

Evaluation Research Summary



Facing History and Ourselves has had an ambitious and carefully planned research and evaluation agenda for more than three decades. Independent researchers and Facing History evaluators have carried out more than 90 studies to assess the effectiveness of the program worldwide. These studies have built an extensive body of evidence, while providing critical information that staff uses to refine programming.

Facing History Impacts Teachers, Students, Classrooms, Schools and Districts

- ◆ Increased teachers' skills, knowledge, confidence and satisfaction with teaching
- ◆ Increased students' academic engagement, historical understanding, civic engagement, tolerance, and ethical awareness
- ◆ Improved classroom learning environments: respectful relationships, deliberative engagement with complex and meaningful issues
- ◆ Improved school culture: faculty share common goals, strategies and vocabulary to anchor core school reform efforts

District wide changes in teaching and learning: providing schools with ongoing, school wide, high quality professional development results in teacher reinvigoration, increases in teacher commitment, and reaffirming aspirations as teachers

↻ National Professional Development and Evaluation Project

Phase I of a recent landmark study using state of the art research methods positions Facing History at the forefront of rigorously evaluated educational programs (Boulay et al, 2009)

- ◆ 1,371 9th and 10th grade students, 134 teachers, 76 schools
- ◆ From areas near all 8 Facing History regional offices in the U.S.
- ◆ Subjects randomly assigned to Facing History and control groups
- ◆ Measured impact of studying *Facing History and Ourselves: Holocaust and Human Behavior* on 1st and 2nd - year Facing History teachers and their students

Teacher Impacts

- ◆ Significant impact on teacher efficacy and professional engagement which are highly correlated with improving teacher quality and retention, two of the highest priorities of the new U.S. Administration.
- ◆ Impacts sustained over two years and replicated in a second study

Student Impacts

- ◆ Significant impact on students' academic and civic learning compared to control group
 - ◇ Increased skills for analyzing history
 - ◇ Greater awareness of the danger and power of prejudice and discrimination in the past and present, and antisemitism in particular
 - ◇ Greater tolerance for others with different views
 - ◇ Higher regard for their class as a place where teachers and students respectfully engage with one another around complex and meaningful issues related to strengthening and preserving democracy
- ◆ Teachers continue to impact students in these ways in second year

Independent experts have reviewed the evidence from evaluation research and have validated the program's effectiveness



History of External Validation

⌘ In 2006, Facing History was identified as a best practice in **Holocaust Education** by The Berman Center for Research & Evaluation in Jewish Education. (Berman, 2006)

⌘ A 2005 national review of character education programs by scholars at the Center for Character and Citizenship identified Facing History as a scientifically supported **character education** program. (Berkowitz and Bier, 2005)

⌘ In 2004, an expert in **civic education** reviewed Facing History's program and evaluation research and concluded that the program provides quality civic education practice in keeping with field principles articulated in the Carnegie Corporation of New York's *Civic Mission of Schools* report. Facing History's methods address key needs in the civic education field, chiefly strengthening professional development to prepare a cadre of civic education practitioners. (Fine, 2004)

⌘ In 2001, the U.S. Department of Education designated Facing History and Ourselves as a "Promising Program" based on a review by the Department's Independent Expert Panel on **Safe, Disciplined, and Drug-Free Schools**. (D.O.E., 2001)

⌘ For sixteen years, the U.S. Department of Education selected Facing History as an "**exemplary program**" worthy of dissemination through the federal government's National Diffusion Network. (Lieberman, 1993a)

In this document, this symbol ⌘ denotes research conducted or validated by independent scholars, while other information comes from studies conducted by Facing History's Evaluation Department.

Impact on Teachers:

Facing History provides highly effective seminars and follow-up coaching that promote teachers' capacities to teach history and foster their students' sense of social and civic responsibility

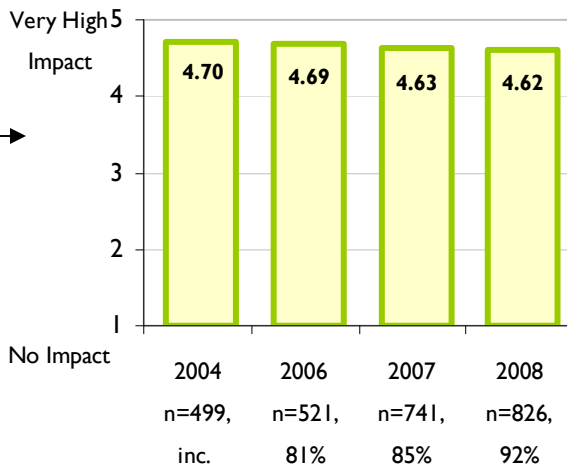


Impact of Seminars

The University of Memphis' Center for Research in Educational Policy conducted a study of the federally-funded *Teaching American History* program in the Memphis City Schools. This 2003 study found Facing History's professional development to be the most effective of five programs for promoting teachers' ability to teach American History. (Uselton, Ross, McDonald 2003)

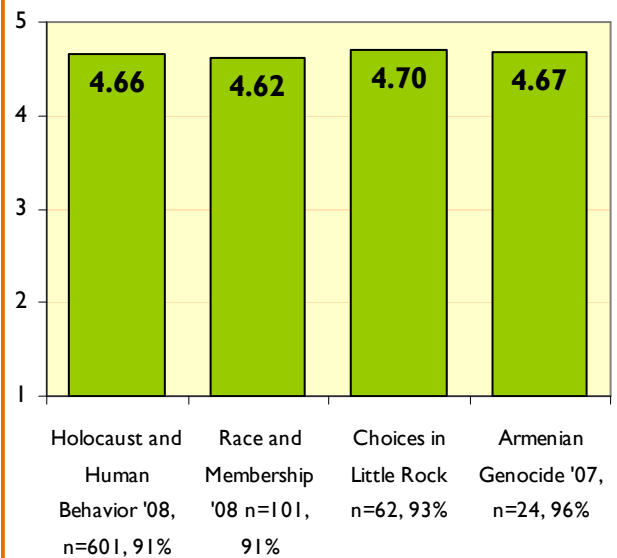
Seminar type, year, number of respondents and response rate

Consistently High Ratings of Overall Professional Impact of Seminars Across Years



This chart shows a very high level of impact, on average, and an increasingly high response rate, by year.

Consistently High Ratings of Overall Professional Impact of Seminars Across Types



Findings from **international professional development** demonstrate that Facing History content, methods and follow-up work effectively in non-U.S. settings.

- All (100%) of South African seminar and workshop participants report feeling supported to introduce Facing History into their country's new history curriculum (Tibbitts, 2004b)
- Ninety percent (90%) of seminar participants in the United Kingdom report that the seminar was useful/very useful for providing ideas, materials, and methods for implementing Facing History in their classrooms (Barr, 2004c)
- Eighty to ninety percent (80-90%) of western and eastern European educators in a follow-up study report implementing all or nearly all parts of the Facing History scope and sequence into their teaching (2001)

Impact on Teachers:

Facing History provides highly effective seminars and follow-up coaching that promote teachers' capacities to teach history and foster their students' sense of social and civic responsibility



Long-term Impact of Teaching Facing History

✎ National Professional Development and Evaluation Project

- ♦ Participation in a Facing History professional development seminar and follow-up activities has a positive, statistically significant impact on teacher self-efficacy, satisfaction with professional development experiences, and satisfaction and engagement the teaching profession.
- ♦ These findings were *replicated* with a second group of teachers and the effects were *sustained* in the second year for the first group.
- ♦ Teachers who implement full units continue to impact students in these ways after a second year of teaching, suggesting that Facing History impacts are sustained in schools as teachers impact new groups of students each year, over time. (Boulay et al, 2009)

All of the respondents (100%) to a follow-up survey from 6 months to 4 years after participating in online seminars reported that they had recommended the seminar to colleagues; 70% of the open-ended responses regarding the impact of the online course on their teaching were coded as "transformative." (Romer, 2007d)

Four case studies of schools (public suburban and urban, parochial, and independent) based on extensive interviews with administrators, teachers, and students at each school revealed the following findings about long-term impact of Facing History professional development, and follow-up support while teaching with Facing History materials and methods. These schools had been engaged with Facing History materials and methods for one to four years at the time of the interviews.

- ♦ Educators perceived positive changes in their students and school (including student engagement, critical thinking, understanding different perspectives, and gaining an increased awareness of stereotypes and how one can make a difference)
- ♦ The impact of the professional development activities extends beyond the particular Facing History and Ourselves course and affects the way educators teach in general
- ♦ Teachers undergo a process of development over time as they continue their own learning about history and its implications for today
- ♦ Students experience Facing History and Ourselves as a unique program where their ideas and opinions are valued as a source of learning

(Tollefson, 1999)

Impact on Teachers: *continued*

Facing History provides highly effective seminars and follow-up coaching that promote teachers' capacities to teach history and foster their students' sense of social and civic responsibility



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Impact of Teaching Facing History

Impacts on Mid-south Middle School Teachers

Facing History worked with two adjoining districts to transform middle school teaching, and so worked with teachers in 6th, 7th, and 8th grades. Facing History created distinct materials, and trained teachers across both districts who then implemented units tailored to their grades and curricula.

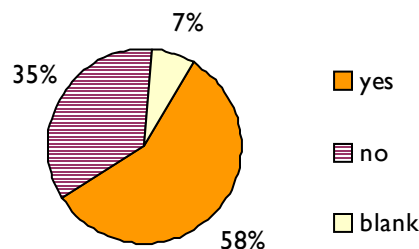
- ♦ 6th grade *Identity and Community*—a 2-week curriculum to facilitate the transition to middle school & anticipate themes of World History
- ♦ 7th grade *Decision Making In Times of Injustice*—a 3-week unit about the Holocaust
- ♦ 8th grade *Choices in Little Rock*—a 5-week unit on the desegregation of US public schools after *Brown v Board*, in particular the history of the desegregation of Central High School

Teachers from each group participated in a follow-up evaluation about their professional development and ongoing support from Facing History regional staff, and the actual teaching of the new materials. The chart shows that 58% of these public school teachers reported that Facing History had changed how they teach in a significant way.

(Romer, 2007b, Romer & Mann, 2009, Romer, 2009)

Has Facing History Changed How you Teach, in a significant way?

n=83



A 2007 study of the district-wide implementation of *Choices in Little Rock* in 8th grade social studies in 54 schools in two large Tennessee school districts, (urban and suburban) revealed that 97% of the teachers agreed/strongly agreed that their professional development and experience teaching Facing History have “*promoted their capacity to teach their students to reflect more deeply about the concerns of race and racism.*” (Romer, 2007b)

Eighty percent (80%) of teachers in a South African follow-up study reported developing new understanding of their role as educators, enhanced meaning in their teaching, a rethinking of relationship with their students, and a general affirmation of their role as educators. (Tibbitts, 2004a)

Ninety percent (90%) of teachers in a South African follow-up study reported that Facing History professional development motivated them to make history more relevant for their students, allowed greater student participation and cultivated students' critical thinking skills. (Tibbitts, 2004)

Impact on Students:

Facing History promotes student academic engagement and motivation, knowledge of history and skills for historical analysis



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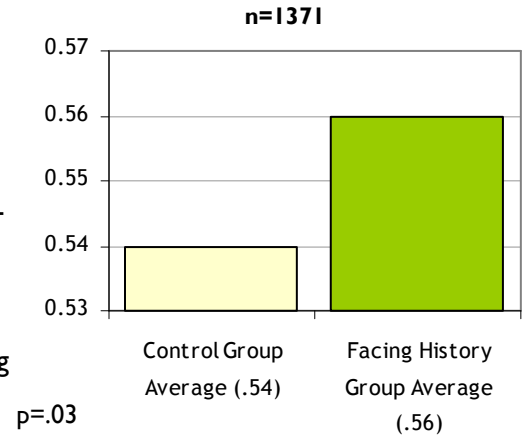
National Professional Development and Evaluation Project

This randomized-controlled study of high school students studying *Holocaust and Human Behavior* developed and used a new measure of historical understanding.

What: Students were asked to interpret and integrate information from seven documents that provide historical information about inter-ethnic conflict in the former Yugoslavia in the 1990s and to select items that they believe best explain aspects of what took place during that conflict.

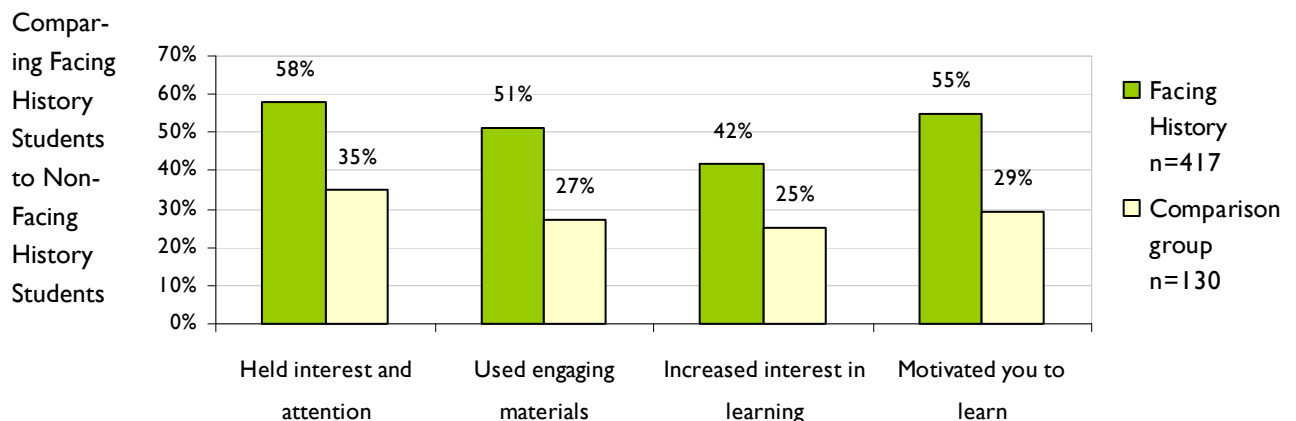
The chart on the right shows mean differences in a global score for the analyses of all documents in the measure. Facing History students scored significantly higher than control group students. (Boulay et al, 2009)

Mean Differences in Student Historical Understanding Measure



In 1982, Facing History was included in an independent study of exemplary instances of curricula that include the history of the Holocaust. The study showed that Facing History students gained factual information and developed a more comprehensive understanding of the factors accounting for the Holocaust than the other three approaches. In addition, Facing History ranked highest in holding students' interest and in their learning of factual knowledge about this history, while producing an increased awareness of individual and group differences. Finally, the study also found that Facing History students were more motivated to read, write, and express their feelings as they generalized from specific historical situations to their own lives. (Glynn, 1982)

A study of 547 ninth and tenth graders in 31 Facing History and comparison classes in a large urban high school in Florida found that Facing History students were more likely to report that their classes motivated them to learn, used interesting and engaging reading materials, held their interest and attention, and increased their interest in reading. (Stecker and Meehan, 2005)



Impact on Students:

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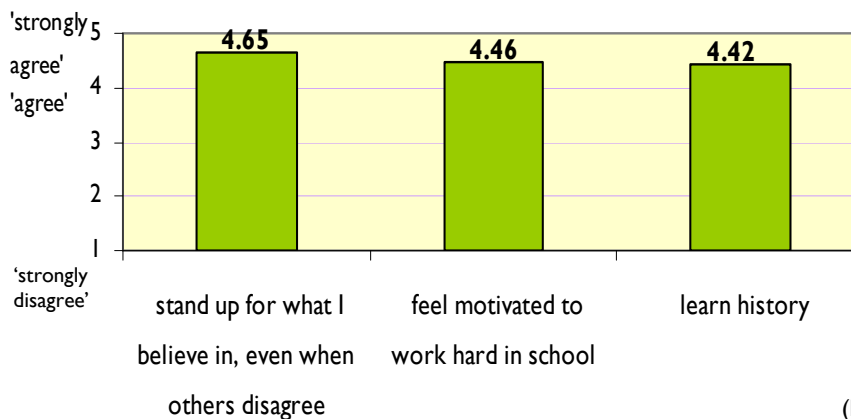
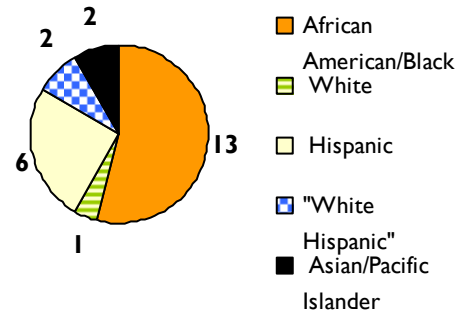
Impact of Studying the Civil Rights Historical Investigations

Urban 10th grade students rated the statements in the chart below, responding to the prompt:

“Please rate the extent to which the Civil Rights Curriculum has increased your capacity to...”
[1= strongly disagree, 5=strongly agree]

These 24 students studying in three different public, urban, high-poverty schools agreed and strongly agreed, on average, that these materials motivated them to stand up for their beliefs, to work hard in school, and allowed them to learn history and think critically.

Sample Demographics, n=24



(Romer, 2009)

An in-depth case study of students studying *Holocaust and Human Behavior* in an 8th grade classroom by Harvard University researchers revealed that Facing History's historical case study approach is effective in engaging the attention of students because of the "realness" of the content and its relevance to their own lives. (Barr, et al. 1998a)

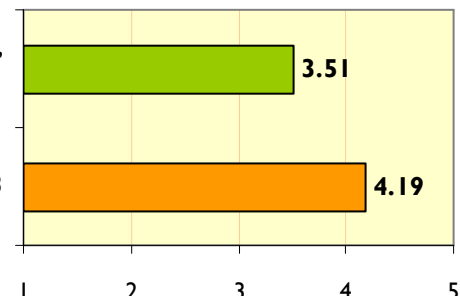
Differential impact of *Choices in Little Rock*, correlated with Student Self-identified Race/Ethnicity:

“Choices Increased my Capacity to Feel Motivated to Work Hard in School, n=100

8th grade public school students from 7 schools in adjoining urban/suburban districts, ** p<.01

White & non Afr Am students of color, n= 57

African American Students, n=43



(Romer et al, 2009b)

Impact on Students:

Facing History promotes social, moral development and ethical awareness in youth

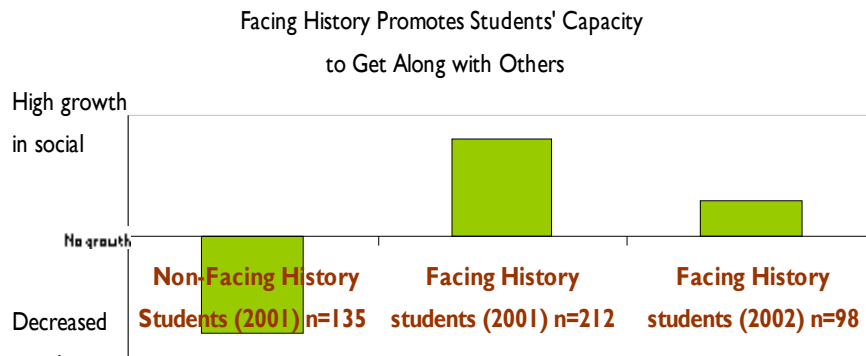


☞ A major study of 409 eighth graders in Massachusetts, funded by the Carnegie Corporation of New York and carried out by Harvard University researchers, found that Facing History students developed significantly greater interpersonal understanding, negotiation skills, and awareness of the personal meaning of relationships, and reported greater reductions in fighting than comparison students.

(Schultz, Barr, Selman, 2001)

The study was replicated in 2002 in Tennessee with similar results (Schultz, 2002)

Two studies demonstrated that Facing History promotes growth in social awareness during one school year while comparison students' social awareness decreased. (Schultz, Barr, Selman, 2001; Schultz, 2002)



☞ Qualitative research has revealed that Facing History promotes personal involvement, self-reflection and pro-social awareness (Bardige, 1983), and meaningful, but safe, grappling with differences in points of view and background among students (Fine, 1991). In addition, students become more aware of the importance and consequences of the choices they and others make in relation to social injustice. (Barr, et al., 1998b)

☞ A 1994 study that examined the impact of the program on 111 8th grade students in a Massachusetts public school, found increased complexity of students' moral reasoning, heightened social concern, and increased sensitivity to the plight of others. The study also addressed the question of possible negative effects of dealing with sensitive material related to genocide. The study found that Facing History, which builds a framework and vocabulary for individual and group behavior *before* confronting the difficult history, produced no such negative effects. (Brabeck, et al. 1994)
These findings were consistent with a previous study that demonstrated that students' exposure to the Holocaust did not shatter their moral structures or rupture their patterns of judgments as some critics had suggested. (Glynn, 1982)

A follow-up study of 95 urban high school students involved in Student Leadership Groups throughout high school, showed strong impacts of their involvement on their capacity to deliberate in a diverse group, and their level of engagement. These students also reported an increased appreciation of different perspectives. (Romer, 2008b)

Follow-up studies of 54 students in South Africa (2005) and the UK (2005) indicate that:

- ♦ Ninety-one percent (91%) agree/strongly agree that Facing History has increased their ability to think about issues of fairness
- ♦ Eighty-one percent (81%) agree/strongly agree that Facing History has increased their ability to think about the results of their choices

Impact on Students:

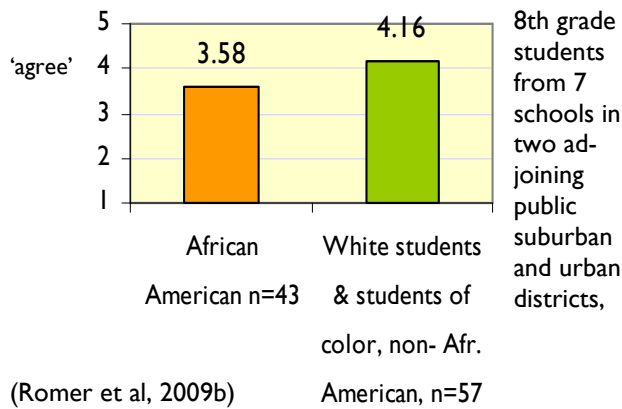
Facing History reduces racist attitudes, increases awareness of anti-semitism, and fosters interest in and tolerance of other ethnic groups



☞ A 2002 study found that Facing History students increased their capacity to confront forms of social injustice, such as teasing, racist behavior, prejudice, and discrimination, from pre-test to post-test, based on teacher reports. Teachers also reported increases in students' capacity to think deeply about issues of racism, prejudice, and discrimination, increases in students' sensitivity to others and their ability to get along well with people of different backgrounds. (Schultz and Barr, 2002)

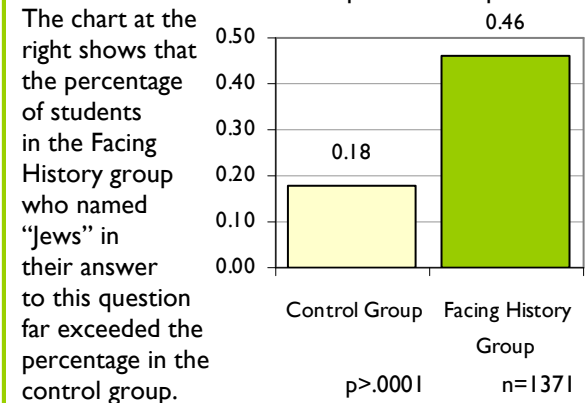
☞ Harvard University researchers found significantly larger decreases in racist attitudes among Facing History students than among comparison students in a major study funded by the Carnegie Corporation of New York. In addition, students reported significantly greater interest in, positive feelings towards, understanding of and willingness to interact with members of other ethnic groups. (Schultz, Barr, Selman, 2001)

Differential Impacts correlated with student self-identified Race/Ethnicity:
"Choices in Little Rock Increased my Capacity to Recognize Racism, Antisemitism & Bigotry"
 n=100

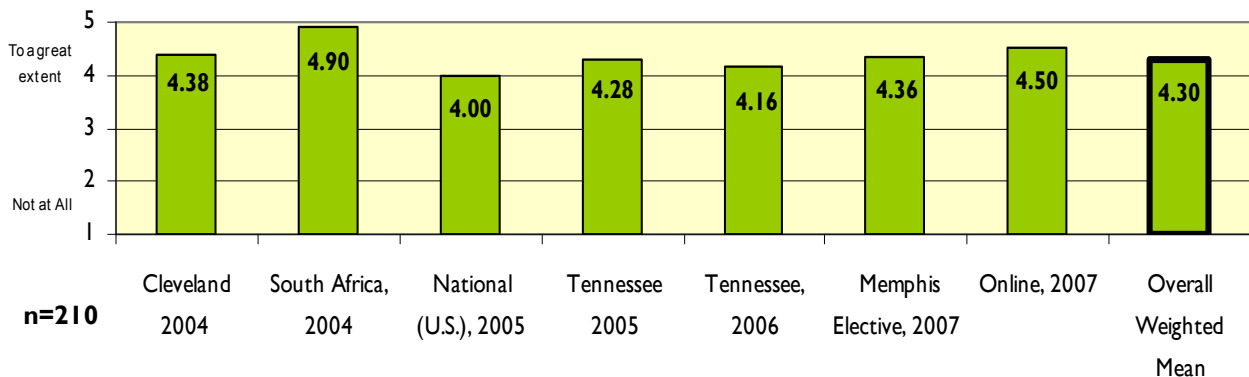


☞ Students' Awareness of the Power and Danger of Antisemitism:

In the National Professional Development and Evaluation Study, students were asked what groups the class they took raised their awareness of in terms of prejudice and discrimination in the past and the present. The chart at the right shows that the percentage of students in the Facing History group who named "Jews" in their answer to this question far exceeded the percentage in the control group.



In 7 Separate Follow-up Studies, Teachers Consistently Report Strong Impact of Facing History on Students' Ability to Recognize Antisemitism, Racism, & Bigotry in Themselves & Others



Teachers in these 7 studies rated the impact of their Facing History courses on students' ability to recognize antisemitism, racism and bigotry. This chart demonstrates varying levels of impact, all high.

Impact on Students:

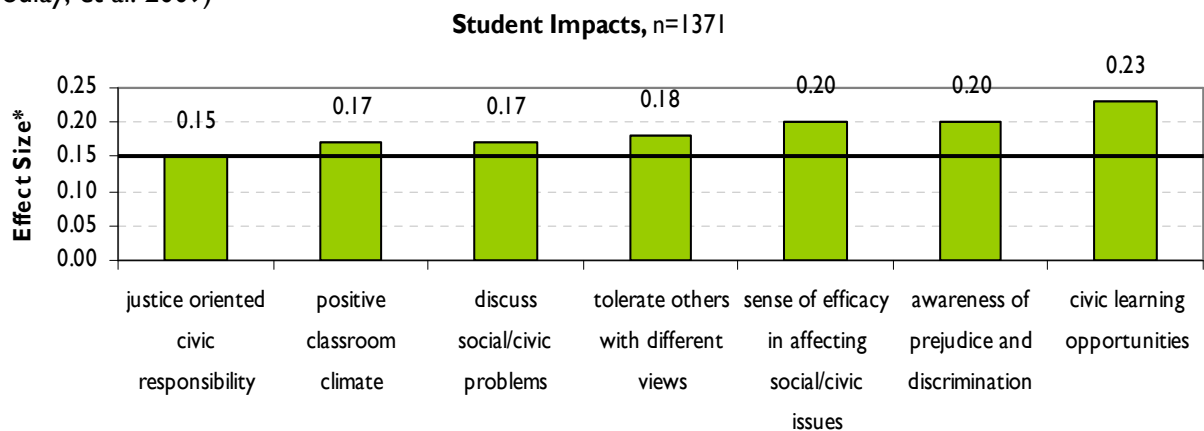
Facing History promotes civic knowledge, skills, and values



☞ In a 2003 study of 46 seniors in a Massachusetts public school, researchers found that students spontaneously described many civic outcomes when asked to name the most important thing learned during this year-long Facing History elective. Specifically, they described learning historical and civic knowledge, such as about the Eugenics movement, deliberative skills, the importance of taking action and the tools to do so, and to reflect on their societal role and what it means to be a good citizen.
(Williams, Manning, Fleishcher, 2003)

☞ In a 2002 Tennessee study, Facing History teachers reported increases from pre-test to post-test in students standing up for their beliefs, believing in their ability to make a difference in the world, seeing a role for themselves in society, being active participants in promoting social justice, and being a leader among peers.
(Schultz, 2002)

☞ High School students studying **Holocaust and Human Behavior** for six weeks or longer, demonstrated the following range of civic outcomes in the National Professional Development and Evaluation Project (NPDEP), a randomized, controlled study testing teacher and student impacts. The chart shows effect sizes, a statistical indication of impact considered meaningful when it is greater than .15.
(Boulay, et al. 2009)

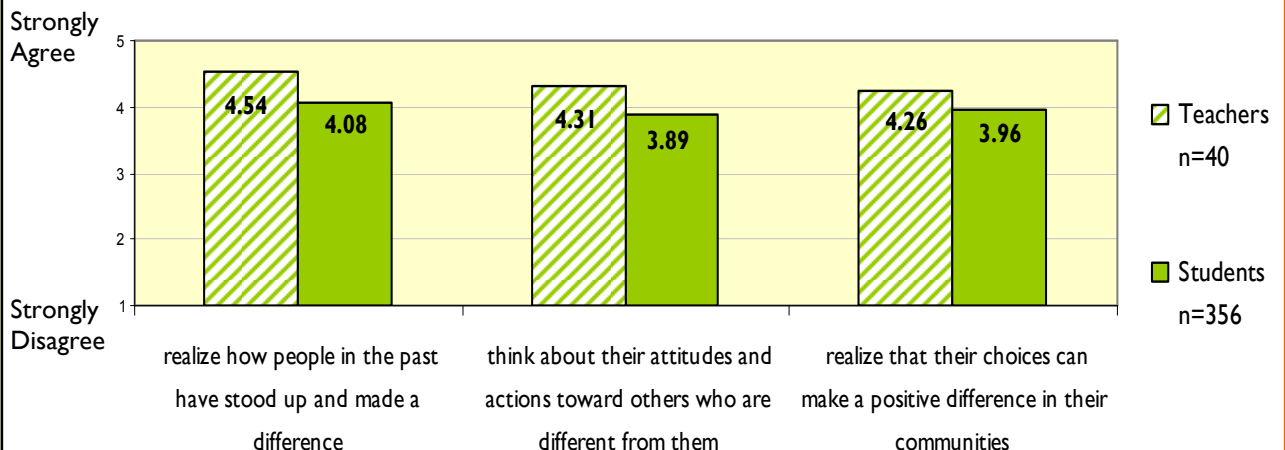


*Effect sizes .15 and larger are considered *educationally meaningful*

Teachers and students were asked to rate same prompts re impact on students: Note teachers are more sanguine, students perhaps more nuanced—perspective makes a difference!

Students and Teachers Report High Impact of *Choosing to Participate* Exhibit on Students

(Mann & Romer, 2008)

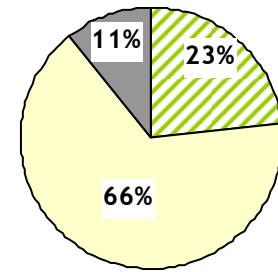


NPDEP National Professional Development and Evaluation Project

Of the 76 schools from which data was collected for the NPDEP, only 66% made Adequate Yearly Progress, or AYP, during the last school year. This measure, which is taken by the U.S. government as a part of No Child Left Behind, is used as an indicator that a school is underperforming.

In addition, many of the schools in the study are classified as “high poverty” and “extreme high poverty”, according to information about free and reduced price lunch. In 76% of the schools, forty percent or more students qualified for free or reduced price lunch, which indicates that these are “high poverty” schools. In 24% of the schools, ninety percent or more students qualified for free and reduced price lunch, which indicate that these are “extreme high poverty” schools.

The positive findings for teachers and students in these schools described throughout this summary affirm Facing History’s power as an effective tool for school reform. (Boulay et al, 2009)



Met AYP Did not Meet AYP No data

Longitudinal research on students’ growth of civic competences at the Facing History School in New York City shows that “students feel the school encourages them to *stand up for what they believe in*”. Furthermore, students’ sense of personal agency increased substantially between 9th and 10th grade, including their ability to plan how to take action on a problem and organize fellow students to take action. Finally, students scored highly on survey items about “respecting others different from oneself” and “recognizing racism and other forms of prejudice”.

(Tibbitts, 2007)

In a “failing” urban Illinois middle school, with extremely low test scores, and more than 96% of its students living in poverty, a new principal introduced Facing History as a tool to transform the school. Facing History conducted a case study of this intensive professional development effort, which reached 90% of teaching staff. These educators reported that professional development and ongoing follow-up support provided a common language for school change, tools for consistent academic rigor, and higher school-wide expectations for student achievement, as well as revitalizing teachers’ sense of efficacy, and use of learner-centered methods in the classroom. (Romer, 2007a)

The Facing History Small Schools Network Addresses Whole School Reform

The Network seeks to help participating high schools create and deepen a respectful, knowledgeable, and caring whole-school culture to support learning. One school leader described Facing History as a key partner to bridge cultural differences successfully:

“The [high] school is designed to bring students across economic & ethnic divisions so prevalent in CT...you can’t just bring kids across those lines, and by seating them next to one another, make all that work. You have to have a school where the community of the school and the culture of the school is such that people are comfortable talking about those issues. Because those issues come up. And you can’t pretend that they don’t, or that the answer is simply seating people in the same place. So Facing History there, too—it was just another layer of a good reason to have that be part of the school culture”

This leader describes three domains where she has seen meaningful change at this inter-district, high poverty magnet school, which she attributes to Facing History:

1. Increasing intellectual rigor
2. Establishing meaningful relationships among teachers and students
3. Establishing a teacher culture of commitment and engagement in the hard work of teaching

(Romer & Barr, 2009)

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