bandura's four sources of information, and, in essence, each participants' personal teacher efficacy, emerged as a quality of the PLC ultimately influencing each participants' curricular-instructional choices with regard to historical female perspectives.

Mastery experiences

Mastery experiences or enactive attainments are based upon participant perceptions regarding their successes and failures. Successes raise efficacy appraisals whereas repeated failures lower them (Poulou, 2007). "The extent to which people will alter their perceived efficacy through performance experiences depends upon their preconceptions of their capabilities, the perceived difficulty of the tasks, the amount of effort they expend…the circumstances under which they perform, the pattern of their successes and failures…" (Poulou, 2007, p. 193). Mastery experiences provide the most influential source of efficacy information (Poulou, 2007).

During PLC sessions, participants would share their perceived successes and failures with curricular-instructional choices they made in the classroom. Their perception regarding their successes and failures emerged as a determining factor with regard to their perception regarding their abilities to bring about favorable student outcomes. In this example, Ariadne described an activity that she left for students and the level of success she perceived the activity had on influencing student outcomes,

> Researcher: we ended up having them decorate parts of the body to represent the different castes.
>
> Heidi: that is pretty cool.
>
> Ariadne: which was really good because I missed that day and I came in the next day and was like okay, let's go over our body parts like what's the mouth and they were like Brahmin! And I was like why? And they were like oh, because they did this and I said okay, why were the kshatriya the arms? And they had to do each one and I was like what is not on there at all? Untouchables! And I was like, yes!

Michelle: yea

Sansa: that was in those videos too (PLC Session #2)

Ariadne perceived the activity to be successful as it produced favorable student outcomes with regard to the content knowledge that students possessed concerning the caste system.

Similarly, Heidi engaged in similar reflections concerning the perceived success of an activity on the caste system,

Sansa: Have you graded the guess the caste thing yet?

Heidi: I have graded one class of it

Sansa: did it go okay?

Heidi: yea, you know they are some of them are good at defending answers and some of them are not

Ariadne: umm, I didn't get to do it with mine, but you made that scenario thing

Michelle: oh, I did that, they loved it

(PLC Session #2)

Participants feel empowered to replicate and share activities that they perceived to be successful. Similarly, participants feel equally empowered to share the challenges they experience when implementing curricular-instructional strategies.

Heidi: When you did the Olympics, did you do like class Olympic Games?

Ariadne: My class wouldn't handle it

Researcher: no, but that would be so fun, did you do that?

Heidi: yea, I did that last year and had very strict rules and just put my slides up and it got a little loud but you know it was basically like I was yelling at them in the rules

essentially stay in your seat or your team with be disqualified if your team is too loud it will be disqualified

Ariadne: I tell you every time, and no joke, every time we do something fun

Heidi: it gets out of hand?

Ariadne: yea but not only that, the lady next to me is always giving a test so I have to like seriously to get on them to be quiet

Heidi: when we did The Who dunnit, so it was like the first pair to solve the mystery got a piece of candy and then the class that did it the quietest and the most well behaved would get a piece of candy and that always helps (PLC Session #4)

Ariadne expressed the challenges she felt when implementing activities similar to Heidi's Olympics activities. As a result, Ariadne expressed some reluctance in attempting Heidi's Olympics activities as she did not perceive a high enough level of success in implementing it.

Vicarious experiences

The second source of efficacy information is vicarious experiences which influence self-efficacy appraisals in the form of modeling. Vicarious experiences reference individuals assessing their abilities in comparison to the abilities of others, especially those who are in similar situations (Poulou, 2007). "Comparisons to others can lead observers, particularly beginning teachers, to believe that they also have the capabilities to be successful teachers under similar circumstances" (Tschannen-Moran et al., 1998, p. 230; Bandura, 1977, 1986; Schunk, 1987).

In the PLC sessions, participants would share their experiences in the classroom including how they implemented an activity. Participants modelled the steps they took to implement the activity,

Sansa: the second time I was doing it, it was for my first observation and so I wanted to make sure that I was going to everyone in the group to making sure I could monitor that everyone was doing their part

Heidi: and I liked it because if they didn't get one right, they all heard the feedback

Sansa: yea

Heidi: because if you are sitting down...

Sansa: yea if you are sitting down then it is only the one person who runs it back to the group

Michelle: oh, I see what you are saying and if you are like now you all missed this one and let's think about the question

Sansa: and if it's just the one person then the rest of the group doesn't get to hear the feedback and then like sometimes they were so caught up with trying to be first so then like one person would just sit there and answer it for them, you know?

Michelle: and then it's on that one person

Ariadne: see and when I do things like that I say, your whole group has to have all of the answers, they all have to be written down, they all have to be the same if somebody has something different I am going to be like oh, yours is different go figure it out like then come back to me

Sansa: yea that's a good way to do that too

Ariadne: so, you could still do that, but everyone has to be present you know what I mean

Sansa: somebody could even come up with all of the group answer sheets back and forth. I just, the one time I did it, it was observation, so I wanted to make sure that I was all up in everyone's business (PLC Session #3)

Participants engaged in a discussion concerning how it was implemented and oriented that information with their own curricular-instructional approaches. Sansa modelled her process with the activity she described and the other teachers, situated that information within their own practice.

Similarly, participants also made curricular-instructional choices that were based upon their perceived level of success in relation to an activity that had been modelled by another participant. Participants had collaborated on a project to be implemented during their ancient Greece module. Two participants decided not to do the project citing difficulties with implementing group projects in their classroom,

> Researcher: are you guys going to do the project?
>
> Heidi: I think I am probably just going to give a test…just because I just don't trust that my kids would turn that in, and they have to turn in a test
>
> Michelle: yea, I totally understand sometimes you just don't want to take on something like that because it's kind of a nightmare
>
> Sansa: if we hadn't had all of the missing days, I would give a test and that
>
> Heidi: I feel like I will do, like we talked about like maybe doing one at the end of the year like
>
> Ariadne: pick your favorite person, pick your favorite civilization
>
> Sansa: yea, because I really liked it and want to do it
>
> (PLC Session #5)

Based upon the nature of the project being group oriented and the process by which the project setup was modelled, Sansa and Heidi made the determination that they would not be as

successful implementing a project in their classrooms and thus, would not see favorable student outcomes.

In addition to making determinations based upon participant modeling, a lot of time during the PLCs was allocated to collaborative activities. During those collaborative activities, participants would typically engage in a discussion where they would propose an idea to the group. Participants would then make a decision with regard to their perception regarding the proposal's potential success in the classroom. In the following excerpt, Ariadne and Michelle discussed ways in which they would implement a vocabulary activity,

> Michelle: the only thing that would happen is as they start seeing where their friends are putting them then they will start putting them there
>
> Ariadne: or you would have to be like okay, all the people who have monsoon right now hold your hand up okay ready 1, 2, 3 get up go
>
> Michelle: yea you could do one at a time
>
> Ariadne: yea or you know whoever has the monsoon each one of those things like it has to be somebody different each time it can't be the same people going
>
> Michelle: yea somebody else has to go that could work you could also have a little library pocket or something an envelope by it where you put your word in the envelope and we could go over and take them out and be like okay let's talk about why are these are in here I am just thinking off the top of my head its totally off the top of my head
>
> Ariadne: No! I think that is good I am just trying to think of an easy…I like the envelope thing, but I think maybe they will cheat and try to look inside there and see what's in there
>
> (PLC Session #1)

Heidi and Ariadne engaged in a back and forth discussion regarding the best way to implement this activity. As each participant proposed a suggestion, they believed would be successful in their classroom, the other participant would make suggestions or point out areas where the strategy may not be as successful. The basis for these determinations regarding the success and failures of participant suggestions seemed to emerge from each participants determination concerning their own personal success in their classroom.

Verbal persuasion

The third source of efficacy information is verbal or social persuasion. This source is used "to make people belief that they possess the capabilities which will enable them to achieve what they seek…" (Poulou, 2007, p. 193). The degree of persuasion is dependent on the credibility, trustworthiness, and expertise of the persuader (Poulou, 2007). For teachers, the persuader can be the reactions of students and feedback from colleagues. Although social persuasion alone may be limited in its power to create enduring increases in self-efficacy, it can contribute to successful performances...[that] leads a person to initiate a task, attempt new strategies, or try hard enough to succeed" (Tschannen-Moran et al., 1998, p. 212).

Throughout the course of the PLC sessions, participants engaged in verbal or social persuasion either by sharing their experiences with a curricular-instructional strategy, sharing student resources, and/or sharing the feedback that they had received from formal evaluations. This feedback either from colleagues, students, or supervisors, shaped the nature of the discussion around the curricular-instructional but also, shaped how the participants' themselves, came to view their abilities to successfully implement the curricular-instructional strategy to produce favorable student outcomes.

In the first PLC session, participants were discussing their plans to begin their module on ancient India. Sansa discussed the curricular-instructional strategies her social studies team employed when starting module including the frontloading of module vocabulary. Her feedback persuaded the other participants to contemplate the activity and ultimately, adopt it.

> Sansa: I might start explicitly teaching it [vocabulary] because…we did a vocabulary quiz on Israel after they had their vocabulary for over a week and I had been reviewing with them every day up until the quiz and they bombed it…they did terrible with it
>
> Michelle: ugh, yea
>
> Sansa: so, I was like maybe that is somewhere I need to focus on
>
> Michelle: vocabulary is hard. I just think it is so hard
>
> Ariadne: well…we stopped doing vocabulary quizzes
>
> Sansa: I normally did, and Heidi does them for every unit….
>
> Michelle: the problem is with reading comprehension, if they don't have the vocabulary it is going to impact like anything, they read about
>
> Sansa: right, so maybe having this upfront, taking the time, will help with the "what does this word mean"; "I don't get this" because they don't get those obscure, like specific to India, words that are in the readings (PLC Session #1).

In addition to providing feedback from their own classroom experiences as a means of persuading the other participants to employ a new curricular-instructional strategy, feedback from colleagues regarding the activity can also inspire participants to replicate the activity. During the second PLC session, participants are discussing escape rooms as an instructional activity. Heidi described how Sansa adapted the escape room instructional strategy for her classroom,

Ariadne: I love escape rooms and the breakout things

Heidi: this is like dummies guide for escape room, when she told me this I was like holy shit [laughs]

Sansa: I have done this with several [modules]

Heidi: geography of Egypt

Sansa: like with the Nile and Hatshepsut. Basically, so for those, we had to find primary sources and guiding questions and basically it is just like non-digital version of the escape room and so they are either working in groups or pairs and they have to trade in for the next step and it is like a competition, who gets them done first. So, I check their answers like, they come up with them and I get to give them feedback and write directly on it and once they get it and its acceptable, they will trade in for the next one and I give them a clue

Michelle: that is a great idea

Sansa: so, I give them a clue so the person who finishes first gets the last clue and then they are guessing back and forth and then they get down to a few and are like is it this?

Heidi: It is genius because you literally just have to type up clues

Michelle: that is amazing

Heidi: isn't it good?

Michelle: that is like immediate feedback and they are not doing it just to get it done they are looking for the right answer and we could something with the achievements where it is like the number zero or the inoculations where the clues lead to inoculations or something (PLC Session #2)

Feedback from her colleagues coupled with feedback from her students inspired Sansa to continue using the activity. In addition to persuading Sansa, feedback in the PLC persuaded the other participants to attempt the activity in their classrooms.

Participants also rely on the feedback of their students when making curricular-instructional choices. The feedback that students provide facilitates participant perception regarding the success of the curricular-instructional choices and its ability to facilitate desirable student outcomes.

> Heidi: I have this readers theater, it is a word document, it uses our 6th grade principals names and it goes through, two boys have been skipping class and 3 people come to give the principal advise on how to deal with it and its the three philosophies and the kids have to decide which one represents Han Fei, which one is Confucius, and like why and support it.
>
> Researcher: I like that
>
> Michelle: that's really good
>
> Heidi: but my kids always love those things
>
> Michelle: mine do too
>
> Researcher: mine do too we did one with the Ramayana and I was really surprised how into it they were… (PLC Session #3)

Participants indicated that students enjoyed readers' theater activities and as a result of student feedback with regard to the activity, felt that the activity was successful in producing desirable student outcomes and therefore, felt empowered to replicate the activity.

A final source of verbal/social persuasion emerged in participant discussions with regard to evaluation feedback and how successfully a lesson was scored by evaluators. Positive

evaluator feedback or strong scores on observations incited a perception by teachers that the lesson was successful and an indicated of strong teaching practice. In the excerpt below, participants discuss an activity on Athenian democracy and make considerations regarding how long they should pace in their curriculum for coverage on Athens and Sparta. Ariadne explains why she spent a whole day on Athenian democracy attributing her decision to favorable evaluation scores during the previous school year,

Ariadne: I did, I got evaluated on that Athenian democracy

Researcher: Yes, from the Stanford History Education Group

Ariadne: it was awesome! Yes, Stanford history, its Athenian democracy and I like moved it specifically so that I could do it on the day I got evaluated and it was fantastic!

Researcher: I did it too because I remember my kids were fighting because there is a debate in it

Michelle: do you do that on the types of government day?

Ariadne: No, I would do Athens first and then take the day to do Athenian democracy before you do Sparta

Researcher: yea, my honors kids were like standing up and yelling at each other

Ariadne: it was super...

Michelle: almost like philosophical chairs

Researcher: and they were standing up and like citing documents like no in document F it says this, and they were like yelling at each other citing primary sources [showing the activity]

Ariadne: it has the funeral oration in there, do we talk about that anymore?

Sansa: no, we don't have to talk about Pericles, but I love the Funeral Oration

Heidi: so, you took a day to do this?

Ariadne: I took a day and that was what I got evaluated on and I got super great scores for that because it is not teacher-led at all…you just model a little bit for them

Michelle: it is on them…

Ariadne: mmhmm, because they are different forms of democracy and it helps them to figure out...

(PLC Session #4)

Participants engaged in discussions where gave feedback to one another and shared feedback they had received from both students and evaluators. Participants used this feedback to make a determination regarding the success of their abilities to execute curricular-instructional strategies that would bring about favorable student outcomes.

Physiological and emotional state

The fourth source of information is the physiological and emotional state in which people rely, partly, on to make judgements about their capabilities (Poulou, 2007). Physiological and emotional states create the arousal from a person's experiences in a teaching situation which contributes to a teacher's self-perception (Tschannen-Moran et al., 1998). Feelings such as relaxation, anxiety, and excitement can reflect positively or negatively on an individual's self-perception given the individual's background and experience.

Throughout the course of the PLC sessions for this study, participants engaged in discussions concerning the curricular-instructional choices they were making in the classroom. As part of these discussions, participants would often share how their feeling regarding their execution of the activity,

Researcher: were you able to connect that refugee piece?

Sansa: yes

Ariadne: One of my kids asked me about that today with the diaspora, he was like, refugees…and I was like yes, it is exactly that

Sansa: yes, they had just started that unit in ELA so that was at the forefront of their minds and they were able to connect that

Michelle: I love when they say that stuff, don't you? You feel like music plays in the background like oh my gosh, yes…we get so overly excited. We are like, oh my god, you are thinking about the materials. You are connecting into something else you know! So exciting! (PLC Session #1).

Participants discuss the importance of student reactions to the content they teach in the classrooms but also, participants talk about how student reactions made them feel. As Michelle connects to the curricular-instructional event that occurred in Sansa's classroom, she makes reference to the emotional impact that students' reactions and engagement can have on the teacher.

Student performance on assignments can also elicit an emotional response contributing to a teachers' assessment regarding capabilities as the teacher.

Researcher: …I know as some point, we have talk about how we have assessed student outcomes, so I wanted to talk as a group about what types of things you guys are looking for when we are planning for activities. How do we know if they are successful?

Michelle: I mean we have the obvious summative test or project but in the moment, I mean, what the kids are saying maybe, if you are teaching, I often find it is like the next day before I know if they got it because I am trying to build on it and then if they are

saying things, I am like okay, you got it you know or when you are grading at night and you are like oh geez or you are like yay! (PLC Session #5)

Michelle noted that a teachers' response to student assignments indicated to her, the level of success or challenge that a student is experiencing which is reflective of her teaching ability.

Participants' also use their physiological and emotional states as a means of evaluating the success or failure of a particular teaching activity.

Ariadne: yes, so we are going to do that and then, there is this story on Ashoka. So, we are going to that and read it to them and have them do this….

Heidi: I tried that last year and I was like, never again will I do this

Ariadne: oh no!

Heidi: Oh gosh, I didn't mean to scare you

Ariadne: We haven't copied it yet so go ahead

Heidi: It like, wasn't…

Ariadne: enough?

Heidi: So, how are you planning on doing it?

Ariadne: So, I was going to read the story to them and then have them add on to those questions…

Heidi: like as you read it?

Ariadne: yea

Heidi: that would probably work. I did it how like Mr. E said to do it as a gallery walk where they go around and read each piece and add on to it

Ariadne: no no

> Heidi: I was like, I hate my job, I am quitting it after today and I am never doing that again. Yea I think that way would be fine. Granted last year was also my first year as a teacher and I don't know.
>
> Michelle: well sometimes you can tweak something and its better but sometimes you just have to throw it out. I was thinking I might give those to students and have them read like come up to the front and read them in a story line umm I could have on butcher paper them tell me what question they want to add to the circles and be like go add it. (PLC Session #2).

Heidi described her experiences with an activity that Ariadne was considering for her classroom. Based upon Heidi's experience with the activity and the way that it made her feel, she did not feel confident in her abilities to implement that activity again in the same way that she had implemented it previously. Her emotional response to her performance in implementing the activity, directly influenced the feedback she then gave to the PLC regarding the effectiveness of the activity.

Summary

Chapter four detailed the factors that influenced the curricular-instructional choices of the four participants with regard to historical female perspectives. Chapter four examined the qualities of a PLC and the role of teacher efficacy that come to influence curricular instructional choices with regard to historical female perspectives. Chapter five will outline the discussion and implications of the study as well as recommendations for future research.

CHAPTER FIVE

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

The purpose of this embedded case study was to examine factors that influence middle school world history teachers' curricular-instructional choices regarding female historical perspectives paying additional attention to the qualities of a professional learning community and role of teacher efficacy. The project included interviews with four teachers as well as a series of five sessions where the teachers and the researcher worked as a professional learning community to consider and design lessons and activities that met the needs of participants while giving consideration to historical female perspectives. Over the course of three decades, studies have examined the underrepresentation of women in the social studies curriculum standards, resources, and instruction (e.g. Chick, 2006, 2008; Crocco & Woyshner, 2007; Bernard-Powers, 2002; Levstik, 1998, 2009; Engebretson, 2014, 2016; Sadker & Sadker, 1994; Schmeichel, 2011, 2014; Schmidt, 2012; Tetreault, 1986; Winslow, 2012). Earlier works have provided insight into why women are continuously left out of social studies instruction (Crocco, 1997; Lerner, 1981, 2005, 2009; Noddings, 1992, 2001, 2003; Woyshner, 2002). Researchers described reasons including a teachers' lack of content background and training, the pressures to conform to standards and district curriculum, pressures associated with standardized assessments, lack of time, and access to resources (Bair, 2008; Crocco, 1997; Cruz and Groendal-Cobb, 1998).

As a result of the underrepresentation of women in the social studies curriculum and reasons why women continue to be left out have resulted in several authors called on teachers to make changes to their curricular-instructional practices (Crocco, 2008; Engebretson, 2014; Noddings, 1992; Schmeichel, 2011). This study attempted to answer this call and examines

factors that influence teacher curricular-instructional choices with regard to historical female perspectives. To achieve this purpose, the following research questions guided this study:

1. What factors influence a middle school world history teacher when making curricular-instructional choices with regard to historical female perspectives?
2. What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?
3. What role does personal teacher efficacy play influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

To help achieve the purposes of this study, situated learning theory (Lave and Wenger, 1991) was utilized to serve as the theoretical framework. Situated learning, as described by Lave (1988) and Lave and Wenger (1991) emphasized the idea that much of what is learned is specific to the context in which it is learned and thus, learning can be viewed as a social practice. As this study examined factors that influence teacher curricular-instructional choices with regard to historical female perspectives, the utilization of situated learning theory offered a means of analysis concerning the origin and context, in which, the identified factors emerged.

In addition to applying situated learning theory and the view that learning is a social practice, this section will engage in further analysis into the learning that can occur within the context of PLC as this social practice can occur through participation in communities such as a community of practice (CoP) (Halvorsen et. al., 2019). CoPs are defined as, "groups of people who share a concern or a passion for something they and learn how to do it better as they interact regularly" (Wenger, 2011, p. 1). Within the context of a PD and PLC, linkages to teachers' self-

efficacy have been found to show improvement with regard to curriculum design and historical inquiry (Halvorsen et., al, 2019). Given that the inclusion of historical female perspectives required supplemental changes to ancient world history curriculum, personal teacher efficacy was explored as a factor that influenced their curricular-instructional choices. This chapter will include a discussion of the findings, the implications of the study and conclude with the recommendations for research.

Discussion

The findings from this study contribute to the field of research in historical female representation in the social studies specifically in regard to the factors that influence teachers' curricular-instructional choices. Findings include the following: (1) Participants perceived several factors that acted as either an obstructive or constructive influence on curricular-instructional choices including: teaching efficacy, student interests and needs, time, standards, content knowledge, resources, evaluations, and participation in PLCs; (2) Was the curricular-instructional choice practical?; and (3) Effective PLCs are teacher-led and teacher-driven. These findings will be discussed further in the following sections. This section will conclude with recommendations for the field of social studies can support teachers and the inclusion of historical female perspectives in the social studies curriculum.

Finding One: Factors can act as either an obstructive or a constructive influence on teachers' curricular-instructional choices with regard to historical female perspectives

Throughout the course of this study, eight factors were identified that influenced participant curricular-instructional choices: personal teacher efficacy, student interests and needs, time, standards, content knowledge, resources, evaluations, and PLCs. These factors, when discussed in relation to historical female perspectives, could act as an obstructive or a

constructive influence on participant curricular-instructional choices with regard to historical female perspectives. Factors that were identified as an obstructive influence, were perceived as barriers limiting participant abilities to make supplemental decision and thus, engage in their role as a curricular-instructional gatekeeper. Factors that were identified as having a constructive influence acted as a means of support for participants as they explored and implemented new curricular-instructional practices. The following sections with discuss each of these factors.

Factors that were an obstructive influence

Time. Scholars have described the impact of the standards and accountability reforms in that, they have placed additional pressures on teachers by changing the pace in which it is taught effectively squeezing it (Au, 2009; Bain, 2012; Girard-Harris, 2018; Grant, 2005; Marshall, Jacot, & Gamble, 2015; Salinas, 2006; Pace, 2011). All participants indicated the pressures they felt concerning the time they were allotted to complete the formal curriculum. Participants described the feelings of stress and anxiety. The pressure to complete the curriculum prior to state testing was often exacerbated by changes to the school calendar. As state testing approached, participants indicated the pressure to complete the curriculum intensified. Participants attributed the origins of this pressure to emerge from policy makers, school and district leaders, teaching culture, and themselves. As a result, participants indicated the pressure ultimately influenced their curricular-instructional choices concerning what was essential information and non-essential information.

These determinations with relation to time thus came to influence participant decision-making regarding curricular-instructional choices that deviated from the formal curriculum such as, the inclusion of historical female perspectives. Crocco (1997) and Bair (2008) identified time as a reason that women's history remains peripheral. PLC discussions and activities reflected the

sentiments expressed by Crocco (1997) and Bair (2008) as participants often acknowledged the stress and pressure, they felt surrounding time and pacing. These discussions were often reflected in participant discussions concerning curricular-instructional choices ultimately, determining whether an activity or curricular-instructional innovation was pursued.

Even when participants collaborated on an activity, "Greekies" (see Appendix F), Heidi and Sansa ultimately decided not to implement the activity in part, due to perceived time constraints. This example supports findings of a study conducted by Bair (2008) which found that even when participants of a study collaborated on resources that were inclusive of women's history, they did not implement the resources due to time constraints. Further, survey results from the study identified a lack of time as an obstacle to the inclusion of women's history as participants indicated a struggle in balancing the curriculum guide they collaborated on with the traditional curriculum. Participants succumbed to similar challenges as the pressure to complete the traditional curriculum outweighed the desire, they had to implement the project they had worked to create. Even when participants are invested in the activity they have created and buy-in is strong, time emerged as a barrier ultimately influencing their decision.

The pressures associated with time and pacing have emerged as a by-product of the complexity associated with the world history curriculum. As social studies was emerging as a field of study, various waves of reform brought about changes to the field including the content taught, the nature of the curriculum and curricular materials, and the methods of instruction (Byford & Russell, 2007; Evans, 2004; Ravitch, 2003; Russell et al., 2012). As social studies has moved to the most current reform wave of standards and accountability, world history has become entrenched in similar curricular-instructional changes rendering difficulties for the teachers who are tasked with implementing the world history curriculum. Bain (2012)

acknowledged a difficulty that is often associated with the world history content notably, teacher difficulty in moving fluidly across historical space and time. In order to teach world history effectively, according to Bain (2012), both students and teachers must be able to grasp the abstract nuances of the content area which not only requires content knowledge, but time. Michelle and Heidi noted that the results of the pressures surrounding tight pacing came to impact the students as the students were not being given the necessary time they may need to process the curriculum. Time, therefore, comes to shape the dynamics that exist between teacher and student. As the pressure to complete the curriculum increases, the amount of time that teachers feel that can devote to a topic fluctuates. This fluctuation could result in less time being devoted to a topic and thus, impact the time students have to grasp the content being presented.

While time has been previously acknowledged as a factor that influenced teacher curricular-instructional choices especially with regard to historical female perspectives, the findings of this study offer further examination regarding the origins of pressure as a by-product of time and how that pressure manifests in the classroom context. Time emerged as a factor that seemed to be consistently present and felt with every decision that was made. It ultimately shaped the determinations of what was considered to be essential and what was considered to be non-essential thus, rendering supplemental content as non-essential. Time was a perceived barrier to teachers acting autonomously as the potential effect would result in incomplete curriculum prior to state testing. As state testing was viewed as a measure of a teacher's effectiveness by participants and a reflection of what students learned throughout the course of the year, participants carefully managed time relative to the formal curriculum.

State-mandated standards and the formal curriculum. The result of the pressures that standards and accountability reforms have placed on the pace of social studies, these pressures

have also squeezed it thereby shaping what is taught (Au, 2009; Bain, 2012; Girard-Harris, 2018; Grant, 2005; Marshall, Jacot, & Gamble, 2015; Salinas, 2006; Pace, 2011). The advent of standards and accountability reforms saw controversy in the attempts to draft national social studies standards. As Cheney (1994) described, the standards were the "end of history" and "riddled with multicultural excess". As a result, the creation of social studies standards fell to the states who, in attempts to fulfill the criteria of NCLB and RttT attached curriculum to standardized assessments and accountability measures. The effect of this relationship was, in part, added pressures that were then placed on social studies teachers (Girard & Harris, 2018).

Throughout this study, all four participants described the pressure that they felt to meet and complete the state-mandated standards and curriculum. Sansa described the standards as a checklist that she would go through as she made curricular-instructional choices and determinations as to what is essential content and what is not. Ariadne, Michelle, and Heidi discussed the standards as being a driving force behind everything that they do in the classroom. Similarly, in PLC sessions, participants consistently referred back to the standards when making curricular-instructional choices as a group. PLC sessions often started with a brief overview of the standards that comprised the modules participants were currently working in and the curricular-instructional choices participants were making in conjunction with the standards. The standards themselves, served as a major factor that influenced the curricular-instructional choices that participants made both in their individual classrooms but in the PLC sessions as well.

Participants attributed these feelings to the perception that sticking directly to the standards was part of her job responsibility. Michelle provided an example of how the standards and the pressure to complete the standards were a major part of her PLC agenda in the elementary setting. Due to the sheer number of standards they are tasked with teaching and the

pressure to complete the curriculum, the world history curriculum was narrowed to accommodate the essential content and priority given to content that was deemed as potential testing content. Watson-Canning (2019) noted the impact that the formal curriculum and, in essence, standards can have in framing the type of content that teachers choose to emphasize, especially when attached to accountability assessments such as state tests. Despite the pressures they associated with standards, all participants indicated feeling that the standards assisted them in deciding how in-depth they needed to go and how long they needed to spend covering that standard. As a result, any content deemed as non-essential was cut from the module or moved to the end of the year after state testing had occurred. Michelle indicated the motivating factor behind sticking to pre-determined essential content prior to state testing, stemmed from a desire to ensure that students had, at the very least, been exposed to the standard and invariably, the content that would appear on the state test.

While participants indicated the pressure to stick to standards and complete the curriculum prior to testing was significant, they still felt some level of autonomy over their curricular-instructional choices. These ideas are consistent with Thornton (2005) who identified an effect of the standards and accountability movement as telling them what to do rather than education to make decisions autonomously. Despite the pressure, there were moments when participants felt empowered to make supplemental decisions. The motivation to act autonomously emerged when participants felts that the supplemental content was needed to assist students in their understanding of essential content and/or when the teachers and/or students showed interest in the supplemental content. During the PLC session one and two, participants discussed the historical figure Ashoka from ancient India. Ashoka was removed from the state standards under the revised world history standards. Despite his removal, participants debated

whether they should still include Ashoka as covering Ashoka was determined to be helpful in assisting students in their understanding of the spread of Buddhism which, is a world history standard. Sansa made a similar decision when making curricular-instructional choices for her ancient Mesopotamia module. However, the decisions that both Sansa and the PLC group made were undertaken due to the perception that they would connect back and reinforce the standards.

The motivation to act autonomously also emerged when participants and/or their students showed interest in the supplemental content. Cruz and Groendal-Cobb (1998) stated that many teachers do make supplemental decisions regarding their curriculum and instruction and these decisions typically, stem from areas of personal interest or areas that deemed relevant or of interest to their students. Similar to the ideas presented by Cruz and Groendal-Cobb (1998), Michelle indicated a desire to deviate from the standard especially when the students show interest. However, despite teacher and student interest, the participants felt that deviating from the curriculum was not necessary given the pressures and challenges they already felt towards the standards. These feelings inevitably impacted their perceptions towards the inclusion of historical female perspectives into the curriculum.

Several scholars have identified the pressure to stick to state curriculum and standards as a reason behind the marginalization of women's history (Bair, 2008; Crocco, 1997; Cruz & Groendal-Cobb,1998). With the traditional social studies curriculum emphasizing political and economic aspects of history and the pressures associated with standardized assessments, women are often treated as marginal players and thus, obscured from view in the social studies classroom (Barnard-Powers, 2002; Crocco, 1997; Woyshner, 2007; Scott, 1997). While all of the participants acknowledged women's absence from the standards and the interest they had in women's history, participants viewed women's absence from the standards as a barrier

preventing them from supplementing women's history. Similar to a consideration Lerner (2009) described when teachers are confronted with the decision to depart from the curriculum, the first question that comes to mind is, "what do I have to leave out in order to put women in" (p. 102). Ariadne echoed Lerner (2009) describing a fear that by including women in the curriculum, students may prioritize that content over something that has been deemed essential.

Heidi, Sansa and Michelle seemed motivated to supplement women's history in the curriculum and all participants discussed the importance and value of including women's history. This sentiment echoed findings found in a study conducted by Stevens and Martell (2019) which found that teachers' beliefs influenced gender-equitable practices. Sansa and Heidi discussed in the PLC supplemental decisions they made regarding the inclusion of brief lessons on Lady Fu Hao. However, similar to the challenges identified by Watson-Canning (2019), participants faced difficulties when attempting to balance standards and accountability expectations with student needs, abilities, and interests as well as their own values and beliefs. Ultimately, despite their own perceptions regarding the importance and value of including women in the world history curriculum, the decision to not do so came back to the standards. This idea echoes similar sentiments offered by Crocco (1997) who identified policy as reason that women's history continues to remain peripheral to men. This became increasingly evident in modules where women were included such as ancient Egypt and ancient Greece, participants felt confident in their decisions to include women but when women were not explicitly included in the standards, their confidence waned. Ariadne explained that should the standards be changed to be more inclusive of women's history, then she would cover them but with the standards in their current state, she did feel that she could adequately justify a departure from the standards. PLC sessions took on a similar tenor as participants would discuss and create activities that, if listed in the

standard, would include women. However, if the standards did not explicitly include women, discussions and activities would return to the standard.

While previous studies have identified state standards and curriculum as well as accountability measures as a reason behind the absence of historical female perspectives in the world history curriculum (Bair, 2008; Crocco, 1997; Cruz & Groendal-Cobb,1998), participant responses and behavior in the PLCs indicate the pressure and power that state standards and curriculum have in shaping the curricular-instructional choices of teachers. The impact is especially seen and felt in areas of the curriculum where teachers feel that women's voices are missing but they do not feel a sense of autonomy nor confidence to completely deviate from the standard. Attributions to job responsibility and pressure to cover content that may potentially be covered on the state test, outweigh participant determinations concerning the value and importance of including historical female perspectives.

Content knowledge. Bain (2012) referenced world history knowledge of the teacher often existing in pieces and reflective of one model of history. As the field of social studies has been subjected to waves of reform, the result has been a fragmented content area rendering a teachers ability to make curricular connections and have a coherent knowledge of world history a difficult task (Bain, 2012; Hertzberg, 1981). As a result, teachers may experience difficulties when attempting to move through historical space or time (Bain, 2012). As participants discussed their world history content knowledge, they acknowledged their level of preparation relative to the content they were tasked with teacher. Sansa was the only participant who had received world history content preparation. Heidi's content preparation was concentrated in American history. Michelle and Ariadne were previously elementary teachers and therefore, their training was that of an elementary teacher and not specified to historical content training. As a

result, Heidi, Michelle, and Ariadne were placed in the position of learning the content as they taught it.

Learning while teaching the content led Heidi, Michelle, and Ariadne to feel overwhelmed at times and thus, reliant on the standards to provide a guide as to what they needed to focus on. Michelle provided an example of how her lack of content knowledge impacted her confidence in the classroom indicating that she felt awkward when she did not know something. While all participants exhibited confidence in their abilities to teach and learn the content, for Heidi, Michelle, and Ariadne, increased confidence would come with the experience teaching the content and taking personal time to learn the content for themselves. As a result of discrepancies in content preparation and subsequently, content knowledge, teachers may not feel equipped to engage in curricular-instructional decision-making. Simply, it can be difficult to make supplemental decisions when teachers are still learning the formal curriculum they are tasked with teaching. During a PLC session, participants discussed whether or not they should supplement the curriculum to cover Ashoka. During this exchange, Michelle indicated that she did not know the curriculum well enough to make a determination. This notion is similar to sentiments expressed by Ross (2004) who noted that, in order for teachers to effectively engage in curricular-instructional decision-making, they must possess strong content knowledge.

As a result of gaps in participant content knowledge, notable Heidi, Michelle, and Ariadne, participants did not feel as comfortable making supplemental decisions that deviated from the formal curriculum. Specifically, all participants indicated that they lacked content knowledge pertaining to historical female perspectives within the world history content. This sentiment echoes ideas presented by several scholars who identified gaps in knowledge of women's history as a barrier to its inclusion (Bair, 2008; Bernard-Powers, 2004; Crocco, 1997;

Cruz & Groendal-Cobb, 1998; Scheiner-Fisher and Russell, 2015). “Teachers whose own education emphasized traditional perspectives are often reluctant to address topics from social and women’s history with which they are not familiar (Crocco, 1997, p. 32). All participants noted that they simply do not have the content knowledge to supplement historical female perspectives. Michelle and Ariadne questioned whether such content even existed. During PLC sessions, participants engaged in similar discussions acknowledging that they were not sure such information even existed.

Michelle, Heidi and Sansa indicated the need to conduct research to into women during ancient world history. Michelle and Sansa elaborated during PLC sessions on their attempts to conduct research on their own and implement a short lesson on Lady Fu Hao in their ancient China modules. All participants indicated a desire to know more and an interest into what women were doing during the times period they are tasked with teaching. This desire and interest speaks to the motivation to make supplemental decisions alluded to by Cruz & Groendal-Cobb (1998) who indicated that teachers make supplemental decisions that stem from areas of personal interest, areas deemed to be of importance, or topics that are perceived to relevant to the lives and interests of their students. What emerged as important was that teachers had the desire to fill the gaps they acknowledged in their content knowledge as learning women’s history requires teachers to almost be re-educated in historical content. This recommendation is similar to one suggested by Bernard-Powers (2002) who discussed the barriers that a lack of content knowledge present result in the need for many teachers to be re-educated to cover historical content inclusive of women of all classes, races, and ethnic groups. However, re-educating requires motivation and buy-in as this re-education, as it currently stands, would be at the discretion of the teacher and require the teacher to invest personal time. Sansa showed a motivation to engage

in re-education but approached this re-education as a means of investigating her interests. Michelle expressed a similar desire to re-educate but similar to Sansa, this re-education was approached as investigating topics that Michelle found interesting as she taught the curriculum.

While several studies have identified content knowledge as an obstructive influence on their curricular-instructional choices with regard to historical female perspectives, this study examined the ways in which gaps in content knowledge have influenced the choices being made as well as how these gaps made the participants feel. For three out of four participants in this study, they were tasked with teaching a world history content that they have not been prepared, in the context of their teacher preparation programs, to teach. World history content in the traditional sense, is notably difficult to teach even with specific content training. When gaps in the traditional narrative exist, adding women's history proves to be difficult task especially if participants question the very existence of content that reference women's roles in world history.

Resources. Participants in this study described the availability of resources as a factor that influenced their curricular-instructional choices notably, what resources they have readily available to them. A study conducted by Bain (2012) noted the challenges associated with resources such as textbooks, and how it can affect the way in which a teacher comes to navigate the world history curriculum. Participants felt that some modules had more resources available than others however, the modules that did not have a lot of resources yielding challenges for the teachers. Sansa and Heidi noted specific modules that have scant resources, such as the ancient Israel module and Alexander the Great, which in effect, rendered that module and topic challenging to teach.

When resources are not readily available, teachers must either take additional time searching or buying the resources they need or, teachers must create the resource themselves.

This effort can also prove to be challenging when considering how to make the resources they do find or create accessible to sixth grade students while still meeting the standards. All participants indicated challenges in finding sources that met that criteria. During PLC sessions, participants spent significant time discussing, sharing and creating resources. The impetus for these activities emerged out of a perceived need for resources that also met the criteria of being accessible and connected to standards. Activities that were created during the PLC, were created to meet a need or fill a gap such as "Greekies" (see Appendix F). These endeavors required significant time and effort on the part of the teacher thus, were viewed as an obstructive factor influencing teacher curricular-instructional choices.

Lack of resources has been identified by researchers as a factor that contributes to the marginalization of women's history in the curriculum (Bair, 2008; Cruz & Groendal-Cobb, 1998). Sansa and Heidi noted that the resources they do have readily available to them, textbooks, are flawed in that, they leave things out. One area that all participants acknowledged as being left out of the textbook was notably, women's history. This idea is similar to the findings of several studies (Bernard-Powers, 2002; Bradford, 2008; Bohan, 2017; Brugar, Halvorsen, & Hernandez,2014; Chick, 2006; Schocker & Woyshner, 2013; Tetreault, 1986; Trecker, 1971) which identified women's history as being significantly underrepresented. When women are represented in the social studies textbook, Bohan (2017) found that they are often represented to portray patriarchal norms.

Therefore, if participants want to include women's history, the textbook is not a resource they can turn to and so it befalls the teacher then, to create that resource. Often, in order to create that resource, teachers will have to conduct research on their own, during their personal time and adapt any information they can find to be accessible to sixth grade students. To create these

materials, requires a lot of time and effort. As textbooks are a common resource provided to social studies teachers, the underrepresentation of women in this resource can pose challenges to teachers when attempted to supplement the curriculum with historical female perspectives.

Not all teachers rely on the textbook. A study conducted by Stevens and Martell (2019) found that self-identified feminist teachers had shared practices that enabled them to supplement historical female perspectives including the use of resources beyond the textbook. Their beliefs enabled them to engage in gender-equitable practices with regard to curricular modifications, classroom discourse, and professional practices (Stevens & Martell, 2019). Michelle provided an example of a time when a resource did include female historical perspectives and given her interest as well as motivations to include women's history, enabled her to supplement the curriculum. Michelle made up of a set of doodle notes during her ancient China module that included Lady Fu Hao. As the resource included women and what accessible to her sixth-grade students, Michelle made the decision to implement it. Michelle found that the resource helped to fill a gap she had perceived in the content, notably the ancient China module. This example highlights the importance of teachers' belief and attitude when viewed in conjunction with the types of resources available. Even when resources do include women's history, the teacher must ultimately decide to make use of the resource or discard it. Ariadne indicated that at times, she would feel reluctant to use a resource that included women's history due to fears that student may prioritize that content over content that would ultimately be tested.

Another factor that affected participant determinations with regard to using resources that included historical female perspectives was time. In a study conducted by Bair (2008), it was found that even when presented with resources that participants collaboratively created that included women's history, participants struggled against the pressures of other factors such as

time. Bair (2008) found resources to be similar to pressures associated with time as obstacles preventing many teachers from the supplementing the curriculum to include female historical perspectives. Participants in the study conducted by Bair (2008) struggled balancing the traditional curriculum with a curriculum guide that included historical female perspectives and thus, would revert back to the traditional curriculum. Similarly, participants of this study indicated similar feelings and often reverted back to the standards when determining whether or not to use a resource.

While studies have acknowledged lack of resources as a potential barrier to including women's history and proposed lesson ideas that can be implemented by teachers, this study provides further insight into how resource determinations are made. Participants in this study engaged in discussions concerning the resources that were available, how accessible those resources were to students, and how well the resources met the standards they were tasked with teaching. When gaps are found in the resources or resources are not readily available, it befalls the teacher to fill the gap and fill the need. When this action is necessitated, it is time consuming and requires effort on the part of the teacher. When facing the other obstructive factors, notably time, teachers may struggle to meet this need. Thus, adding women's history and either finding resources to supplement that perspective or making use of lesson that have been created, may not be a realistic endeavor that teachers feel empowered to undertake given the other obstructive factors they are facing.

Evaluations. Similar to the influence of state standards and curriculum, accountability measures have been shown to amplify pressures felt by teachers (Kenna & Russell, 2015). Emerging out of initiatives from NCLB and RttT, these reform measures have amplified pressures placed on teachers (Keirn, 2018; Pace, 2012). Throughout the course of this study,

participants were undergoing announced and unannounced classroom observations conducted by a building-level administrator and/or colleague within the school as part of the state of Tennessee's system of accountability. Participants indicated stress and anxiety in regard to this evaluation process. All participants indicated a need to create and implement lessons that not only stuck to state standards but met the other criteria under which, they would be evaluated. The stress the participants felt, seemed to be exacerbated by the potential for an unannounced observation where the evaluator will conduct the observation on an unspecified day during an unspecified time.

During the time when participants anticipated receiving an unannounced observation, they worked to ensure that all of their lessons hit the evaluation criteria. All participants acknowledged the pressure they felt in their lesson planning and pacing to ensure that not only were they completing content, but that they had lessons prepared that would score favorably. Sansa and Michelle indicated uncertainty with regard to the punitive actions that would result from evaluations in which lessons were not directly tied to standards. Michelle provided an example of a colleague who received unfavorable evaluation scores due to the lack of alignment between the lesson activities, objectives and state standards. Sansa indicated the usage of evaluation feedback in designing her lessons and therefore, when creating announced observation lessons, she made sure to focus on the feedback provided. Heidi did not feel as much pressure around the observation process but directed those feelings toward student performance on state testing. Participants viewed their performance on these accountability measures as reflective of their abilities as teachers and thus, these measures obstructively influenced their curricular-instructional choices in that, increased pressure on participants to stick to the standards and lessons that would score favorably in evaluations.

These ideas are consistent with Watson-Canning (2019) and Ross (2004) who noted that these measures effectively narrow the professional role of teachers and, in essence, participants. However, these findings provide further insight into how the professional role of teachers is narrowed and how that narrowed role manifests in curricular-instructional choices. Notably, during periods of the school year where participants anticipate observations, their confidence in making curricular-instructional decisions with regard to historical female perspectives may be lowered as a result of the perception that such actions may result in lower evaluation scores, lower test scores, and possible punitive actions.

Summary of Factors that were an Obstructive Influence

The above factors were considered to be obstructive influences as they presented barriers limiting participant abilities to make supplemental decisions and thus, engage in their role as a curricular-instructional gatekeeper. Obstructive influences often contributed to participant stress and anxiety as well as placed additional pressures on them to stick to the formal curriculum in a time constrictive manner. These influences were consistently present in the day-to-day teaching and decision-making undertaken by teachers. They emerged as primary considerations that were considered during the curricular-instructional planning process and thus, played a significant role in shaping the decisions that teachers made in their respective classrooms.

Factors that were a Constructive Influence

Student interests and needs. Participants noted an area of difficulty surrounding the world history content they were tasked with teaching stemmed from the accessibility of the content. All participants noted that that making the content relevant and accessible to students was both difficult and rewarding in that, it enabled them to facilitate rapport and connections with their students. During PLC sessions, participants would discuss ways that they could make

the resources they were sharing and creating accessible to their students. Both Bain (2012) and Thornton (2005) acknowledged the difficulties associated with making the world history content relevant and accessible however, both scholars also noted how important such connections are to ensuring student comprehension of the content. All participants acknowledged that a teacher's ability to make the content relatable and relevant was a quality of an effective world history teacher and thus, their curricular-instructional choices were affected by determinations as to what would enable them to establish relevance with their students.

In part, participants would also make determinations concerning their curricular-instructional choices based upon the interests of their students. By selecting curricular-instructional materials that were perceived as being of interest to students, participants felt that they were working towards establishing rapport with their students by making the content both relevant and accessible. During PLC sessions, participants would share activities that their students enjoyed and discuss the ways in which they implemented the activities to maximize student engagement such as reader's theater. Participants during PLCs would also design activities that they thought their students would enjoy such as "Greekies" (see appendix F) and escape rooms. Student interest was also felt to be a source of student motivation and engagement. Heidi provided an example of student who was dealing with difficult circumstances as home, but there were times when the students interests were sparked that he was able to get into the course content being taught and contribute to class.

Participants also made curricular-instructional choices based upon their perception concerning the needs of their students. Needs of students seemed to be factor when considering time constraints and completing curriculum prior to state testing. When participants would discuss during PLCs, deviating from the curriculum for example in their ancient India and

ancient Greece modules, the reasons for supplementing the curriculum were to assist in making the content more accessible or because they felt it was something that the students would enjoy. For example, participants during PLC discussed how and why they added the Minoans and Mycenaeans to their ancient Greece modules citing reasons such as inspiring curiosity and setting the foundation. Needs of students also emerged as a factor when participants felt that students needed exposure to certain topics such as women's history. This idea has been researched by several scholars who have noted the importance of women's history to students (Cott & Faust, 2005; Crocco, 1997; Crocco & Cramer, 2005; Hughes, 1994; Lerner, 2009; Levstik & Groth, 2002; Monaghan, 2014; Scheiner-Fisher & Russell, 2015; Schmidt, 2012; Wineburg, 2001; Winslow, 2013). Style (1988) discussed similar sentiments when examining the function of curriculum as both a window and mirror for students.

Participant determinations regarding the socio-cultural needs of students served as a motivating factor, particular for Sansa and Michelle, when deciding whether to include women's history or not. Sansa and Michelle included lessons on Lady Fu Hao during their ancient China module in part, because the students were interested but also because they felt it was important for their students to learn about Lady Fu Hao. Both participants found that by including Lady Fu Hao their students got access to content that could ultimately, impact their interactions with one another but also, spoke to their interests and thus, served as a motivating factor in their students' level of engagement. Ariadne expressed similar sentiments regarding the importance of including women's history and how she felt that it could speak the needs of some of her students to relate to historical figures that they may perceive to be just like them.

While scholars have noted the reasons why including women's history is important and ways in which it can be done that engage students, however limited work has been done

concerning exactly how students influence a teachers' curricular-instructional choices with regard to historical female perspectives. This study provides insight into the ways in which teachers account for student needs with regard to socio-cultural needs but also needs in relation to the accessibility and relevance of the world history content. Participants expressed awareness concerning the potential function and potential to be found within a world history content that is gender equitable. Similar to notions expressed by Bain (2012) and Style (1988), participants found that a gender-equitable curriculum can provide historical figures that the female students in their classes can relate to and the opportunity for their males students to see women equally contributing to the evolution of the human experience. When making determinations as to whether or not they should include women's history, the needs and interests of students emerged as a constructive factor in that, when participants made decisions to do so, they felt they were made that determination based upon what was best for their students. In that way, they felt supported in their choice to supplement the curriculum to include historical female perspectives.

Professional learning communities. Participants indicated that PLCs they engaged in ranged in terms of their perceived effectiveness. All participants indicated that their grade-level and content-specific PLCs were the most effective and thus, viewed an influential on their teaching practice. The qualities that participants acknowledged as being present in grade-level, content-level PLCs included the strength of the relationships among participants, the ability to collaborate and set a relevant agenda. Similar to the characteristics of an effective PLC identified by (Bolam et al., 2005; DuFour, 2004; Westheimer, 1998), if changes to their teaching practice were going to occur, the PLC needed to be an environment conducive to strong participant engagement.

Borko (2004) posited that we must understand the variety of contexts in which teacher learning occurs while taking into account both the individual teacher learners and the social system in which they are participants. Ariadne emerged as a participant who did not necessarily view the PLC as a space that would elicit changes to her teaching practice. The way that she viewed teacher change seemed to take on a stronger connotation than it did for the other participants who seemed to view their attempts at new curricular-instructional practices as change. Despite these slight differences in how participants came to characterize time, they viewed the PLC in a similar fashion, as a place where they could go to improve their teaching practice. Guskey (2002) noted that many PDs fail because they fail to take into account the motivations as to why teachers are participating in the PD. In this instance, the motivations behind participant decisions to engage in the PLC session were similar. These shared goals were of importance as participants engage in the PLC especially as the relationships between participants grew and developed.

According to situated learning theory, much of what is learned is specific to the context in which it was learned, and that learning is a social act. An iteration of situated learning theory, CoP, highlights participation in a community as a social context in which learning can occur (Halvorsen et al., 2019). Wenger (2011) defined CoPs as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (p. 1). When describing their perceptions regarding the PLC sessions they participated in for this study, participants acknowledged the extent of the impact it had on their curricular-instructional practice. All participants noted that it had a big impact in what curricular-instructional strategies they implemented in their classrooms and how they paced their modules. Heidi and Sansa noted that effective PLCs typically involve working with the same group of people and collaborating.

As the group continued to work together, they would set the goals of the group and work through the process of achievement those goals. Through regular interactions, participants felt inspired and that they had emerged from their PLC sessions with inspirational ideas that could improve their practice.

When considering factors that influence curricular-instructional choices with regard to historical female perspectives, a study conducted by Bair (2008) noted the effects of professional learning on teacher decision-making. Similar to the ideas presented by Bair (2008), while participants viewed the PLC as effective and influential to their teaching practice, it was not enough to elicit major changes to their curricular-instructional practices. Participants attempted curricular-instructional strategies proposed during PLC sessions such as the escape room proposed by Heidi and Sansa and "Greekies" which was viewed as a valuable first step in the process of teacher change. As noted by Guskey (2002, 2020), change is a gradual and difficult process. In the shadow of obstructive factors identified in this study, participants needed the opportunity to work through those factors together. As they addressed these factors, they were able to begin marking subtle changes to their curricular-instructional practice however, these changes were limited in their coverage of historical female perspectives. Despite the desire to include women's history into the curriculum that participants had initial came to the group with, perceptions regarding more pressing challenges emerged.

As such, the findings of this study suggest the importance of PLCs to be ongoing and sustained to allow for relationships in the group to grow and develop. Once a collective group identity emerged around a shared purpose and the group felt confident in their teaching practices as they related to the obstructive factors proposed in this study, the group indicated confidence in their abilities to begin supplementing the curriculum to include women's history. The caveat

emerged that they would feel comfortable meeting to supplement women's history into the curriculum as long as the same group continued to meet in the future. This finding is similar to ideas presented by Borko (2004), Andrew and Lewis (2004) and Bolam et al., (2005) who described the need for shared values and vision in a PLC. Participants must have buy-in with regard to the goals and purposes of the PLC they are participating in. Similar to the findings proposed by Bair (2008), when participants feel confident that they have negotiated curricular-instructional challenges they encounter, they may feel more confident in their abilities to enact changes to the curriculum.

Summary of Factors that were a Constructive Influence

Factors that were identified as having a constructive influence acted as a means of support for participants as they explored and implemented new curricular-instructional practices. Notably, student interests and needs as well as PLCs emerged as constructive influences as they were viewed by participants as factors that supported them in their endeavors to improve their practice and attempt new curricular-instructional strategies. As these factors were elective in that, participants had agency in how they regarded these factors, when participants bought-in to these factors, they found them to be justifications for making the choices they did.

A Factor that was both, an Obstructive and a Constructive Influence

Personal teacher efficacy. Personal teacher efficacy refers to a "teachers' confidence in their ability to perform the actions that lead to student learning and is viewed as one of the few individual characteristics that can predict teacher practice and student outcomes" (Ashton, 1984, p.191). All participants reported confidence in their abilities to engage in curricular-instructional tasks such as helping students to make sense of the content, answering student questions with regard to the content, and that they had the necessary skills to teach world history effectively.

While participants indicated gaps in their content knowledge, participants still felt confident in their abilities to learn their content well enough to affect student learning and ultimately, student learning outcomes.

Ashton (1984) found that teachers with a higher sense of efficacy believe student outcomes are the responsibility of the teacher whereas teachers with a lower sense of efficacy play the responsibility of student learning on the child. All participants held both the student and teacher responsible the student learning and outcomes. The described the role of the teacher as a facilitator or a guide in student learning. The function of the facilitator is to provide the necessary resources and materials to make the content accessible for the student. In this sense, all participants felt confident in their abilities to make determinations as to what their students needed and how best to present that materials in an effort to produce favorable student outcomes. All participants noted the importance of student and teacher relationships and that the strength of the relationship can influence the curricular-instructional choices she is capable of making. Heidi acknowledged that teachers must know their students in order to have confidence in their abilities to make decisions that will ultimately affect their academic performance. Michelle also discussed the importance of the classroom environment and the level of control the teacher has in establishing that.

However, all participants did not feel that the responsibility for student outcomes fell solely on their shoulders. While the teacher was determined to play a larger role, the students were determined to have a responsibility as well. Participants described the role of the student as showing up every day with a willingness to learn. Sansa described her perception concerning the goals of every student should be to take responsibility for their own learning. Heidi and Sansa acknowledged that a students' home life can negatively influence how a student engages int eh

classroom and no matter the strengths and confidence of the teacher, home life may be something they cannot completely overcome. All participants echoed similar sentiments noting that sometimes students struggle with understanding the purpose of learning history or struggle against the weight of environmental factors occurring at home. However, despite these circumstances, it is the role of the teacher to continue to create an environment conducive to student learning and that with a little extra effort, they still felt they could help improve the learning outcomes of a lower achieving student.

Previous studies have shown the connections between levels of teacher efficacy and teachers' behavior (Ashton & Webb, 1986; Ross, 1992, 1994; Ross & Bruce, 2007; Woolfolk & Hoy, 1990). As such, teachers with a higher sense of efficacy are more likely to adopt and implement new classroom strategies as they have stronger levels of confidence in their abilities to control their classrooms and subsequently, affect student learning (Smylie, 1988). Throughout the course of the PLC, participants discussed, shared, and created instructional strategies some of which, were inclusive of historical female perspectives, "Greekies" (see Appendix F). Participants exhibited a willingness to adopt and attempt these new strategies in their respective classrooms. As participants felt confident in their abilities to enact the curricular-instructional environment that affect student learning and outcomes, their willingness to engage new curricular-instructional strategies also signals higher levels of teacher efficacy. Similar to the findings presented by Halvorsen et al., (2019), teachers with higher levels of efficacy may continue to adopt and attempt new curricular-instructional strategies. What this finding shows is the willingness to attempt new curricular-instructional strategies which is important when attempting strategies that may prove challenging when put up against the challenges associated with obstructive factors.

For the purposes of this study, this factor was considered to be both a constructive and obstructive factor. While participants exhibited higher levels of efficacy and a willingness to attempt new curricular-instructional strategies marking the potential of efficacy as a constructive factor, this level of confidence did not seem to extend as to the inclusion of historical female perspectives. While participants exhibited confidence with the world history content, Heidi, Michelle, and Ariadne, did not share that same level of confidence in their abilities with regard to the inclusion of women's history. Their level of confidence seemed to be directly tied to their level of content preparation and content knowledge. Participants indicated the need for more resources and content support in order to feel increasingly confident in their abilities. Ariadne, however, questioned the need for student activities and expressed concern with regard to student learning outcomes as a result of introducing additional content. As a result, teacher efficacy could also be viewed as an obstructive factor that may limit the willingness that a teacher has in adopting curricular-instructional strategies that are inclusive of topics within the content area that they are not as confident in such as women's history.

Summary of Finding One

The purpose of this study was to examine factors that influence middle school world history teachers' curricular-instructional choices regarding female historical perspectives paying additional attention to the qualities of a professional learning community and role of teacher efficacy. To achieve this purpose three research questions were proposed to guide this study. The above finding served to answer research questions one and three by first, identifying factors that influenced curricular-instructional choices with regard to historical female perspectives and second, to explicate the role that teacher efficacy can to play influencing those choices. Findings showed that the factors identified feel into two categories: obstructive and constructive. These

factors, thus came to serve as precursors to the teacher change model proposed by Guskey (2002, 2020) and also, identify the ways that teaching culture can affect teacher curricular-instructional choices as noted within the theoretical frame of situated learning theory (Lave, 1988; Lave & Wenger, 1991). Learning is a social construct and, in this way, the factors that emerged and the feelings that resulted from the emergence of those factors were learned through the social activities that existed in the teaching culture of which, participants were engaged including the PLC. The next section will explore further explanation as to how teachers ultimately came to make their curricular-instructional choices with regard to historical female perspectives.

Finding Two: Is it Practical?

Within these factors, practicality theory (Janssen, Westbroek, and Doyle, 2015) offers further explanation as to why participants may or may not have felt empowered to make curricular-instructional choices with regard to historical female perspectives. Practicality theory identified three dimensions: (a) instrumentality, (b) congruence, and (c) cost (Janssen, Westbroek, & Doyle, 2015). Instrumentality refers to the extent which teachers find the innovation to be workable within the classroom content and can be in reference to the implementation of activities to how easily it can be incorporated into normal classroom practice. Similar to participant's levels of personal teacher efficacy, the factors identified throughout the course of this study affected participants perspective with regard to instrumentality and how participants perceived their potential success or failure in executing the idea or innovation in a manner that would yield favorable student outcomes.

The second dimension, congruence, stipulates that the innovation must fit the circumstances in which teachers work such as, the student-teacher relationship and dynamic, and the means of implementing the curriculum and assessing student performance in relation to the

content. Curricular-instructional choices that were made, were often made because they were perceived to workable and to produce favorable student outcomes within the participant's classroom context. When participants felt pressure to complete state standards and curriculum, pressure associated with pacing and evaluations, gaps in their content knowledge, and lack of resources, and the proposed curricular-instructional choice exacerbated those challenges, the participants often opted not to adopt the idea or activity as they lacked instrumentality and congruence.

The final dimension, cost, refers to "the time, knowledge, and resources that would be required to adopt the innovation compared to the perceived benefits the practice would bring" (Janssen, Westbroek, & Doyle, 2015, p. 181). Teachers will therefore, only accept an innovation if it is cost effective and practical in tandem with the goals the teacher is attempting to attain. While participants indicated the importance and value of including women's history in their curriculum, participants seldomly made curricular-instructional choices with regard to historical female perspectives. While the factors such pressure to stick to and complete standards and curriculum, pressure associated with pacing and evaluations, gaps in their content knowledge, and lack of resources influence their curricular-instructional choices, participants ultimately made the determination that the innovation was not cost-effective given what would be required in order for them to implement it. The value placed in women's history was outweighed by the perceived cost of implementing curricular-instructional innovations.

When considering how participants weighed the dimensions of practicality theory with the factors identified throughout the course of this study, situated learning theory offers some context. According to situated learning theory (Lave, 1988; Lave & Wenger, 1991), learning is to specific to the context in which it is learned and is viewed as a social practice. When considering

the circumstances under which participants made curricular-instructional choices, teaching and school culture, the culture of the classroom and PLC sessions were determined to be sites of learning. Similar to the findings of Schafer (2007) which highlighted the influence of school culture and climate, Michelle identified these contexts as being sources of information that facilitate teacher learning. Subsequently, this culture served as a means of educating participants on the factors that will ultimately influence their curricular-instructional choices with regard to historical female perspectives.

Summary of Finding Two

The purpose of this study was to examine factors that influence middle school world history teachers' curricular-instructional choices regarding female historical perspectives paying additional attention to the qualities of a professional learning community and role of teacher efficacy. To achieve this purpose three research questions were proposed to guide this study. The above finding served to answer research questions one and three by elucidating further insight into the evaluations that teachers' make when ultimately making curricular-instructional choices with regard to historical female perspectives as well as the role that teacher efficacy, particularly the four sources of efficacy information, plays in influencing those choices. Practicality theory offered further insight into the decision-making process that is undertaken when participants encounter a new curricular-instructional strategy and, bearing the factors identified in finding one, ultimately come to make the curricular-instructional choice with regard to historical female perspectives that they do.

Finding Three: Effective PLCs are Teacher-led and Teacher-Driven

Throughout the course of this study, five qualities of PLCs that influence teacher curricular-instructional choices with regard to historical female perspectives emerged: autonomy,

collaborative, strong relationships, relevance, and provision of efficacy information. Throughout the course of five PLC sessions, participant dialogue and activities yielded these qualities especially in relation to participant views regarding their perception concerning the effectiveness of the PLC as well as their willingness to implement curricular-instructional strategies introduced during the PLC. The following section will describe each of these qualities.

Autonomy: teacher-led and teacher-driven. Autonomy emerged as a quality of a PLC. During PLC sessions, participants actively participated in setting the agenda of the PLCs and directing the activities that were undertaken to achieve the agenda. All participants reflected on previous experiences with PLCs in which they felt they did not have autonomy concerning the direction of activities engaged in. When describing PLCs of this nature, participants indicated the perception that these PLCs were ineffective and led to feelings of stress and inadequacy thus highlighting the importance of some of level of autonomy within the PLC of vital import. Similar to participant experiences, Andrews and Lewis (2004) identify the need for shared vision and purpose of learning. Several scholars have also noted the importance of collective responsibility and shared commitment (DuFour, 2004; King & Newmann, 2001). These findings coupled with the findings of the study support the structure of a PLC that has been developed as a CoP.

Wenger (2011) identified three crucial characteristics of a CoP: domain, community and practice. Domain refers to what brings the community together, notably, a shared domain of interest (Wenger, 2011). Thus, when participants of this study came together, they came together with the goal of improving their practice and to supplement historical female perspectives into the world history curriculum. During each PLC session, participants set agendas that reflected their immediate need. As participants were implementing a revised social studies curriculum for the first time, their immediate needs centered on adjusting their curricular-instructional practices

to meet the needs of the new curriculum. With this shared goal and need in mind, participants felt that the time spent in the PLC was efficient and beneficial.

However, there must be a balance struck with the level of autonomy introduced in the PLC. Participants need to have agency in leading and driving the PLC however, if teacher change is going to occur, participants must also be directed towards the activities that they may not immediately recognize as a need. All participants indicated a desire to include historical female perspectives and this was a shared goal they all came to the PLC with. However, need drove their behavior in the PLC as opposed to want. As a result, limited time and effort during the PLCs was expended towards curricular-instructional planning including women's history. As participants reflected back on the PLC sessions, they acknowledged that in order for them to feel empowered to set PLC agendas that centered on curricular-instructional planning to include women's history, they must feel confident that the needs they have relative to the formal curriculum have been met within both the group context and in their respective classrooms. Thus, the need for PLCs to be ongoing and sustained are of import but also, consistent reminder or as scholars have noted, collective responsibility, to return to the goals that brought participants together initially (DuFour, 2004; King and Newmann, 2001).

Collaborative. All participants acknowledged the importance of collaboration in the PLC sessions. Collaboration came to be defined in the group as the discussion, sharing, and creation of curricular-instructional strategies to be used in the classroom. Similar to characteristics of collaboration offered by Friend and Cook (1992), voluntary participation, parity among participants, shared goals and responsibilities, shared accountability for outcomes, shared resources, and relationships based on trust and respect. Participants worked to set the goals for each PLC session as described in the previous section thus, directing the activities of the group

that involved creating curricular-instructional resources that served as the means to addressing the agreed upon end.

Several studies have noted the importance of collaborative culture as a quality of an effective PLC (Banerjee et al., 2017; Bolam et al., 2005; Borko, 2004; D'Ardenne et al., 2013; DuFour, 2004; Griffith et al., 2013; Marsh et al., 2015; Poekert, 2012; Rattset et al., 2015). Participants placed value upon these collaborative interactions and thus, highlighted the collaborative nature of the PLC as being a main quality affecting their perception regarding its level of benefit. This collaborative nature is similar to the second characteristic of a CoP identified by Wenger (2011), community. Community is described as the engagement on the part of members of the CoP in joint activities and discussions. As part of these activities and discussions, members of the CoP share information and help one another. These discussions also served as a means of providing efficacy information to participants as well as contributing to the community dynamic that emerged within the PLC. As a result, participants indicated feelings of trust and confidence in sharing their ideas, engaging in discussions, and sharing their experiences implementing the resources discussed and developed throughout the course of the PLC. This idea shares similarities with findings presented by Halvorsen et al., (2019) who noted that through intensive PD that was designed to help teachers develop new pedagogical practices, teachers exhibited increasing levels of confidence in their curricular-design skills and in teaching historical inquiry. Participants engaged in similar levels of growth as they attempted curricular-instructional strategies that they otherwise would not have attempted.

However, similar levels of growth did not extend to the collaboration on activities that included women's history. Bair (2008) conducted a study in which participants collaborated on a curriculum guide that supplemented women's history into the curriculum. An area of interest in

the study conducted by Bair (2008) was to see if teachers with varying degrees of ownership of the materials would use of them of their own volition. The findings of the study show that participants still only used a small percentage of the materials citing time as the primary reason for not using the materials (Bair, 2008). Additionally, participants who were closer to the project made wider use of the materials (Bair, 2008). Similar to the study conducted by Bair (2008), participants in this study exhibited a reluctance to spend time collaborating on activities that were inclusive of women in favor of collaborating on activities that met a group need.

Guskey (2002) offers a reason behind this reluctance exhibited by participants to make use of the curricular-instructional materials they had collaboratively developing noting that teacher change is a gradual and difficult process. Thus, while collaborative activities within the PLC for this study did not focus on the inclusion of women's history, change is gradual and difficult. However, as participants had indicated a shared desire to include women's history and laid the foundation for collaborative culture in the PLC, given time and continued group support, participants indicated the desire to achievement their initial goals in the future. The direction of collaboration in this instance, can then extend to future goals but is a quality of a PLC that must be present and nurtured should the effectiveness of the PLC extend to teacher change.

Relationships. When reflecting on their experiences in the PLCs, participants described the nature of the relationships they had with their fellow participants. Similar to the third characteristic of a CoP, practice, offered by Wenger (2011), members of a CoP are practitioners who have developed a "shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice" (p. 2). Wenger (2011) acknowledged that shared practice only develops with interactions that occur over time and on a reoccurring

basis. With each PLC session, participants began to get to know one another and a general flow of the PLC developed as participants developed a shared practice.

All participants described feeling comfortable with one another and the existence of trust between participants. Similar to the findings of Borko (2004) which note that a key feature of PLC includes the maintenance of communication norms and trust. Heidi elaborated on the trust she felt in regard to the other participants indicating that she felt she could comfortably ask questions without concerns regarding how her questions were being perceived by other group members. Similarly, Ariadne and Michelle acknowledged the importance of having a group of teachers that she felt she could come to when she was experiencing challenges in her classroom. Sansa and Ariadne note the importance of getting along with PLC members and how the strength of the relationships in the PLC can affect its effectiveness.

Part of what contributed to participant perceptions regarding the nature of the relationships in the PLC stemmed from a mutual feeling among participants that everyone participating wanted to be there and had a desire to contribute to group. Similar to findings presented by Westheimer (1998), Bolam et al., (2005) and DuFour (2004), collective responsibility and a shared commitment contribute to the effectiveness of the PLC and thus, all participants feeling commitment and responsibility to the contribute reflected participant buy-in. Additionally, buy-in contributed to voice acknowledgement in constructing the group dynamic. As every participant wanted to be there and actively contributed to the goals of the group, participants actively acknowledged the voice of each participant as they shared ideas and experiences with the group. This was also made evident when setting the agenda and directing the activities of the group. When a participant would acknowledge a need they had in the

classroom or a challenge they were experiencing, the remaining participants directed their efforts to meeting that need.

As relationships among participants grew and developed, participants felt increasingly comfortable giving their feedback on curricular-instructional strategies they had implemented in their classrooms. Often, the feedback of participants was used to re-structure an activity or applied to the next activity that served as the subject of the collaborative efforts of the group. Similar to two principles identified by Guskey (2002, 2020), that teachers need regular feedback on the learning process and continual follow-up, support, and pressure is needed. These principles enable participants to initiate teacher change that will possible develop into habit (Guskey, 2002). The findings of this study yielded similar results as participants gained feedback on the learning process and were supported within the context of the group, they exhibited a willingness to continue engaging in curricular-instructional changes. However, if participants are to make changes based on feedback, follow-up, support, and pressure, trust between participants must be present. If participants do not trust one another or acknowledge the voice of other participants, this information will not be as valuable.

Relevance. Participants identified the relevance of the topics covered in the PLC as a quality that rendered the PLC both beneficial and effective. Relevance came to be reflected in participant discussions concerning the use of curricular-instructional strategies in their respective classrooms. When participants did not feel that a topic of the PLC was relevant to their classroom practice, participants moved on from the discussion. As the design of the PLC was teacher-led and teacher driven, as participants progressed through each session, they addressed topics and content that were relevant to the immediate needs they had identified. The connection between relevance and autonomy was significant as participants indicated a desire to meet as a

group and collaborate on the things that they had determined to be areas of need. Similar to the findings presented by Bolam et al., (2005) and Louis et al., (1996), which identified reflective professional inquiry as a quality of an effective PLC, the ability to have conversations with other teachers who have similar experiences emerged as beneficial.

When considering teacher change, as all participants came from the same grade level and content area. Westheimer (1998) identified common themes in theories of community the highlighted the need for shared interests. Similarly, Wenger (2011) offered similar insight in the characteristics of a CoP, specifically, domain. As participants shared the same domain, they were able to discuss ideas and resources that were immediately relevant to their needs thus providing a space where they could improve their curricular-instructional practices. This idea is similar to notions put forth by Guskey (2002, 2020) who highlighted the motivations that behind teacher participation in PDs because it will expand their knowledge and skills as well as directly relate to the day-to-day operations of their classrooms. Thus, when structuring a PLC, relevance to the participants is of vital import as it relates the participation perceptions regarding the utility of the PLC they are participating in including the activities which comprise the PLC.

Personal Teacher Efficacy. Previous studies have shown the connections between levels of teacher efficacy and teachers' behavior (Ashton & Webb, 1986; Ross, 1992, 1994; Ross & Bruce, 2007; Woolfolk & Hoy, 1990). As such, teachers with a higher sense of efficacy are more likely to adopt and implement new classroom strategies as they have stronger levels of confidence in their abilities to control their classrooms and subsequently, affect student learning (Smylie, 1988). The previous efficacy section in finding one shows the high level of efficacy that participants of this study showed and how their efficacy levels yielded a predictive quality with regard to their willingness to adopt new curricular-instructional strategies. As participants

engaged in the PLC sessions for this study, these exhibited a willingness to share and adopt curricular-instructional strategies. Participants indicated levels of confidence in implementing these strategies and would report their experiences with the strategy back to the group. These interactions proved to be valuable as sources of efficacy information as described by Bandura (1986, 1997) notably: mastery experiences, physiological and emotional states, vicarious experiences, and social/verbal persuasion. Similar studies have examined the connection between teacher efficacy and professional learning (Bair et al., 2015; Halvorsen et al., 2019; Mintzes et al., 2013; Skaalvik & Skaalvik, 2007; Takahashi, 2011). The findings of this study suggest that participation in a PLC can present four sources of efficacy information that can then, influence a teacher's confidence and willingness in adopting new curricular-instructional strategies.

Mastery experiences. Mastery experiences or enactive attainments are based upon participant perceptions regarding their successes and failures. According to Poulou (2007), successes raise efficacy appraisals whereas repeated failures lower them. During PLC sessions, participants would discuss their perceptions regarding their perception concerning the successes and failures of curricular-instructional tasks. The way in which participants measured the success and failure of the task was based upon their assessment of student outcomes. When the curricular-instructional task was perceived as having been successful, participants felt confident in their abilities and in the strength of the task to replicate it. For example, during a PLC session, Heidi discussed an instructional activity that she made use of when teaching the Olympics during the ancient Greece module. Ariadne expressed reluctance in implementing the activity because she perceived the potential for the lesson to be a failure in her classroom setting. Similar to the findings presented by Poulou (2007), participant preconceptions concerning the difficulty of a task and subsequently the potential for failure of the task, serves as efficacy information that

affects their willingness to engage in new curricular-instructional tasks. These findings point to the importance that mastery experiences can have in influencing teacher curricular-instructional choices.

Vicarious experiences. The second source of efficacy information, vicarious experiences, refers to the ways in which modeling influences self-efficacy appraisals. Vicarious experiences reference individuals assessing their capabilities in comparison to the abilities of others, especially those who are in similar situations (Poulou, 2007). These appraisals can lead teachers to believe they have the capabilities to be a successful teacher under circumstances similar to the person modeling. PLC sessions involved discussions of curricular-instructional tasks including participants modeling how they would implement the activity. The process of modeling how they would implement the curricular-instructional task enabled participants to make determinations concerning their own ability to implement the same activity and experience similar rates of student learning and success.

The important facet of these discussions stemmed from not only the initial modeling of the curricular-instructional strategy, but the ability of participants then to take that information and decide the extent that it was situated within their own practice. When participants felt that they could not implement the activity with the same level of fidelity as it was modeled, they would not adopt or implement the curricular-instructional strategy. As noted by Poulou (2007), participant appraisals of how successful they would be implementing a modeled curricular-instructional strategy contributed to their willingness to adopt the strategy. These findings point to the importance that vicarious information can have as a source of efficacy information as well as the importance of affording time to participants to model the strategies that are being proposed

during professional learning opportunities. This information contributes a participant's efficacy and thus, willingness to adopt the curricular-instructional innovation.

Verbal persuasion. The third source of efficacy information is verbal or social persuasion which is used to, "make people believe that they possess the capabilities which will enable them to achieve what they seek…" (Poulou, 2007). For teachers, the persuader can be the reactions of students and feedback from colleagues. Tschannen-Moran et al., (1998) notes the ways in which social persuasion can contribute to successful performances leading a teacher to attempt new teaching strategies. During PLC sessions, participants proposed curricular-instructional strategies which would often be accompanied with the ways in which the activity was successful including the feedback that they received from their students. Participants discussed activities that students enjoyed and what specifically, about the activity, the students enjoyed. For example, participants discussed reader's theater activities and the feedback they had received from their students. This feedback influenced participant decisions to implement future readers' theater activities and subsequently, activities that employed similar instructional strategies.

Participants also made curricular-instructional decisions based upon the feedback that they received from their colleagues. For example, Heidi described an escape room activity created by Sansa as genius. The other participants, upon hearing about the activity, also showed favorable reactions. As such, Sansa continued to develop and share escape rooms activities for the ancient China module. Similar discussions concerning vocabulary frontloading activities implemented by Sansa and Heidi, led participants to attempt the new strategy based on the feedback that Sansa and Heidi had received. As Tschannen-Moran et al., (1998) noted, this feedback can contribute to successful performances that lead a teacher to attempt a new strategy.

As Sansa and Heidi had received positive student feedback, Ariadne and Michelle felt confident in their abilities to attempt the activities.

Finally, participants discussed feedback that they had received from administrators and discussed that nature of that feedback as they would introduce a curricular-instructional strategy. Ariadne provide an example of a lesson on Athenian democracy and described the way in which the lesson was positively evaluated by her administrator. The lesson that Ariadne proposed also required changes to participant pacing of the ancient Greece module and a re-configuration concerning the order of their lessons. However, as a result of the positive feedback Ariadne had received, participants were encouraged by the feedback. Ultimately, that feedback contributed to their willingness to attempt the activity and make changes to their pacing.

While verbal and social persuasion is generally considered to be the weakest source of efficacy information (Tshannen-Moran et al., 1998), the feedback that participants received affected their confidence and willingness to attempt the new curricular-instructional strategy. For example, had the feedback that participants had heard and received from students, administrators, and colleagues been negative, participants may not have been as confident engaging in the new curricular-instructional task. The feedback that was conveyed seemed to bolster their confidence and reinforce the curricular-instructional choices that they invariably made. While it may be difficult to attribute these actions to levels of efficacy, when considered as part of mastery experiences, verbal and social persuasion can be an impactful factor on teacher efficacy and subsequently, influence their confidence in adopting new curricular-instructional strategies.

Physiological and emotional states. The fourth source of efficacy information is the physiological and emotional state in which people rely, partly, on to make judgements about

their capabilities (Poulou, 2007). Feelings that a teacher associates with a given teaching situation can contribute to a teacher's self-perception and ultimately, their confidence in their abilities to implement the curricular-instructional strategy. Participants in the PLC sessions discussed how the strategies they implemented made them feel in the classroom. These feelings were described in relation to how students responded to the activities. For example, Michelle described how she feels when students make connections to the content and materials that she is teaching. When examining the success or failure of an activity, participants would also describe their own reactions to student data and how student performance gave them cause to re-evaluate the curricular-instructional strategy they had employed. Heidi provided a similar example describing how an activity that had posed a challenge in her classroom made her feel and ultimately, her determination to not use the curricular-instructional strategy again.

The physiological and emotional states that are created as a result of the implementation of a curricular-instructional task can bring about feelings of anxiety and excitement, similar to the emotions identified by Tschannen-Moran et al., (1998). These feelings can then reflect positively or negatively on an individual's self-perception. As participants shared these emotional reactions, this information not only seemed to influence their own willingness to attempt the curricular-instructional strategy again but also, influenced the other participants as well. Ariadne had initially planned to implement the same activity that Heidi had described. However, as Heidi described her struggles and Ariadne indicated that she had planned on implementing it in a different way, the group perception regarding the activity seemed to shift. This finding suggests that the way in which the implementation of a curricular-instructional strategy makes a teacher feel, influences their self-perception and confidence in relation to the strategy.

Connections to teacher learning and teacher change. Several studies have been conducted showing the relationship between teacher efficacy and professional learning (Barr et al., 2015; Halvorsen et al., 2019; Henson, 2001; Mintzes et al., 2013; Ross & Bruce, 2007; Ross & Gray, 2007; Skaalvik & Skaalvik, 2007; Woolfolk-Hoy & Davis, 2006). The findings of these studies suggest that professional learning can have an effect on teacher efficacy. Similar to the findings of this study, participants engaging in the PLC were able to gain access to four sources of efficacy information that when, presented together, affected a participant's willingness to adopt a curricular-instructional strategy. The ways in which the four sources of efficacy information emerged stemmed from the structure of the PLC and the autonomy that participants had to engage in discussion that included efficacy information. Similar to reflective dialogue that was identified as a characteristic of an effective PLC by Bolam et al., (2015) and Louis et al., (1996).

Several scholars noted topics of reflective dialogue can include discussions of educational issues or problems the participants are experiencing, examinations of teaching practices, joint planning and curriculum development, the seeking of new knowledge, and applying new ideas and information to address student learning needs (Fullman, 2001; Hord, 2004, 2007; Louis et al., 1996). Participants continuously engaged in conversations concerning the topics described above but these conversations not only affected their level of participation in the PLC but also had an impact on their perceptions regarding their abilities to implement the curricular-instructional strategies proposed in the PLC. In addition, dialogue of this nature also affected participant perception regarding the potential success or failure that would be experienced in the classroom and ultimately how student outcomes would be affected.

Guskey (2002, 2020) suggested a model of teacher change (see figure 2.3) that shows the necessary information teachers need in order for the change to extend to teacher belief and attitudes stating that many teachers measure their successes and failures based upon student outcomes as well as the space and time in which teacher change occurs. The crucial point identified by Guskey (2002, 2020) emerged after the PD had concluded and was based upon student outcome information. As teacher efficacy is the confidence that teachers have in their abilities to affect student outcomes, the connection between the model of teacher change proposed by Guskey (2002, 2020) and teacher efficacy emerged throughout the course of this study. A study conducted by Mintzes et al., (2013) conducted a three-year PD and noted that self-efficacy growth was measured using self-reported participant changes to classroom teaching practices and children's behavior. The study found increases in teacher self-efficacy and teachers sense of empowerment in enacting changes to their classroom practice.

Similar to the findings presented by Takahashi (2011), participation in a context-specific surrounding such as a CoP constructed in a similar way as the PLC for this study, could influence the development of personal teacher efficacy. Halvorsen et al., (2019) echoed similar sentiments in her findings noting that through intensive PD experiences, teacher subject matter knowledge (SMK) for teaching history, curriculum design skills, and self-efficacy respective to curriculum design and teaching historical inquiry can increase. Halvorsen et al., (2019) observed changes to teachers' classroom practice evident through their lesson planning and the changes made in regard to their curricular design. These findings suggested that changes in teacher efficacy can result from in part, from participation in a PD that can elicit both growth in teacher efficacy but classroom teacher change.

Thus, if teacher change in curricular-instructional practices were to occur, participants need to have the confidence to implement the strategy which seemed to emerge from the dialogue that was undertaken in the PLC. The nature of dialogue occurring in the PLC when considered in relation to how participants enacted curricular-instructional change, was similar to the four sources of efficacy information and their levels of personal teacher efficacy. Subsequently, if the changes teachers implement are to result in changes to their beliefs and attitudes, teachers need to see evidence of success in student outcomes which is also, a source of efficacy information.

Summary of Finding Three

The purpose of this study was to examine factors that influence middle school world history teachers' curricular-instructional choices regarding female historical perspectives paying additional attention to the qualities of a professional learning community and role of teacher efficacy. To achieve this purpose three research questions were proposed to guide this study. The above finding served to answer research questions two and three by discussing the qualities of a PLC that emerged which influenced teacher curricular-instructional choice and the role of self-efficacy within the PLC. The five qualities that emerged included autonomy, collaboration, strong relations, relevance and efficacy information. Similar qualities have been proposed by researchers (Bolam et al., 2005; DuFour, 2004). Additional guidance has been provided when considering the structure of PLCs using a theoretical framework of situated learning theory and CoP (Lave, 1988; Lave and Wenger, 1991). These frameworks offer guidance in terms of the context in which teacher learning takes places and thus, yields characteristics that should be present in a PLC to improve teacher efficacy, elicit teacher learning and potentially, teacher change.

A New Adaption to the Proposed Model of Teacher Change

After considering the results of this study, a more applicable model (See Figure 5.1) of teacher change was constructed that features changes from the conceptualized model referenced in chapter two (See Figure 2.4).

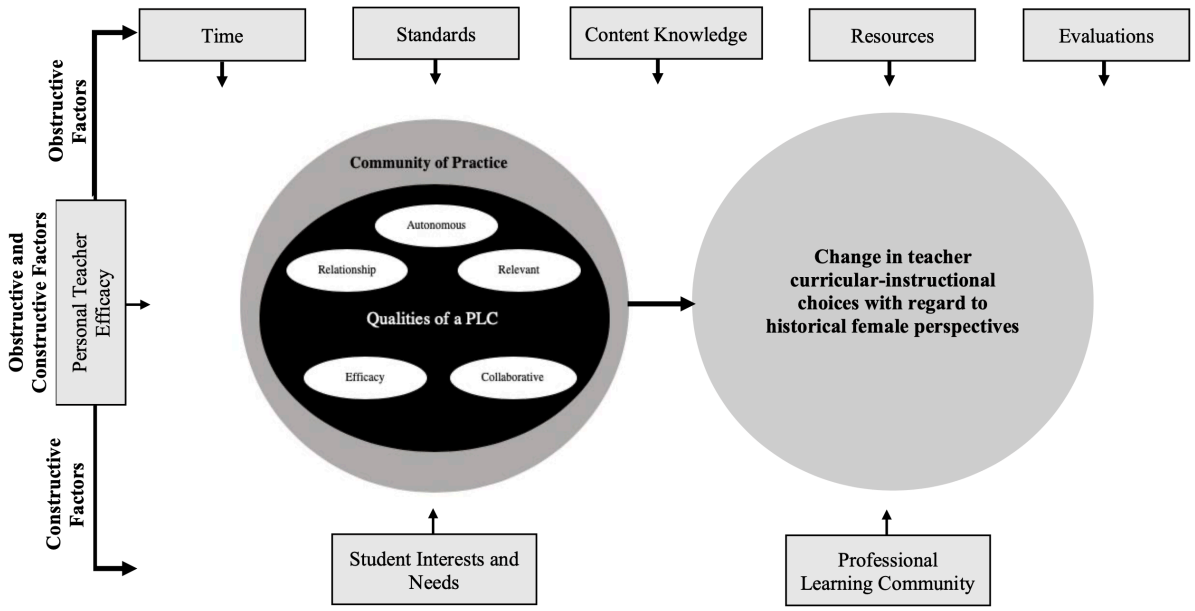


Figure 5.1: *Factors Influencing Teacher Curricular-Instructional Change with regard to Female Historical Perspectives*

This model features the factors that emerged that influence participant curricular-instructional choice with regard to historical female perspectives. As the study did not observe substantial change but rather, focused on the obstructive and constructive factors that served as precursors to change and ultimately, factors that continually informed that change. It was observed that participants brought with them and maintained considerations of both the obstructive and constructive factors while participating in the PLC. As they worked in the PLC, any changes to

their curricular-instructional practices were often initiated in the PLC which served as a source starting the process of teacher change. The model proposed by Guskey (2002, 2020) in effect, showed the process of what occurs once the teacher initiates the change in their classroom practice and how that process may ultimately, come to show a change in teacher attitudes and beliefs. The obstructive and the constructive factors serve as precursors but also, continual influences present during the process described in Guskey's (2002, 2020) model of teacher change.

Implications

The findings from this study have implications for stakeholders in the development of PLCs and teacher educators who are hoping to elicit teacher change especially as it pertains to curricular change and changes to teacher classroom practice.

All participants of this study acknowledged the importance of including women's history in the social studies curriculum. Their initial participation in the PLCs was predicated on the belief that they would be able to engage in autonomous action within the PLC but also, that the PLC was a space that they could explore ways in which they could supplement the ancient world history curriculum to include historical female perspectives. Even when presented with a supportive PLC environment, resources, and a group of teachers who expressed buy-in to the goal of ultimately, including women's history, change in classroom practices was difficult and gradual. The implications of this study provide, similar to other studies (Bair, 2008; Guskey, 2002, 2020), an examination as to why this process was difficult and gradual by highlighting the factors that come to influence curricular-instructional choices and ultimately, changes to teacher's classroom practice. Participants were willing to try new curricular-instructional

practices, however, that willingness to try these practices came after consideration for the factors identified in this study and the practicality of the classroom practices was weighed.

Balancing what a teacher needed to do and what a teacher wanted to do emerged as a manifestation of the requirements placed on their through standards and accountability reforms. Since the emergence of the social studies as a field of study in 1916 with the Jones Report, the field of social studies has been subjected to waves of reform that bring about changes to the content, the nature of curriculum and curricular materials, and methods of instruction (Byford & Russell, 2007; Evans, 2004; Hertzberg, 1981; Ravitch, 2003; Russell et al., 2012). With each wave of reform, the social studies became further entrenched in a curricular identity crisis (Evans, 2004). Upon discussion of the findings of this study, an implication emerged with regard to the identity crisis Evans (2004) alluded to. The experiences of the participants of this study reflect an issue that the field of social studies has continued to grapple with, what is the social studies. The participants of this study grappled with that very issue when making curricular-instructional choices. Their considerations however, were not concerning the ways in which they could present a holistic and coherent world history curriculum but rather, how could they best meet the mandates prescribed by the state in the allotted amount of time. The purpose of the course nor the lessons they were tasked with teaching were not given consideration and thus, the fragmentation of the social studies curriculum persists. This implication highlights the importance of PLCs as a space where teachers can potentially re-orient this perspective and begin to uncover the purpose of the content they are tasked with teacher.

If the PLC is going to serve as a space that elicits teacher change in classroom behaviors and ultimately, teachers' beliefs and attitudes, the environment within the PLC must be situated to facilitate that type of learning. Situated learning theory acknowledges that learning is a social

activity thus, PLCs must be facilitated to encourage social learning. As Guskey (2002, 2020) noted, this is a gradual process and cannot be facilitated under the guise of cognitive dissonance. Learning has to be gradual and at the pace of the participant. This study provides some insight into the qualities of a PLC that emerged and how those qualities slowly brought about some changes to teacher's curricular-instructional practices. Thus, when constructing a PLC, participants need to be provided a space where they can structure and lead the activities that will hopefully, lead them to begin making changes to their classroom practices. Similar to recommendations provided by Bair (2008) and Guskey (2002, 2020), this process should be facilitated at the pace of the teacher if changes to their beliefs and attitudes are to occur.

Participants, especially Michelle and Sansa, were expressive in their perception regarding the importance of including women's history. All participants however, indicated gaps in their content preparation and subsequently, their content knowledge which served as a significant barrier to their supplementation of the curriculum. There seemed to exist a gap in the content knowledge that prevented the participants from diving deeply into what specifically was acknowledged as missing. Further, it is difficult to acknowledge what is missing if the content knowledge does not support such action. Simply, teachers cannot teach, what they do not know. The implications of this are similar to other studies which identified lack of content knowledge as a potential reason for the continued marginalization for women's history in the social studies curriculum (Bair 2008; Crocco, 1997). By recognizing that many teachers' lack the content knowledge of multicultural history and that in order for teachers to supplement the curriculum to be more inclusive of multicultural history, those tasked with not only developing PLCs but also, tasked with educating teachers in teacher preparation programs, can work to support social studies educators who receiving content preparation reflective of the diverse demographic of

students they will be charged with teaching. Additionally, if we as a field approach social studies method in a compartmentalized fashion, prioritizing political and economic themes over social themes, true curricular change in the classroom reflective of how every person influenced human development will be difficult to facilitate.

Participants made reference to the influence that teacher culture had as a learning context for teachers. Michelle described how during her first year of teaching, teaching and school culture presented her with an abundance of information that ultimately shaped the factors that emerged throughout the course of this study. This teaching culture served as a means of reinforcing the inertia of the formal curriculum, pacing, evaluations, and resources. When considering how to best prepare future teachers, teacher educators must be increasingly aware of the powerful influence that teaching culture can have once a teacher enters the field. The implication of this finding, similar to situated learning theory (Lave, 1988; Lave and Wenger, 1991) and, highlights the power of social learning in context of a social activity and situation. If we hope to shape the teaching culture to better allow for curricular change and reform, pre-service teachers should be educated to engage with the curriculum as a critical actor. It is not enough to educate teachers to align lessons with standards. If teachers are to truly engage in the role of curricular-instructional gatekeeper, as noted by Ross (2004), they must be trained as curriculum developers. They must be trained to tend the curricular-instructional gate.

This study indicated a possible link between teacher efficacy, PLCs, and teacher curricular-instructional choices. While all participants indicated confidence in their abilities to implement the necessary social studies skills to affect student outcomes, ultimately, their willingness to engage in curricular-instructional change was based off considerations for the factors identified in this study but also, the efficacy sources of information that they received

from the PLC. This finding suggests that in order for teachers to make changes to their curricular-instructional choices, positive sources of efficacy information must be present in addition to having confidence in their abilities to affect student outcomes. Similar to the ideas presented by Guskey (2002, 2020) and Halvorsen et al., (2019), the presence of these positive sources of efficacy information coupled with strong levels of teacher efficacy can bring about changes not only to curricular-instructional practices, but also changes to teachers' beliefs and attitudes.

Recommendations for Future Research

This study sought to examine factors that influence teacher curricular-instructional choices with regard to historical female perspectives paying particular attention to PLCs and the role of teacher efficacy. Situated learning theory and communities of practice were used to understand that ways in which teacher learning occurs. Studies have emerged making use of situated learning theory and communities of practice in relation to teacher change and teacher efficacy (Bair, 2008; Halvorsen et al., 2019; Takahashi, 2011) however, further research is needed to better understand the connection between these ideas and in what ways a PLC designed using CoP influences changes to teacher classroom practice as well as the role efficacy plays in that change.

Studies have noted the connection between PLCs and PDs with teacher learning and teacher change (Borko, 2004; Halvorsen et al., 2019; Mintzes et al., 2013). However, limited work has been done investigating what happens once teachers return to the classrooms and what contributing factors lead to changes made in teacher beliefs and attitudes (Guskey, 2002; 2020). Specifically, what factors contribute to a teacher's determination as to whether the teacher adopts of the curricular-instructional practice they were presented in a PLC or PD, or does the teacher

discard the practice. Additionally, how does the nature of the PLC or PD contribute to a teachers' evaluation of its effectiveness but, ultimately, does that influence whether a teacher adopts the practices they encountered in the PLC or PD. Further research is needed to understand what factors result in changes to teachers' beliefs and attitudes with regard to the curricular-instructional practices they encountered throughout the course of professional learning opportunities such as PLCs. Additionally, further research is needed to understand what qualities are necessitated in the structure of a PLC to support and encourage changes to teacher classroom practice and ultimately, changes to teachers' attitudes and beliefs. This study offers insight into those qualities however, further study into the decision-making process teachers engage in once they leave the PLC would be beneficial.

Throughout the course of this study, participants indicated a desire to observe the classrooms of other participants. As lesson study affords opportunities for participants in PLCs to engage in classroom observation, further study investigating how the impact of a PLC designed using lesson study and the qualities identified through the course of this study would be of interest to the field. Lesson study may provide further connection to teacher efficacy by providing stronger sources of efficacy information to participants and thus, the link between PLCs designed using lesson study, teacher efficacy, and teacher change warrants further investigation. As Guskey (2002, 2020) noted, change requires continued follow-up, support, pressure and feedback. A PLC designed using lesson study may provide insight into how these implications may ultimately affect teacher change.

When examining teacher change, it is important to note that change extends to curricular design including the supplementation of underrepresented voices within the social studies curriculum. Literature concerning the underrepresentation of female perspectives and the

potential reasons behind continued marginalization have received extensive examination. However, further research is needed to understand the potential reasons behind the continued marginalization of female voices and how these reasons manifest in classroom decision-making and classroom practice. Further, professional learning has been noted as a means by which teacher change can be facilitated as well as change to teachers' beliefs and attitudes. A study conducted by Bair (2008) and Stevens and Martell (2019) provided insight into the connection between teacher belief and curricular modifications with regard to historical female perspectives. These studies note the barriers that teachers often encounter when enacting curricular modifications even with the presence of resources and despite previously held beliefs. Further research is needed in to understand the decision-making process including factors that emerge as obstructive barriers, that influences their curricular choices.

The factors that emerged in this study that were determined to influence participant curricular-instructional choices, content knowledge, standards, and time were among the strongest obstructive influences. As this study examined the ways and extent that these factors influenced curricular-instructional choices, further study into how teacher educators approach teacher preparation with regard to these factors would be valuable. Additionally, further study into ways in which teacher preparation influences teacher classroom behavior and the levels in which they feel empowered to engage in their role as curricular-instructional gatekeeper would provide useful insight into the structure of teacher preparation programs. As content preparation emerged as a barrier limiting participant abilities to engage critically with the world history curriculum and supplement for historical female perspectives, studies addressing social studies teacher content preparation and extent in which teachers are placed in the content areas they were prepared for would be interesting. Studies addressing teachers who receive content

preparation specific to women's history and their subsequent classroom behavior in regard to their curricular-instructional choices would also be useful in determining the extent that content preparation influences teacher decision-making.

Concluding Thoughts

As standards and accountability movements continue to shape the social studies curriculum including the ways in which it is taught, additional attention into the how these movements come to influence teacher curricular-instructional choices was warranted. With the contemporary climate bringing the gaps in the social studies curriculum into focus, ways in which voices that have traditionally been obscured from view need to be realized. As this work unfolds in the context of the classroom, the need to support teachers as they embark on these difficult curricular endeavors is of vital import. Teachers are often placed in the position of having to balance the curricular-instructional tasks they need to include with what they want to include. These needs are pre-determined rendering limited opportunities for teachers to tend the curricular-instructional gate. PLCs have emerged as an area that can provide the means of support that teachers need in order to enact curricular-instructional change and fulfill their professional roles as curricular-instructional gatekeepers.

The purpose of this study examined the factors that influenced teacher curricular-instructional choices with regard to historical female perspectives in the hopes of uncovering the ways in which teachers engage in classroom decision-making. This decision-making process is not easy nor without complication as teachers face many obstructing factors that limit their abilities to fulfill their role as curricular-instructional gatekeeper. It is these factors which also serve as barriers to the inclusion of women's history. However, as we continue down the path of gender-equity with the social studies curriculum, I am confident that a PLC designed using a

CoP model, can provide a constructive factor empowering teachers to develop a curriculum that meets then needs and interests of the diverse student population.

LIST OF REFERENCES

Adler, S. (1991). The reflective practitioner and the curriculum of teacher education. *Journal of Education for Teaching*, *17*(2), 139-150.

Adler, S. A. (2004). Critical Issues in Social Studies Teacher Education. *Research in Social Education*. Information Age Publishing.

Adler, J. (2000). Conceptualising resources as a theme for teacher education. *Journal of Mathematics Teacher Education, 3*, 205-224.

Allardyce, G. (1982). The rise and fall of the western civilization course. *The American Historical Review, 87*(3), 695–725.

Allardyce, G. (1990). Toward world history: American historians and the coming of the world history course. *Journal of World History*, *1*(1), 23-76.

Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education*, *17*(2), 86-95.

Andrews, D., & Lewis, M. (2004). Building sustainable futures: Emerging understandings of the significant contribution of the professional learning community. *Improving Schools*, *7*(2), 129-150.

Ashton, P. (1984). Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, *35*(5), 28-32.

Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. Longman Publishing Group.

Armor, D. (1976). *Analysis of the school preferred reading program in selected Los Angeles minority schools*. Rand.

Au, W. (2009). Social studies, social justice: W(h)ither the social studies in high-stakes testing?. *Teacher Education Quarterly, 36*(1), 43-58.

Bain, R. B. (2011). Considering the "hidden" challenges of teaching and learning world history. *Historically Speaking*, *12*(3), 20-22.

Bain, R. B. (2012). Challenges of teaching and learning world history. *A Companion to World History*, 111-127.

Bair, S. D. (2008). Integrating women's history in social studies: Lessons learned from a college/school partnership. *Social Studies Research & Practice, 3*(1), 80–94.

Bair, S., Williams, L., & Fralinger, M. (2008). Integrating women's history into an early American history course: Three lesson ideas. *The Social Studies, 99(*4), 174–180.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191.

Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.

Banerjee, N., Stearns, E., Moller, S., & Mickelson, R. A. (2017). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. *American Journal of Education*, *123*(2).

Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. *Theoretical Foundations of Learning Environments, 1*(1), 25-55.

Barnes, M. S. 1885. Studies in general history. Boston: DC Heath.

Barr, D. J., Boulay, B., Selman, R. L., McCormick, R., Lowenstein, E., Gamse, B., ... & Leonard, M. B. (2015). A randomized controlled trial of professional development for

interdisciplinary civic education: Impacts on humanities teachers and their students. *Teachers College Record*, *117*(2), 1-52.

Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Routledge.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, *13*, 544-559.

Beard, C. (1908). A plea for greater stress upon the modern period. *Proceedings of the Association of History Teachers of the Middle States and Maryland, 8*, 12–15.

Bennett, L. B., & Williams, F. J. (2014). Using images of women in American history. *Social Studies and the Young Learner, 26*(3), 15–18

Berkin, C., Crocco, M., & Winslow, B. (Eds.). (2009). *Clio in the classroom: A guide for teaching US women's history*. Oxford University Press.

Bernard-Powers, J. (1996). Engendering social studies: Perspectives, texts, and teaching. *Theory & Research in Social Education, 24*(1), 2–7.

Bernard-Powers, J. (2007). Social studies. In B.J. Bank, S. Delamont, C. Marshall (Eds.) *Gender and education: An encyclopedia* (Vol. 1, pp. 331–338). Westport, CT: Greenwood Publishing.

Bhattacharya, K. (2017). *Fundamentals of qualitative research: A practical guide*. New York: Routledge.

Bohan, C. H. (2017). Gender and feminist scholarship in social studies research: A dynamic theoretical framework living on the edges. In M. M. Manfra & C. M. Bolick (Eds.), *The Wiley handbook of social studies research* (pp. 227–253). New York: John Wiley and Sons.

Bolam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., Greenwood, A., & Smith, M. (2005). *Creating and sustaining effective professional learning communities*, *637*.

Bolster, A. S. (1983). Toward a more effective model of research on teaching. *Harvard Educational Review, 53*, 294-308

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3-15.

Braudel, F. (1980). History and the Social Sciences: The Longue Duree. In F. Braudel (ed.) *On History*.

Brown, B. (1983). Standards-based education reform in the United States since "A Nation at Risk". *Education*, *26*.

Brugar, K., Halvorsen, A., & Hernandez, S. (2014). Where are the women? A classroom inquiry into social studies textbooks. *Social Studies and the Young Learner, 26*(3), 28–31.

Byford, J., & Russell, W. (2007). The New Social Studies: A historical examination of curriculum reform. *Social Studies Research and Practice*, *2*(1), 38-48.

Buysse, V., Sparkman, K. L., & Wesley, P. W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional Children, 69*, 263-277.

Cavanagh, S. (2007). World history and geography gain traction in class. *Education Week, 26*(28), 10.

Chick, K. A. (2006). Gender balance in K–12 American history textbooks. *Social Studies Research and Practice, 1*(3), 284–290.

Chick, K. A. (2008). Teaching women's history through literature: Standards-based lesson plans for grades K-12 (Vol. 107). Silver Spring, MD: National Council for the Social Studies.

Cheney, L. V. (1994). The end of history. *The Historian*, *57*(2), 454-456.

Christian, D. (2003). World history in context. *Journal of World History, 14*(4): 437–458.

Clark, R., Allard, J., & Mahoney, T. (2004). How much of the sky? Women in American high school history textbooks from the 1960s, 1980s and 1990s. *Social Education, 68*(1), 57-62.

Clark, R., Ayton, K., Frechette, N., & Keller, P. J. (2005). Women of the world, re-write! Women in American world history high school textbooks from the 1960s, 1980s, and 1990s. *Social Education, 69*(1), 41–46.

Collier, T. F. (1913). The history teacher's opportunity. *The History Teacher's Magazine*. *4*(4), 91–94.

Commeyras, M., & Alvermann, D. E. (1996). Reading about women in world history textbooks from one feminist perspective. *Gender and Education, 8*(1), 31–48.

Cott, N. F., & Faust, D. G. (2005). Recent directions in gender and women's history. *Magazine of History, 19*(2), 4-5.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2015). *A concise introduction to mixed methods research*. Thousand Oaks, CA: Sage Publications.

Crocco, M. S. (1997). Making time for women's history. *Social Education, 61*(1), 32-37.

Crocco, M. S. (2001). The missing discourse about gender and sexuality in the social studies. *Theory Into Practice, 40*(1), 65–71.

Crocco, M. S. (2005). Teaching Shabanu: The challenges of using world literature in the US social studies classroom. *Journal of Curriculum Studies*, *37*(5), 561-582.

Crocco, M. S. (2007). Speaking truth to power: Women's rights as human rights. *The Social*

Studies, 98(6), 257–269.

Crocco, M. S. (2008). Gender and sexuality in the social studies. In L. S. Levstik & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 172–196). New York: Routledge.

Crocco, M. S. (2018). Teaching gender and social studies in the #MeToo era. *Social Studies Journal, 38*(1), 6-16.

Crocco, M. S., & Cramer, J. (2005). Women, webquests, and controversial issues in the social studies. *Social Education, 69*(4), 143-148.

Crocco, M. S., & Livingston, E. (2017). Becoming an "expert" social studies teacher. *The Wiley Handbook of Social Studies Research, 5*, 360-384.

Cruz, B. C., & Groendal-Cobb, J. L. (1998). Incorporating women's voices into the middle and senior high school history curriculum. *The Social Studies, 89*(6), 271–275.

Cushman, M. (2014). Scouting out a progressive role model: Here come the Girl Scouts! *Social Studies and the Young Learner, 26*(3), 19–21.

Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi Delta Kappan*, *92*(6), 81-92.

DeChano-Cook, L. M. (2012). Social studies and grade level content expectations in Michigan. *The Journal of Social Studies Research, 36*(2), 168–189.

Desimone, L. M. (2009) Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181-199.

Desimone, L. M. (2011). A primer on effective professional development. *Phi Delta Kappa*, *92*(6), 68-71.

Desimone, L. M., Porter, A. C., Garet, M.S., Yoon, K. S., & Birman, B. F. (2002). Professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis, 24*(2), 81-112.

Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2014). Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted*, *37*(2), 111-127.

DuBois, E. C., & Dumenil, L. (2012). *Through women's eyes: An American history*. Boston, MA: Bedford St. Martin's.

DuFour, R. (2004). What is a" professional learning community"?. *Educational Leadership*, *61*(8), 6-11.

DuFour, R., & Eaker, R. (Eds.). (2009). *On common ground: The power of professional learning communities*. Solution Tree Press.

Dunn, R. E. (1999). Contending definitions of world history: Which one should we choose for the classroom?. *Issues in Global Education*, *151*.

Dunn, R. (2002). Growing good citizens with a world-centered curriculum. *Educational Leadership, 60*(2), 10-13.

Eisner, E. W. (1994). *The educational imagination: On the design and evaluation of school programs (3rd ed.)*. New York: Macmillan.

Eisner, E. W. (2002). What can education learn from the arts about the practice of education?. *Journal of Curriculum and Supervision*, *18*(1), 4-16.

Engebretson, K. E. (2014). Another missed opportunity: Gender in the national curriculum standards for social studies. *Social Studies Research and Practice, 9*(3), 21–34.

Engebretson, K. E. (2016). Talking (fe)male: Examining the gendered discourses of preservice teachers. *Gender and Education, 28*(1), 37–54

Evans, R. W. (2004). *The social studies wars: What should we teach the children?*. Teachers College Press.

Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills for school professionals*. White Plains, NY: Longman Publishing Group.

Frisch, M. (1989, March). American history and the structures of collective memory: A modest exercise in empirical iconography. *Journal of American History, 75*, 1130–1155

Ghaith, G., & Yaghi, H. (1997). Relationships among experience, teacher efficacy, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, *13*(4), 451-458.

Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology, 76*, 569–582.

Girard, B., & Harris, L. M. (2018). Global and World History Education. In S.A. Metzger & L. M. Harris (Eds.), *The Wiley International Handbook of History Teaching and Learning* (pp.253-280). Malden, MA: Wiley-Blackwell.

Goddard, R. D., & Goddard, Y. L. (2001). A multilevel analysis of the relationship between teacher and collective efficacy in urban schools. *Teaching and Teacher Education*, *17*(7), 807-818.

Gollnick, D., Sadker, D., & Sadker, M. (1982). Beyond the Dick and Jane syndrome: Confronting sex bias in instructional materials. In D. Sadker & M. Sadker (Eds.), *Sex equity handbook for schools* (pp. 60-95). New York: Longman

Grant, C. A. (2005). Research and multicultural education: Barriers, needs and boundaries. In *Research in Multicultural Education* (pp. 11-22). Routledge.

Griffith, R., Massey, D., & Atkinson, T. S. (2013). Examining the Forces That Guide Teaching Decisions. *Reading Horizons*, *52*(4).

Griffin, G. A. (1983). Introduction: The work of staff development. In G. A. Griffin (Ed.), *Staff development. Eighty-second yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press.

Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *The Teachers College Record*, *103*, 942-1012.

Gulamhussein, A. (2013). The core of professional development. *American School Board Journal*, *197*(1), 22-6.

Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, *4*(1), 63-69.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching, 8*(3), 381-391.

Guskey, T. R. (2020). Flip the script on change. *The Learning Professional*, *41*(2), 18-22.

Haertel, E. H. (1999). Performance assessment and education reform. *Phi Delta Kappa*, *80*(9), 662.

Hahn, C. L. (1975). Eliminating sexism from the schools: Implementing change. *Special Section in Social Education, 39*(3), 133–136.

Hahn, C. L. (1996). Research on issues-centered social studies. *Handbook on Teaching Social Issues*, 25-41.

Hahn, C. L., Bernard-Powers, J., Crocco, M. S., & Woyshner, C. (2007). Gender equity in social studies. In S. S. Klein (Ed.), *Handbook for achieving gender equity through education* (pp. 334–359). New York: Routledge.

Halvorsen, A. L., Harris, L. M., Doornbos, L., & Missias, M. T. (2019). Community in Context: Professional Development for Teaching Historical Inquiry. *Teacher Education Quarterly, 46*(2), 81-114.

Harnett, J. (1919). European history in the high school. *Supplement to the Historical Outlook, X* (5), 282–298.

Hart, A. B. (1915). Methods of history. *Journal of the New York State Teachers' Association, March:* 41–53.

Hayes, C. (1913). The propriety and value of the study of recent history. *Proceedings of the Association of History Teachers of the Middle States and Maryland*, 243–246.

Hayes, C., & P. T. Moon. (1923). *Modern history*. New York: Macmillan.

Heafner, T. L. (2018). More social studies?: Examining instructional policies of time and testing in elementary school. *The Journal of Social Studies Research*, *42*(3), 229-237.

Hertzberg, H. W. (1981). *Social Studies Reform 1880-1980*. Boulder, CO: SSEC Publications.

Henson, R. K. (2002). From adolescent angst to adulthood: Substantive implications and measurement dilemmas in the development of teacher efficacy research. *Educational Psychologist*, *37*(3), 137-150.

Hord, S. M. (Ed.). (2004). *Learning together, leading together: Changing schools through professional learning communities*. Teachers College Press.

Hummel, H. G. (1993). Distance education and situated learning: paradox or partnership? *Educational Technology*, 11-22.

Janssen, F., Westbroek, H., & Doyle, W. (2015). Practicality studies: How to move from what works in principle to what works in practice. *Journal of the Learning Sciences*, *24*(1), 176-186.

Karnes, M. (2000). Girls Can Be President: Generating Interest in an Inclusive History. *Social Education*, *64*(1).

Keirn, T. (2018). History curriculum, standards, and assessment policies and olitics: US Experiences. *The Wiley International Handbook of History Teaching and Learning*, 13.

Kenna, J., & Russell, W. (2018). The Culture and history of standards-based educational reform and social studies in America. *Journal of Culture and Values in Education*, *1*(1), 26-49.

King, M. B., & Newman. F. M. (2001). Building school capacity through professional development: Conceptual and empirical considerations. *The International Journal of Educational Management, 15*(2), 86-94.

Krippendorff, K. (2003). *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage Publications.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Lave, J. (1991). Situating learning in communities of practice. In Resnick, L. B., Levine, J. M., & Teasley, S. D. (Eds.), *Perspectives on Socially Shared Cognition,* (pp. 63-82). Washington, D.C.: American Psychological Association.

Lerner, G. (2005). *The majority finds its past: Placing women in* history (2nd ed.). Chapel Hill, NC: University of North Carolina Press.

Lerner, G. (2009). *Living with history/Making social change*. Chapel Hill, NC: University of North Carolina Press.

Lemke, J. L. (1997). Cognition, context, and learning: A social semiotic perspective. In D. Kirshner & J.A. Whitson (Eds.), *Situated Cognition: Social, Semiotic, and Psychological Perspectives*, (pp. 37-56). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Levstik, L. S. (1998). Early Adolescents' Understanding of the Historical Significance of Women's Rights. *International Journal of Social Education*, *12*(2), 19-34.

Levstik, L. (2009). What educational research says about teaching and learning women's history. In C. Berkin, M. S. Crocco, & B. Winslow (Eds.), *Clio in the classroom* (pp. 281–297). New York, NY: Oxford University Press.

Levstik, L. S., & Groth, J. (2002). "Scary thing being an eighth grader": Exploring gender and sexuality in a middle school U.S. history unit. *Theory and Research in Social Education, 30*(2), 233-254.

Lieberman, A., & Miller, L. (2008). *Teachers in professional communities: Improving teaching and learning*. Teachers College Press.

Lieberman, A., & Wood, D. R. (2003). *Inside the National Writing Project: Connecting network learning and classroom teaching* (Vol. 35). Teachers college press.

Lincoln, Y. S., & Guba, E. G. (1985). *Establishing trustworthiness: Naturalistic inquiry*, Thousand Oaks, CA: Sage Publications.

Lockhard, C. A. (2000). World history and the public: The National Standards debate. Perspectives, May: 22–27.

Lortie, D. C. (1975). *Schoolteacher: A Sociological Study*. Chicago: The University of Chicago Press.

Louis, K. S., Marks, H. M., & Kruse, S. (1996). Professional community in restructuring schools. *American Educational Research Journal, 33*, 757–798.

Manning, P. (2003). *Navigating world history: Historians create a global past*. New York: Palgrave.

Marino, M. (2010). World history and teacher education: Challenges and possibilities. *The Social Studies*, *102*(1), 3-8.

Marsh, J. A., Bertrand, M., & Huguet, A. (2015). Using data to alter instructional practice: The mediating role of coaches and professional learning communities. *Teachers College Record*, *117*(4), 1-40.

Marshall, P. L., Jacot, A. L., & Gamble, A. F. (2015). How Elementary Teachers Imagine Social Studies in an Age of Teacher Assessments. *Social Studies Research & Practice*, *10*(2).

Martell, C. C., & Stevens, K. M. (2016). The Beliefs and Practices of Race-Conscious Social Studies Teachers. *AERA Online Paper Repository*.

Martell, C. C., & Stevens, K. M. (2017). Becoming a race-conscious social studies teacher: The influence of personal and professional experiences. *The Social Studies*, *108*(6), 249-260.

McElroy, R. 1916. Classroom treatment of recent events in Europe and America. *The History Teacher's Magazine, 7*(3): 85–88.

McIntosh, P. (1983). Interactive phases of curricular re-vision: A feminist perspective. Working paper no. 124. Wellesley, MA: Center for Research on Women, Wellesley College.

McLaughlin, M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement* (Vol. 45). Teachers College Press.

Merriam, S. B. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education*. San Francisco, CA: Jossey-Bass Publishers.

Merryfield, M. M., & Crocco, M. S. (2003). Women of the world: A special issue. *Social Education, 67*(1), 1–64.

Merryfield, M. M., & Subedi, B. (2003). A global education framework for teaching about the world's women. *Social Education, 67*(1), 10–16.

Midgley, C., Feldlaufer, H., & Eccles, J. S. (1989). Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school. *Journal of Educational Psychology*, *81*(2), 247.

Miles, M. B., & Huberman, A. M., (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

Milner, H. R. (2002). A case study of an experienced English teacher's self-efficacy and persistence through" crisis" situations: Theoretical and practical considerations. *The High School Journal*, *86*(1), 28-35.

Mintzes, J. J., Marcum, B., Messerschmidt-Yates, C., & Mark, A. (2013). Enhancing self-efficacy in elementary science teaching with professional learning communities. *Journal of Science Teacher Education*, *24*(7), 1201-1218.

Monaghan, M.M. (2014). Gender equity and education: Examining pre-service teachers' perceptions. *Gender, Education, Music & Society, 7*(8), 4-12.

Monk, J. (2004). Women, gender, and the histories of American geography. *Annals of the Association of American geographers, 94*(1), 1–22.

Montgomery, S., Christie, E., & Staudt, J. (2014). Rethinking Women's History Month to inspire civic action. *Social Studies and the Young Learner*, *26*(3), 10-14.

Nash, G. B. (1997). Reflections on the national history standards. *Phi Kappa Phi Forum*, *77(*3), 14.

Noddings, N. (1992). Social studies and feminism. *Theory and Research in Social Education, 20*(3), 230–241.

Noddings, N. (2001). The care tradition: Beyond "add women and stir." *Theory Into Practice, 40*(1), 29–34.

Noddings, N. (2003). Is teaching a practice? *Journal of Philosophy of Education, 37*(2), 241–251.

Noddings, N. (2015). *A richer, brighter vision for American high schools*. New York, NY: Cambridge University Press.

Pace, J. L. (2011). The complex and unequal impact of high stakes accountability on untested social studies. *Theory & Research in Social Education*, *39*(1), 32-60.

Parker, W. C. (1987). Teachers' mediation in social studies. *Theory & Research in Social Education*, *15*(1), 1-22.

Pella, S. (2011). A situative perspective on developing writing pedagogy in a teacher professional learning community. *Teacher Education Quarterly*, *38*(1), 107-125.

Poekert, P. E. (2012). Teacher leadership and professional development: Examining links between two concepts central to school improvement. *Professional Development in Education*, *38*(2), 169-188.

Porter, P. (2010). Where are the boys? *Social Studies Review, 49*(1), 69–71.

Poulou, M. (2007). Personal teaching efficacy and its sources: Student teachers' perceptions. *Educational Psychology*, *27*(2), 191-218.

Ravitch, D. (2003). A brief history of social studies. *Where Did Social Studies Go Wrong*, 1-5.

Riggs, I. M. (1988). *The development of an elementary teachers' science teaching efficacy belief instrument* (Unpublished doctoral dissertation). Kansas State University, Manhattan, KS.

Riggs, I. M., & Enochs, L. G. (1990). Toward the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education, 74*(6), 625-637.

Risinger, C. F. (2013). The amazing Nellie Bly: Teaching about women in United States history. *Social Education, 77*(1), 42–43.

Robinson, J. H. (1911). The new history. *Proceedings of the American Philosophical Society, 50*(199): 179–190.

Ross, E. W. (2006). The struggle for the social studies curriculum. *The Social Studies Curriculum Purposes, Problems, and Possibilities*, *3*, 17-37.

Ross, E. W. (Ed.). (2014). *Social Studies Curriculum, The: Purposes, Problems, and Possibilities*. SUNY Press.

Ross, E. W., Cornett, J. W., & McCutcheon, G. A. I. L. (1992). Teacher personal theorizing and research on curriculum and teaching. *Teacher Personal Theorizing: Connecting Curriculum Practice, Theory, and Research*, 3-18.

Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education*, 51-65.

Ross, J. A. (1994). Beliefs That Make a Difference: The Origins and Impacts of Teacher Efficacy.

Ross, J., & Bruce, C. (2007). Professional development effects on teacher efficacy: Results of randomized field trial. *The Journal of Educational Research*, *101*(1), 50-60.

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, *80*(1), 1.

Russell III, W. B., Waters, S., & Turner, T. N. (2012). *Essentials of elementary social studies*. New York: Routledge.

Sadker, D., & Silber, E. S. (2007). *Gender in the classroom: Foundations, skills, methods, and strategies across the curriculum*. New York: Routledge.

Sadker, D., Sadker, M., & Zittleman, K. R. (2009). *Still failing at fairness: How gender bias cheats girls and boys in school and what we can do about it*. New York: Simon and Schuster.

Saldaña, J. (2015). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage Publications.

Salinas, C. (2006). Educating late arrival high school immigrant students: A call for a more democratic curriculum. *Multicultural Perspectives*, *8*(1), 20-27.

Schafer, C. M. (2007). *A deliberate reconstruction and reconfiguring of women in history: One teacher's attempt at transforming a U.S. history curriculum*. Doctoral dissertation. Retrieved from http:// scholarworks.gsu.edu/theses/

Scheiner–Fisher, C., & Russell, W. B. (2012). Using historical films to promote gender equity in the history curriculum. *The Social Studies, 103*, 221–225

Schmeichel, M. (2011). Feminism, neoliberalism, and social studies. *Theory & Research in Social Education, 39*(1), 6–31.

Schmeichel, M. (2014). "Women made it a home": Representations of women in social studies. *Pedagogies: An International Journal, 9*(3), 233–249.

Schmeichel, M. (2015). Skirting around critical feminist rationales for teaching women in social studies. *Theory & Research in Social Education, 43*(1), 1–27.

Schmidt, S. J. (2012). Am I a woman? The normalisation of woman in US History. *Gender and Education, 24*(7), 707–724.

Scholz, R. W., & Tietje, O. (2002). *Embedded case study methods: Integrating quantitative and qualitative knowledge*. Thousand Oaks, CA: Sage Publications.

Schunk, D. H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, *57*(2), 149-174.

Scott, J. W. (1997). Comment on "Women's history and the National History Standards." *Journal of Women's History, 9*(3), 172–176.

Shaver, J. P. (1979). The usefulness of educational research in curricular/instructional decision-making in social studies. *Theory & Research in Social Education*, *7*(3), 21-46.

Sincero, P., & Woyshner, C. (2003). Writing women into the curriculum. *Social Education, 67*(4), 218-225.

Sleeter, C. E., & Grant, C. A. (2003). *Making Choices for Multicultural Education*. New York: Merrill.

Smith, N. M. (2018). *Effectively Preparing Teachers: A Study of Preparedness of Social Studies Teachers for Common Core* (Doctoral dissertation, Grand Canyon University).

Smolleck, L. D., Zembal-Saul, C., & Yoder, E. P. (2006). The development and validation of an instrument to measure preservice teachers' self-efficacy in regard to the teaching of science as inquiry. *Journal of Science Teacher Education*, *17*(2), 137-163.

Smylie, M. A. (1988). The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change. *American Educational Research Journal*, *25*(1), 1-30.

Sommers, J. (2008). Historical arabesques: Patterns of history. *World History Connected*, *5*(3).

Spradley, J. P. (1980). *Participant observation*. New York: Holt, Rinehart, and Winston.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.

Stavrianos, L. S. (1964). A global perspective in the organization of world history. In S. Engle *New perspectives in world history: Thirty fourth yearbook of the National Council of Social Studies* (pp. 616–620). Washington, DC: NCSS Publications

Steinhoff, A. J. (2006). Taking the next step: World history and general education on the American campus. *World History Connected, 3*(3).

Stevens, K. M., & Martell, C. (2019). Feminist social studies teachers: The role of teachers' backgrounds and beliefs in shaping gender-equitable practices. *Journal of Social Studies Research, 43*(1), 1–16.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, *7*(4), 221-258.

Style, E. (1988). Curriculum as window and mirror. *Listening for All voices: Gender Balancing the School Curriculum*, 6-12.

Takahashi, S. (2011). Co-constructing efficacy: A "communities of practice" perspective on teachers' efficacy beliefs. *Teaching and Teacher Education*, *27*(4), 732-741.

Tam, A. C. F. (2015). The role of a professional learning community in teacher change: A perspective from beliefs and practices. *Teachers and Teaching*, *21*(1), 22-43.

Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.

Teteault, M. K. (1986). It's so opinioney. *Journal of Education, 168,* 78-95

Thornton, S. J. (1989). *Aspiration and Practice: Teacher as Curricular-Instructional Gatekeeper in Social Studies*.

Thornton, S. J. (2005). *Teaching social studies that matters: Curriculum for active learning*. New York: Teachers College Press.

Thornton, S. J. (2010). What is world history?. *The Social Studies, 102*(1), 1-2.

Tetreault, M. K. (1986). Integrating women's history: The case of United States history textbooks. *The History Teacher, 19*(2), 211–262.

Tetreault, M. K. (Ed.). (1987). Women, gender, and the social studies. *Special Section in Social Education, 51*(3) 167–168.

Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*(2), 202-248.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, *17*(7), 783-805.

Trecker, J. L. (1971). Women in US history high school textbooks. *Social Education, 35*, 249-260.

Tryon, R. 1917. A brief review of current literature relating to history and the teaching of history in junior and senior high school. *The School Review 25*(9): 684–693.

Walkerdine, V. (1997). Redefining the subject in situated cognition theory. In D. Kirshner & J.A. Whitson (Eds.), *Situated cognition: social, semiotic and psychological perspectives* (pp. 57-70). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Waters, S., & Magliocca, A. (2018). Times up world history: Broadening the world history narrative. *The Social Studies*, *109*(4), 192-201.

Watson-Canning, A. (2019). *Ripping the "Paper Ceiling": How Social Studies Teachers Conceive and Enact the Integration of Gender and Women's Experiences in Their Curriculum* (Doctoral dissertation, University of South Florida).

Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems Thinker, 9*(5), 2-3.

Wenger, E. (2011). Communities of practice: A brief introduction.

Westheimer, J. (1998). *Among school teachers: Community, autonomy and ideology in teachers' work*. Teachers College Press.

Wiesner–Hanks, M. (2007). World history and the history of women, gender, & sexuality. *Journal of World History, 18*(1), 53–67.

Williams, J. K., & Maloyed, C. L. (2013). Much ado about Texas: Civics in the social studies curriculum. *The History Teacher, 47*(1), 25–40.

Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.

Winslow, B. (2013). Clio in the curriculum: The state of women and women's history in the middle and high school curriculum… and perhaps a way forward. *Journal of Women's History, 25*(4), 319-332.

Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, *6*(2), 137-148.

Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, *82*(1), 81.

Woyshner, C. (2002). Political history as women's history: Toward a more inclusive curriculum. *Theory & Research in Social Education*, *30*(3), 354-380.

Woyshner, C. (2006). Picturing women: gender, images, and representation in social studies. *Social Education, 70*(6), 358–362.

Woyshner, C., & Schocker, J. B. (2015). Cultural parallax and content analysis: Images of black women in high school history textbooks. *Theory & Research in Social Education, 43*(4), 441–468.

Valli, L., & Stout, M. (2004). Continuing professional development for social studies teachers. *Critical Issues in Social Studies Teacher Education*, 165-188.

van Hover, S., & Hicks, D. (2018). History teacher preparation and professional development. In S.A. Metzger & L. M. Harris (Eds.), *The Wiley International Handbook of History Teaching and Learning* (pp. 391-428). Malden, MA: Wiley-Blackwell.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, *24*(1), 80-91.

Yin, R. K. (2015). *Qualitative research from start to finish*. New York: Guilford Publications.

Yin, R. K. (2017). *Case study research and applications: Design and methods*. Thousand Oaks, CA: Sage publications.

Yost, R. (2002). "I think I can": Mentoring as a means of enhancing teacher efficacy. *The Clearing House*, *75*(4), 195-197.

Zittleman, K., & Sadker, D. (2003). Teacher education textbooks: The unfinished gender revolution. *Educational Leadership, 60*(4), 59–63.

Zook, M. S. (2002). Integrating men's history into women's history: A proposition. *The History Teacher, 35*(3), 373–387.

APPENDICES

Appendix A

Case Study Data Collection Protocol

The following case study protocol was organized to focus on the research questions that guide this study. Per Yin (2018), the outline for the following case study protocol is as follows: a) overview of the case study, b) data collection procedures, c) protocol questions, and d) tentative outline for the case study report.

Overview of the Case Study

The purpose of this study was to examine factors that influence middle school world history teachers' instructional regarding historical female perspectives using an embedded case study design. Among the factors examined, additional attention was paid to the qualities of a professional learning community and the role of teacher efficacy on curricular-instructional choices. To achieve this purpose, the following research questions guided this study:

1. What factors influence a middle school world history teacher when making curricular-instructional choices inclusive of historical female perspectives?
2. What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher inclusive of historical female perspectives?
3. What role does personal teacher efficacy play in influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

The study took place in an east Tennessee urban school district with participants coming from different schools within the same school district. All participants were sixth grade ancient world history teachers.

Data Collection Procedures

This study made use of a survey instrument adapted to be specific to the field of social studies. Data collection in this study was tied to the availability and willingness of the participants. The SSTEBI was administered twice throughout the duration of the study with the first administration taking place at the start of the study prior to interviews and PLC. The second administration of the SSTEBI took place after the conclusion of the PLC. The study also used semi-structured qualitative interviews. Audio recording of the interviews were taken using an audio recording device with audio being immediately uploaded to a computer. PLC sessions occurred at a convenient location to all participants which required pre-planning and coordination given the means of data collection regarding these sessions, notably the use of audio and visual recording. Additionally, as artifacts were also part of data collection, maintaining organization of all materials was crucial thereby necessitating the creation of a Google Drive that every participant had access to.

The following proposed data collection timeline is proposed:

Data Source	Date of Collection	Method of Collection
SSTEBI	mid to end of October	Online Platform: QuestionPro
First Semester Interviews	Mid to End of October	Audio recording
Session 1: PLC	Early to mid November 2019	Audio/Video recording Artifacts Field Notes
Session 2: PLC	mid to end December 2019	Audio/Video recording Artifacts Field Notes
Session 3: PLC	Early to mid January 2020	Audio/Video recording Artifacts (One-pager) Field Notes
Session 4: PLC	mid to end January 2020	Audio/Video recording

		Artifacts ("Greekies") Field Notes
Session 5: PLC	Early February 2020	Audio/Video recording Artifacts Field Notes
SSTEBI	Mid February 2020	Online Platform: QuestionPro
Second Semester Interviews	Mid February 2020	Audio recording

Protocol Questions

The following questions served as a guide to the research to help ensure and maintain the focus of the study and data collection. An expansion of the research questions was used to guide this section.

1. What factors influence a middle school world history teacher when making curricular-instructional choices inclusive of historical female perspectives?
2. What qualities of a professional learning community influence curricular-instructional choices of a middle school world history teacher inclusive of historical female perspectives?
3. What role does personal teacher efficacy play in influencing curricular-instructional choices of a middle school world history teacher with regard to historical female perspectives?

Tentative Outline for the Case Study Report

The following template will be used to report the findings of the case study:

A. Research Question

B. Data Analysis

C. Results

Appendix B

Survey Instrument: *Social Studies Teacher Efficacy Belief Instruction* (SSTEBI)

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement.

SA = Strongly Agree

A = Agree

UN = Uncertain

D = Disagree

SD = Strongly Disagree

1. When a student does better than usual in social studies, it is often because the teacher exerted a little extra effort.	**SA / A / UN / D / SD**
2. I am continually finding better ways to teach social studies.	**SA / A / UN / D / SD**
3. Even when I try very hard, I don't teach social studies as well as I do most subjects.	**SA / A / UN / D / SD**
4. When the social studies grades of students improve, it is most often due to their teacher having found a more effective teaching approach.	**SA / A / UN / D / SD**
5. I know the steps necessary to teach social studies concepts effectively.	**SA / A / UN / D / SD**
6. If students are underachieving in social studies, it is most likely due to ineffective social studies teaching.	**SA / A / UN / D / SD**
7. I generally teach social studies ineffectively.	**SA / A / UN / D / SD**

8. The inadequacy of a student's social studies background can be overcome by good teaching.	**SA / A / UN / D / SD**
9. The low social studies achievement of some students cannot generally be blamed on their teachers.	**SA / A / UN / D / SD**
10. When a low achieving child progresses in social studies, it is usually due to extra attention given by the teacher.	**SA / A / UN / D / SD**
11. I understand social studies concepts well enough to be effective in teaching social studies.	**SA / A / UN / D / SD**
12. Increased effort in social studies teaching produces little change in some students' social studies achievement.	**SA / A / UN / D / SD**
13. The teacher is generally responsible for the achievement of students in social studies.	**SA / A / UN / D / SD**
14. Students' achievement in social studies is directly related to their teacher's effectiveness in social studies teaching.	**SA / A / UN / D / SD**
15. If parents comment that their child showing more interest in social studies at school, it is probably due to the performance of the child's teacher.	**SA / A / UN / D / SD**
16. I find it difficult to explain to students the purpose of learning social studies.	**SA / A / UN / D / SD**
17. I am typically able to answer students' social studies questions.	**SA / A / UN / D / SD**
18. I wonder if I have the necessary skills to teach social studies.	**SA / A / UN / D / SD**
19. Effectiveness in social studies teaching as little influence on the achievement of students with low motivation.	**SA / A / UN / D / SD**

20. Given a choice, I would not invite the principal to evaluate my social studies teaching.	**SA / A / UN / D / SD**
21. When a student has difficulty understanding a social studies concept, I am usually at a loss as to how to help the student understand it better.	**SA / A / UN / D / SD**
22. When teaching social studies, I usually welcome student questions.	**SA / A / UN / D / SD**
23. I don't know what to do to turn students on to social studies.	**SA / A / UN / D / SD**
24. Even teachers will good social studies teaching abilities cannot help some kids learn social studies.	**SA / A / UN / D / SD**

Demographic Information

Grade level(s) you currently teach: _____ (example, 6th, 6th and 7th)

How many years have you been teaching: _____ Years

How many years have you taught at your current school: _____ Years

How would you classify the school in which you work (please check all that apply)?

_____ Urban

_____ Rural

_____ Suburban

_____ Private

_____ Public

_____ Charter

_____ STEM

_____ Other: _____

What is your gender: _____ Male _____ Female

Highest degree attained:

_____ Bachelor's Degree

_____ Bachelor's Degree (in Education)

_____ Masters Degree

_____ Ed.S. Degree

_____ Ed.D. Degree

_____ PhD

_____ Vocational Certification

Please estimate what percentage of your students are:

_____ Male _____ Female

Would you be willing to be interviewed for a follow-up to this study?

_____ Yes _____ No

If yes, please provide you contact information below:

Appendix C

Pre-PLC Interview Guide

The purpose of this study is to examine factors that influence world history teachers' instructional choices as they are inclusive of historical female perspectives. Factors, including levels of teacher efficacy and participation in a newly organized professional learning community, will serve as the focal points of this study.

Interview Number/Date:

Age:

Education:

Social Science Certifications:

Years Teaching:

Courses previously:

Grade levels previously taught:

Course and grade level currently teaching:

Teacher Efficacy

1. What do you believe the role of the teacher is? What is the role of the student? Who is responsible for student achievement?
2. To what extent do you believe that the teacher can affect student outcomes?
3. To what extent do you feel comfortable with the world history content? World history skills?
4. When a student is struggling with world history content, what steps do you take to help the student understand the content better?

5. What do you think you presently do well in your classroom? What areas have you identified as areas that you need additional support?
    a. When identifying areas of additional support, what resources do you typically turn to for that support?

Teacher Belief and Instructional Planning

6. What is the purpose of learning world history?
7. What are somethings you most enjoy about teaching middle school world history?
8. What are some of the challenges you have experienced in teaching world history to middle school students?
9. What makes a middle school world history teacher effective?
10. What experiences or exposure have you had with the new middle school world history standards?
    a. What are your feelings on the new standards versus previous standards?
11. How do you believe the world history standards and curriculum impact the decisions you make in your classroom?
    a. Describe the extent to which that the middle school world history standards inform your instruction and selection of materials.
12. What steps do you go through when planning your world history lessons and making instructional choices to support learning objectives?
13. Have you ever felt the need and/or desire to teach material not explicitly covered in the middle school world history standards?
    a. What influenced those decisions?

Women in the Curriculum

14. To what extent do you believe women are represented in the World History curriculum?
    a. To what extent do you believe women *should be* represented in the world history curriculum? Explain.
    b. How do you believe increased representation of women in the world history curriculum may impact student outcomes?
15. When making instructional choices, do you supplement the world history curriculum to be more inclusive of female perspectives? Why or why not?
16. Describe one way/activity/resource you could potentially use to supplement the curriculum to be representative of historical female perspectives.
17. What factors may influence you when deciding whether or not to supplement the curriculum to be representative of female perspectives?

PLC Questions

18. Describe your experiences with PLCs.
19. What are some qualities of an effective PLC? What are some qualities of an ineffective PLC?
20. To what extent do you believe PLCs impact or inform what you do in your classroom?
    a. Give an example of a time when your work in a PLC informed what you did in your classroom.

Appendix D

Professional Learning Community Guide

Learner Goals for PLC

Learners will....

1. Increase their understanding of social studies standards and curriculum
2. Apply effective evidence-based and disciplinary social studies practices to instruction
3. Increase their understanding concerning their role as the teacher in relation to student outcomes
4. Engage in reflective practice

Professional learning community Session Structure

Guide	Activity	Purpose
Session 1: Introductions, preliminary discussions, goal setting	-Make general introductions -*Artifact creation:* Concept map describing how you see yourself as a teacher -General group discussion centering on the following questions: ● What is curriculum? What are standards? Who decides? Who should decide? ● What is our role as teachers? ● What does good social studies teaching look like? ● Are we effective? How do we know? ● Who is responsible for student outcomes? -Preliminary 2019-2020 standards evaluation and reaction ● What stands out to you? -Group creates the goals of the remaining sessions including what they want to get out of the sessions, what they would like to accomplish in the sessions	The purpose of this initial session is to: 1) begin establishing participant rapport, 2) Examine how teachers view their roles within the classroom and examine their responses in relation to their responses on the SSTEBI and interview; 3) examine their initial willingness to engage in reflective and critical discussions regarding their current instructional practice as well as the new standards.

Session 2: Critical Standards Engagement with introductory module, module 1 and module 2	-Group check-in: participants reflect on the previous session and discuss their experiences with the new standards -Goal overview and session agenda -General group discussion centering on the following questions: ● What does good social studies practice look like? ● What historical thinking skills do our students need? ● Themes focused on throughout world history curriculum. Is it beneficial to teach in themes? ● How should we introduce our courses? ● How do our instructional choices influence our students? -Standards Evaluation on introductory module, module 1 and module 2 *Artifact creation*: participants or small groups of participants create a lesson to address the new standards. Upload lesson to Google Drive, establish timeline for implementation of the lesson, and be prepared to reflect on the lesson in the next session. -Group reflects on today's session and sets a goal for the next session.	The purpose of the second session is to: 1) examine participant experiences in the first PLC session, 2) examine level of participation in the goal setting of the PLC, 3) reflective nature of the group discussion and identification of instructional practices deemed to be effective, 4) willingness to critical engage with standards and curriculum, 5) level of participation and nature of participation in the lesson creation, and 6) level of reflection during the end of session reflection
Session 3: Critical Standards Engagement with introductory module 3, module 4 and module 5 Lesson and Post-Lesson Discussion	-Group check-in: participants reflect on the previous session and discuss their experiences with the new standards ● Did you try anything new in your classroom? Reflect on that experience. How did you feel? How did your students respond? ● If you did not try anything new, why not? What factors are influencing your instructional practice? ● Reflect on the new standards. What are you noticing at this point? -Goal overview and session agenda -Standards Evaluation on modules 3-5	The purpose of the third session is to: 1) examine participant experiences in the first PLC session, 2) examine level of participation in the goal setting of the PLC, 3) reflective nature of the group discussion and identification of instructional practices deemed to be effective, 4) willingness to critical engage with standards and curriculum, 5) level of participation and

	Artifact creation: participants or small groups of participants create a lesson to address the new standards. Upload lesson to Google Drive, establish timeline for implementation of the lesson, and be prepared to reflect on the lesson in the next session. -Group reflects on today's session and sets a goal for the next session.	nature of participation in the lesson creation, and 6) level of reflection during the end of session reflection
Session 4: Critical Standards Engagement with introductory module 6, module 7 and module 8	-Group check-in: participants reflect on the previous session and discuss their experiences with the new standards ● Did you try anything new in your classroom? Reflect on that experience. How did you feel? How did your students respond? ● If you did not try anything new, why not? What factors are influencing your instructional practice? ● Reflect on the new standards. What are you noticing at this point? -Goal overview and session agenda -Standards Evaluation on modules 6-8 *Artifact creation*: participants or small groups of participants create a lesson to address the new standards. Upload lesson to Google Drive, establish timeline for implementation of the lesson, and be prepared to reflect on the lesson in the next session. -Group reflects on today's session and sets a goal for the next session.	The purpose of the fourth session is to: 1) examine participant experiences in the first PLC session, 2) examine level of participation in the goal setting of the PLC, 3) reflective nature of the group discussion and identification of instructional practices deemed to be effective, 4) willingness to critical engage with standards and curriculum, 5) level of participation and nature of participation in the lesson creation, and 6) level of reflection during the end of session reflection
Session 5: Final Session. Reflect on the PLC.	-*Artifact creation*: Revisit your concept map describing how you see yourself as a teacher. Have your feelings changed? Would you add anything or change anything? -Goal overview and session agenda -Group check-in: participants reflect on the previous session and discuss their experiences with the new standards ● Did you try anything new in your classroom? Reflect on that	The purpose of this final session is to: 1) evaluate levels of growth regarding instructional behavior and levels of teacher efficacy; 2) examine levels of participation in critical engagement of standards, 3) evaluate changes in initial concept map

	experience. How did you feel? How did your students respond? ● If you did not try anything new, why not? What factors are influencing your instructional practice? ● Reflect on the new standards. What are you noticing at this point? -Final run through of the standards ● What stands out to you? ● What changes will you make, if any, going forward? -General group discussion centering on the following questions: ● What is curriculum? What are standards? Who decides? Who should decide? ● What is our role as teachers? ● What does good social studies teaching look like? ● Are we effective? How do we know? ● Who is responsible for student outcomes? -Conclude the session	artifact, 4) examine changes to instructional knowledge and application of new techniques, 5) evaluate willingness to participate in reflective behaviors regarding instructional practice, 6) examine participant reactions to the PLC and reflections concerning the PLCs level of effectiveness

Appendix E

China One-Pager

What is a One-Pager?

A one-pager is a review of the information that we have covered in this module of China. Using a white piece of paper, you will give details about China through their different philosophies and dynasties using key terms and visuals. You can lay out your information and visuals in any way you want, but it must have all of the components listed below. Your one-pager must be created by hand. No printed images or texts are allowed.

Required Components	Expectations	Student Checklist (check off as completed)	Points Earned (grader only)
Title – China	Must be large and easy to read		_____/ 3
Philosophies	The three major philosophies (Daoism/ Confucianism? Legalism) are clearly listed and a clear explanation of each is provided.		_____/ 5
Dynasties	The three major dynasties (Zhou, QIn, and Han) are clearly labeled and key information about each dynasty (their achievements, leaders, government etc..) is provided		_____ / 6
Visuals/Graphics	These should be colorful, detailed, and directly related to China. These may be maps, cartoons, pictures, charts, graphs, or timelines.		_____/ 6
Sentences	Give one opinion, connection or comment about China, at least 2 sentences		_____/ 4
Presentation	-name on the back of the paper - Final result is clean and colorful		_____ / 6

Final Score: _____/30

Appendix F

"Greekies"

Ancient Greece was the cradle of Western Civilizations. Many people in Ancient Greece made contributions to art, philosophy, science, medicine, math, history, etc. that we still study and use today, more than 2,500 years later!

Now-a-days we honor famous athletes with the ultimate honor, placing their face on a "Wheaties" Box. However, despite those little temples and statues, no such honor was placed on the true heavyweights of Ancient Greece.

So, it is up to us!

You are going to create a "Greekies" box to honor your favorite people and ideas that came out of ancient Greece. The information of what to include on your "Greekies" box is listed below.

1. Front Panel:
    a. (Person...either god or goddess/philosopher/leader)
        i. A picture of your favorite God or Goddess/Philosopher/Leader
2. Back Panel (Athens vs. Sparta)
    a. Government of each
    b. Role of women of each
    c. Slaves of each
    d. Education of each
    e. Geography of each
3. Side Panel (Wars) - write about each war that we covered, who was in them, who won, anything else important
4. Side Panel (Ingredient List following GRAPES of Alexander's Empire)

Inside - **Include a toy

Honors: writing piece/presentation

Planning Sheets

Front Panel:

Back Panel:

Side Panels:

Side Panels:

_____

Rubric

Scoring Rubric	Points Possible	Points Earned
Front Panel - Person Draw or Print	10	
Front Panel - Information on Person	10	
Back Panel Athens vs. Sparta government	10	
Back Panel Athens vs. Sparta Role of Women	10	
Back Panel Athens vs. Sparta Slaves	10	
Back Panel Athens vs. Sparta Education	10	
Back Panel Athens vs. Sparta Geography	10	
Side Panel - Information on both wars	10	
Side Panel - Ingredient list (GRAPES) of Greece during Alexander the Great's reign	10	
Included a Toy	10	
Total	100	

Appendix G

Post-PLC Interview Guide

The purpose of this study is to examine factors that influence world history teachers' instructional choices. Factors such as…

No. of Interview:

Personal Teacher Efficacy

1. What do you believe the role of the teacher is? What is the role of the student? Who is responsible for student achievement?
2. How do you measure student learning and outcomes?
    a. To what extent do you believe that the teacher can affect student outcomes?

Teacher Belief and Instructional Planning

3. What is the purpose of learning social studies?
4. What makes a social studies teacher effective?
5. How do you believe the social studies standards and curriculum impact the decisions you make in your classroom?
    a. Describe the extent that standards inform your selection of materials and instruction.
        i. How does this make you feel as a teacher?
6. What factors have influenced your curricular-instructional choices?
    a. Which of these factors do you find to be most impactful? Why?
    b. Which of these factors do you find to be least impactful? Why?
7. In regard to instruction, what are some things you wish you could do more of?

a. How does it make you feel when you have to skip over material you and/or the students want to cover?

Women in the Curriculum

8. Do you find it important to include women's history in the curriculum?
9. To what extent do you include women in your curriculum and instruction?
    a. Explain further.
    b. What factors influence your decision?
10. Did you find the PLC helpful in investigating women's history?
    a. Why or why not?
11. Do you believe that women's history may affect student learning outcomes?
    a. If so, how?
    b. If not, why?

PLC Questions

12. Describe your experiences with this PLC.
    a. What are some qualities that made it effective?
    b. What are some qualities that made it ineffective?
13. What were some of your major takeaways from the PLC?
    a. What factors influenced your decisions to implement materials developed in the PLC?
14. To what extent do you think the PLC informed your classroom practice?
    a. If it did not, what are some things that you think are needed in order to make the PLC more effective?

15. How would the focus of women's history in the PLC have influenced your feelings concerning the effectiveness of the PLC?

Appendix H

Institutional Review Board Approval

October 01, 2019

Autumn Lacey Magliocca,
UTK - Coll of Education, Hlth, & Human - Theory & Practice In Teacher Education

Re: UTK IRB-19-05415-XP
Study Title: Teacher Efficacy and Professional Learning Communities: Factors Influencing Teacher Instructional Choice Inclusive of Female Historical Perspectives

Dear Autumn Lacey Magliocca:

The UTK Institutional Review Board (IRB) reviewed your application for the above referenced project. It determined that your application is eligible for expedited review under 45 CFR 46.110(b)(1), categories (6) and (7). The IRB has reviewed these materials and determined that they do comply with proper consideration for the rights and welfare of human subjects and the regulatory requirements for the protection of human subjects.

Therefore, this letter constitutes full approval by the IRB of your application (version 1.2) as submitted, including:
Main Consent Form – 3.0
Magliocca_KCS Letter of Support - Version 1.0 – acknowledge
Recruitment Email - Version 2.0
Magliocca_PLC Sessions_final - Version 1.0
PLC Lesson Reflection Prompt - Version 1.0
Magliocca_Interview Guide_Final - Version 1.0
Magliocca_Survey - Version 1.0
The above listed documents have been dated and stamped IRB approved. Approval of this study will be valid from 10/01/2019 to 09/30/2020.

In the event that subjects are to be recruited using solicitation materials, such as brochures, posters, web-based advertisements, etc., these materials must receive prior approval of the IRB. Any revisions in the approved application must also be submitted to and approved by the IRB prior to implementation. In addition, you are responsible for reporting any unanticipated serious adverse events or other problems involving risks to subjects or others in the manner required by the local IRB policy.

Finally, re-approval of your project is required by the IRB in accord with the conditions specified above. You may

Institutional Review Board | Office of Research & Engagement
1534 White Avenue Knoxville, TN 37996-1529
865-974-7697 865-974-7400 fax irb.utk.edu

BIG ORANGE. BIG IDEAS.
Flagship Campus of the University of Tennessee System

not continue the research study beyond the time or other limits specified unless you obtain prior written approval of the IRB.

Sincerely,

Colleen P. Gilrane

Colleen P. Gilrane, Ph.D.
Chair

Institutional Review Board | Office of Research & Engagement
1534 White Avenue Knoxville, TN 37996-1529
865-974-7697 865-974-7400 fax irb.utk.edu

BIG ORANGE. BIG IDEAS.
Flagship Campus of the University of Tennessee System

Appendix I

Informed Consent

Informed Consent

Consent for Research Participation

Research Study Title: Teacher Efficacy and Professional Learning Communities: Factors Influencing Teacher Instructional Choice Inclusive of Female Historical Perspectives

Researcher(s): Autumn Magliocca, University of Tennessee, Knoxville
Anthony Pellegrino, University of Tennessee, Knoxville

Why am I being asked to be in this research study?

We are asking you to be in this research study because you are presently working a sixth-grade social studies teacher with zero to five years of experience who will be tasked with implementing the new social studies standards.

What is this research study about?

The purpose of the research study is to understand factors that influence teacher instructional choices inclusive of historical female perspectives.

How long will I be in the research study?

If you agree to be in the study, your participation will last for five months and will involve five professional learning community (PLC) sessions each lasting for two hours taking place bi-monthly ending in January, two online 15-minute surveys and two, one hour, one-on-one interview. Interviews and PLC sessions will be audio and video recorded.

What will happen if I say "Yes, I want to be in this research study"?

If you agree to be in this study, we will ask you to participate in five professional learning community (PLC) sessions, two one-hour one-on-one interviews, and two 15-minute surveys.

Each survey will be administered online via QuestionPro and take an estimated 15 minutes to complete. Participants will be asked to complete a survey before and after participating in the PLC sessions.

Participants will be asked to participant in one-hour one-on-one interviews after completing the first survey prior to the first PLC and after participating in the PLC sessions and taking the final survey.

Finally, participants will be asked to participate in five PLC sessions which will take place throughout the 2019-2020 school year at a place, day, and time convenient to all participants. PLC sessions will last two hours and will be focused on curriculum development for the new social studies standards inclusive of historical female perspectives.

Interviews and PLC sessions will be audio and video recorded.

What happens if I say "No, I do not want to be in this research study"?

Being in this study is up to you. You can say no now or leave the study later. Either way, your decision won't affect your employment at Knox County Schools.

IRB NUMBER: UTK IRB-19-05415-XP
IRB APPROVAL DATE: 10/01/2019
IRB EXPIRATION DATE: 09/30/2020

What happens if I say "Yes" but change my mind later?

Even if you decide to be in the study now, you can change your mind and stop at any time.

If you decide to stop before the study is completed, please contact Autumn Magliocca. Any information that has been collected will be removed from the study with all participant information remaining confidential.

Are there any possible risks to me?

It is possible that someone could find out you were in this study or see your study information, but we believe this risk is small because of the procedures we use to protect your information. These procedures are described later in this form.

We don't know of any risks to you from being in the study.

Are there any benefits to being in this research study?

We do not expect you to benefit from being in this study. Your participation may help us to learn more about the potential impact of professional learning communities on instructional practice and how teachers view their impact in the classroom. We hope the knowledge gained from this study will benefit others in the future.

Who can see or use the information collected for this research study?

We will protect the confidentiality of your information by removing all identifying information and assigning each participant a self-selected pseudonym. All information, including audio and video recordings, collected for this study will be kept electronically on a password protected computer.

If information from this study is published or presented at scientific meetings, your name and other personal information will not be used.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what information came from you. Although it is unlikely, there are times when others may need to see the information we collect about you. These include:

- People at the University of Tennessee, Knoxville who oversee research to make sure it is conducted properly.
- Government agencies (such as the Office for Human Research Protections in the U.S. Department of Health and Human Services), and others responsible for watching over the safety, effectiveness, and conduct of the research.
- If a law or court requires us to share the information, we would have to follow that law or final court ruling.

What will happen to my information after this study is over?*:*

We will keep your information to use for future research. Your name and other information that can directly identify you will be kept secure and stored separately from your research data collected as part of the study

IRB NUMBER: UTK IRB-19-05415-XP
IRB APPROVAL DATE: 10/01/2019
IRB EXPIRATION DATE: 09/30/2020

Will I be paid for being in this research study?

Participants will earn up to ten hours of in-service professional development credit from Knox County Schools for their participation in this study. In-service credit will be offered for each PLC session. Hours will be awarded at the conclusion of the study by Knox County Schools and updated on each participants MLP.

If participants no longer wish to participate in this study, at any point, they will not lose any in-service credit previously earned through this study.

Will it cost me anything to be in this research study?

It will not cost you anything to be in this study.

What else do I need to know?

About four to five people will take part in this study. Due to the small number of participants in this study, it is possible that someone could identify you based on the information we collected from you. Therefore, demographic information will be reported to reflect all participants of this study in an effort to protect individual participant confidentiality.

Who can answer my questions about this research study?

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researchers, Autumn Magliocca, amaglioc@vols.utk.edu, (304) 368-8088 and Anthony Pellegrino, apelleg2@utk.edu.

For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:

Institutional Review Board
The University of Tennessee, Knoxville
1534 White Avenue
Blount Hall, Room 408
Knoxville, TN 37996-1529
Phone: 865-974-7697
Email: utkirb@utk.edu

STATEMENT OF CONSENT

I have read this form and the research study has been explained to me. I have been given the chance to ask questions and my questions have been answered. If I have more questions, I have been told who to contact. By signing this document, I am agreeing to be in this study. I will receive a copy of this document after I sign it.

_____	_____	_____
Name of Adult Participant	Signature of Adult Participant	Date

Researcher Signature (to be completed at time of informed consent)

I have explained the study to the participant and answered all of his/her questions. I believe that he/she understands the information described in this consent form and freely consents to be in the study.

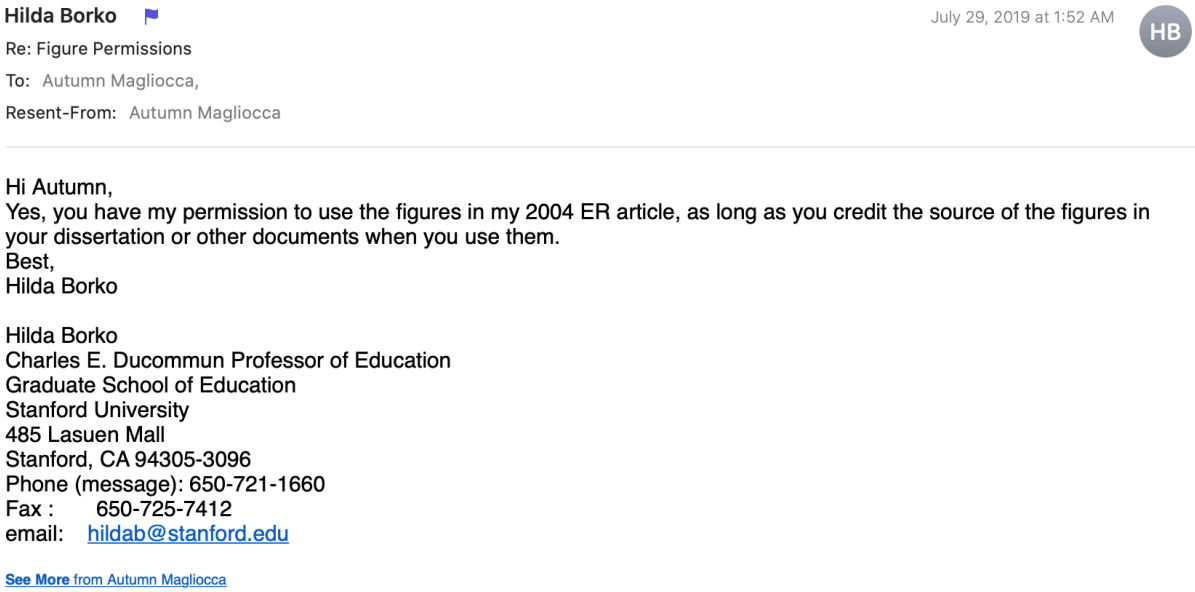
IRB NUMBER: UTK IRB-19-05415-XP
IRB APPROVAL DATE: 10/01/2019
IRB EXPIRATION DATE: 09/30/2020

Name of Research Team Member	Signature of Research Team Member	Date

IRB NUMBER: UTK IRB-19-05415-XP
IRB APPROVAL DATE: 10/01/2019
IRB EXPIRATION DATE: 09/30/2020

Appendix J

Figure 2.1 Approval



Hilda Borko

July 29, 2019 at 1:52 AM

HB

Re: Figure Permissions

To: Autumn Magliocca,

Resent-From: Autumn Magliocca

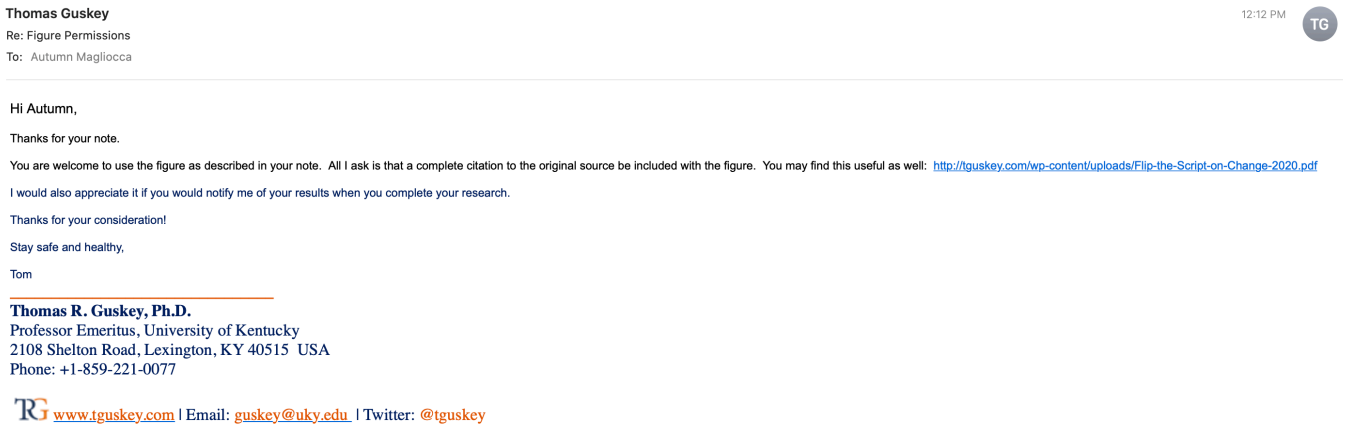
Hi Autumn,
Yes, you have my permission to use the figures in my 2004 ER article, as long as you credit the source of the figures in your dissertation or other documents when you use them.
Best,
Hilda Borko

Hilda Borko
Charles E. Ducommun Professor of Education
Graduate School of Education
Stanford University
485 Lasuen Mall
Stanford, CA 94305-3096
Phone (message): 650-721-1660
Fax : 650-725-7412
email: hildab@stanford.edu

See More from Autumn Magliocca

Appendix K

Figure 2.2 Approval



Thomas Guskey 12:12 PM TG

Re: Figure Permissions

To: Autumn Magliocca

Hi Autumn,

Thanks for your note.

You are welcome to use the figure as described in your note. All I ask is that a complete citation to the original source be included with the figure. You may find this useful as well: http://tguskey.com/wp-content/uploads/Flip-the-Script-on-Change-2020.pdf

I would also appreciate it if you would notify me of your results when you complete your research.

Thanks for your consideration!

Stay safe and healthy,

Tom

Thomas R. Guskey, Ph.D.
Professor Emeritus, University of Kentucky
2108 Shelton Road, Lexington, KY 40515 USA
Phone: +1-859-221-0077

www.tguskey.com | Email: guskey@uky.edu | Twitter: @tguskey

VITA

Autumn Magliocca was born in Fairmont, WV and attended high school at Fairmont Senior High School. She completed her undergraduate studies at West Virginia University (WVU) with a Bachelor of Arts in Journalism and a Bachelor of Science in Political Science. She worked at WVU in the Department of Payroll and Tax Services until 2013 before enrolling in graduate studies at WVU. Autumn completed her Master of Arts in Secondary Education with a specialization in Social Sciences in 2015. Autumn re-located to Buffalo, NY where she taught secondary social studies for two years at The Buffalo Academy of Scholars. In 2017, Autumn began her doctoral work at the University of Tennessee in the Department of Theory and Practice in Teacher Education where she specialized in Social Science Education. During that time, Autumn served as a graduate teaching assistant (GTA) and intern supervisor. As a GTA, Autumn co-taught and served as a teaching assignment for elementary social studies methods, secondary social studies methods, and introduction to international education. In 2018, Autumn returned to the K-12 classroom as a sixth-grade social studies teacher at Hardin Valley Middle School as she continued to pursue her doctoral studies.