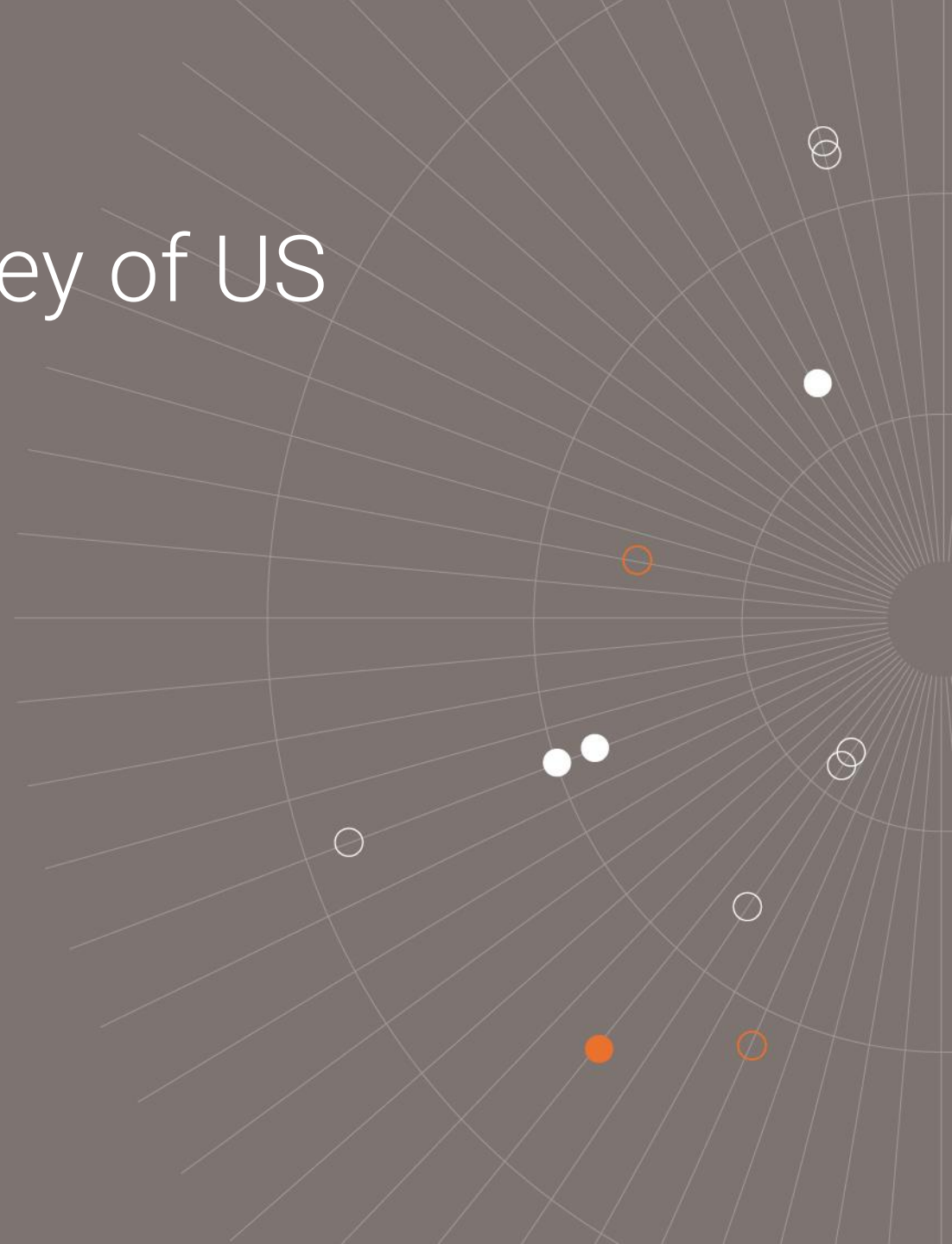


Results from the AHA Survey of US History Teachers

Overall survey findings

February 6, 2024

Claudia Gentile
William Fisher
Zoey Merchant
Tom Hoffer



Agenda

01 Who did we hear from?

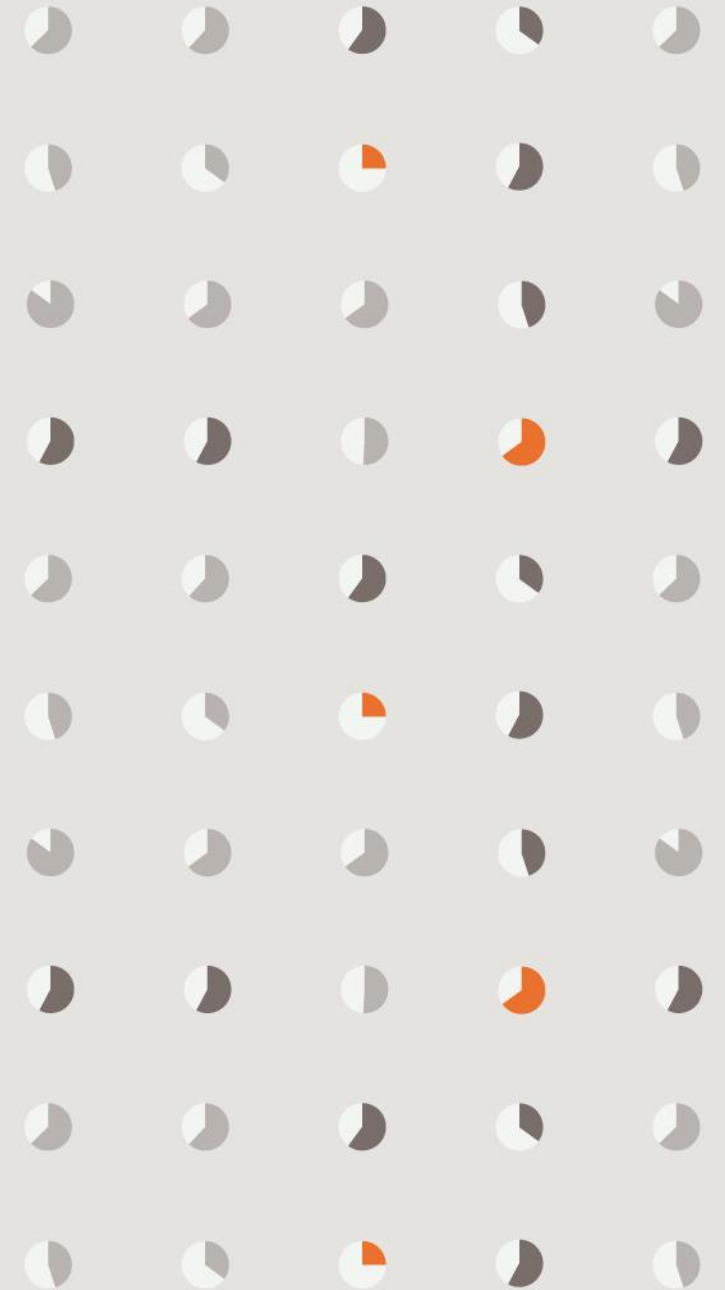
02 What do teachers use to teach US History?

03 What do US History teachers teach?

04 Is teaching US History a "challenge"?

05 What skills, goals and values are important?

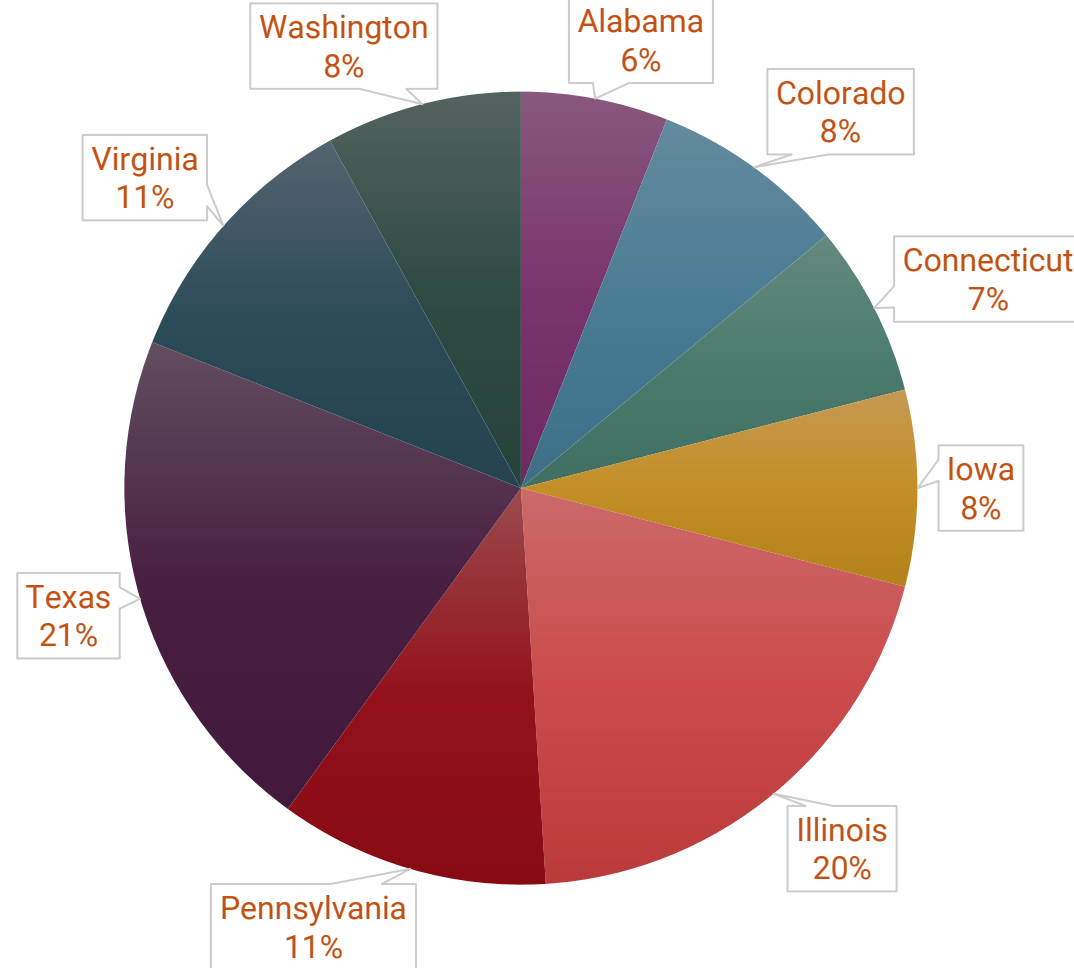
06 Conclusion: Key Findings and Surprises



Who did we hear from?

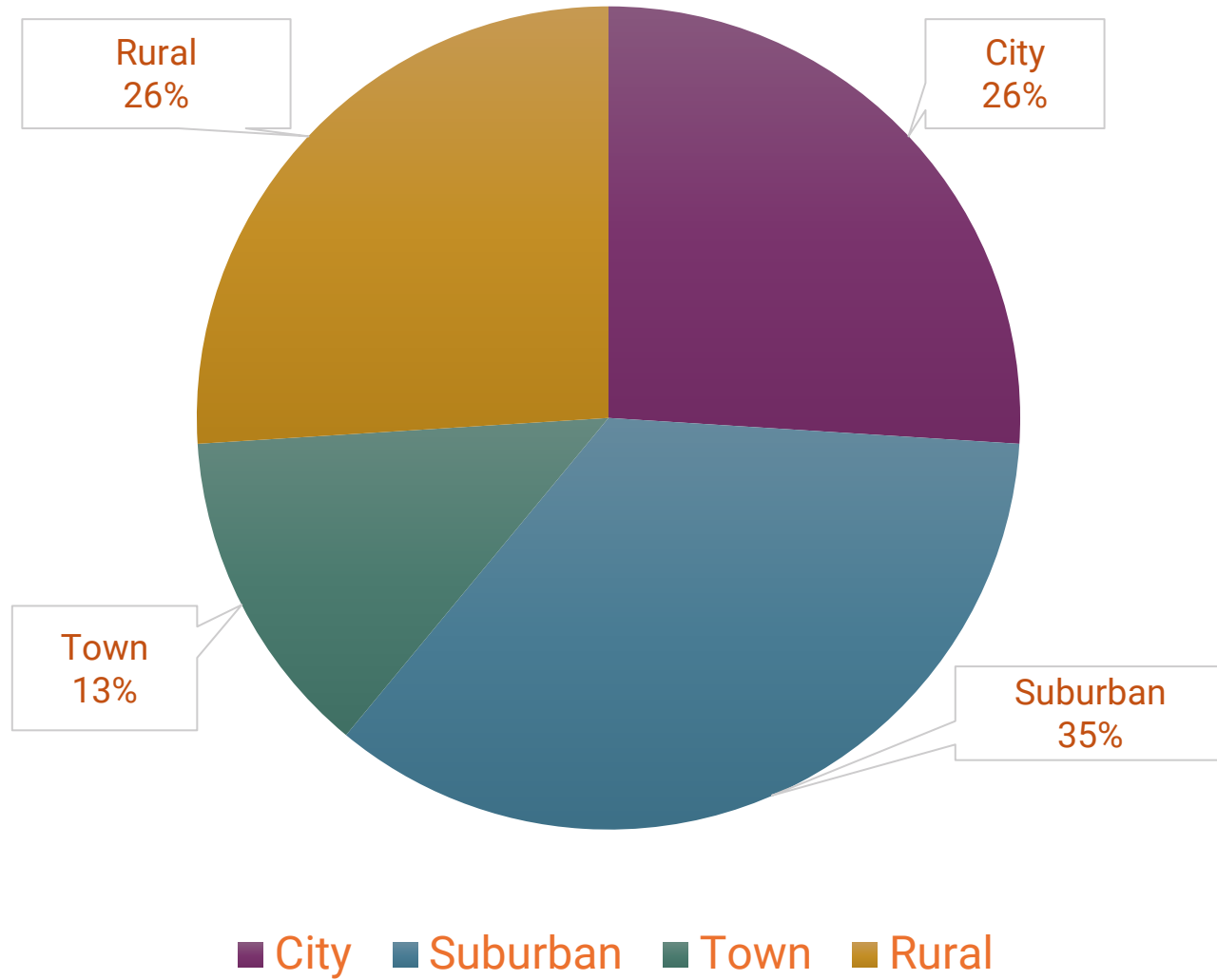
Summary Descriptives of the Sample Population

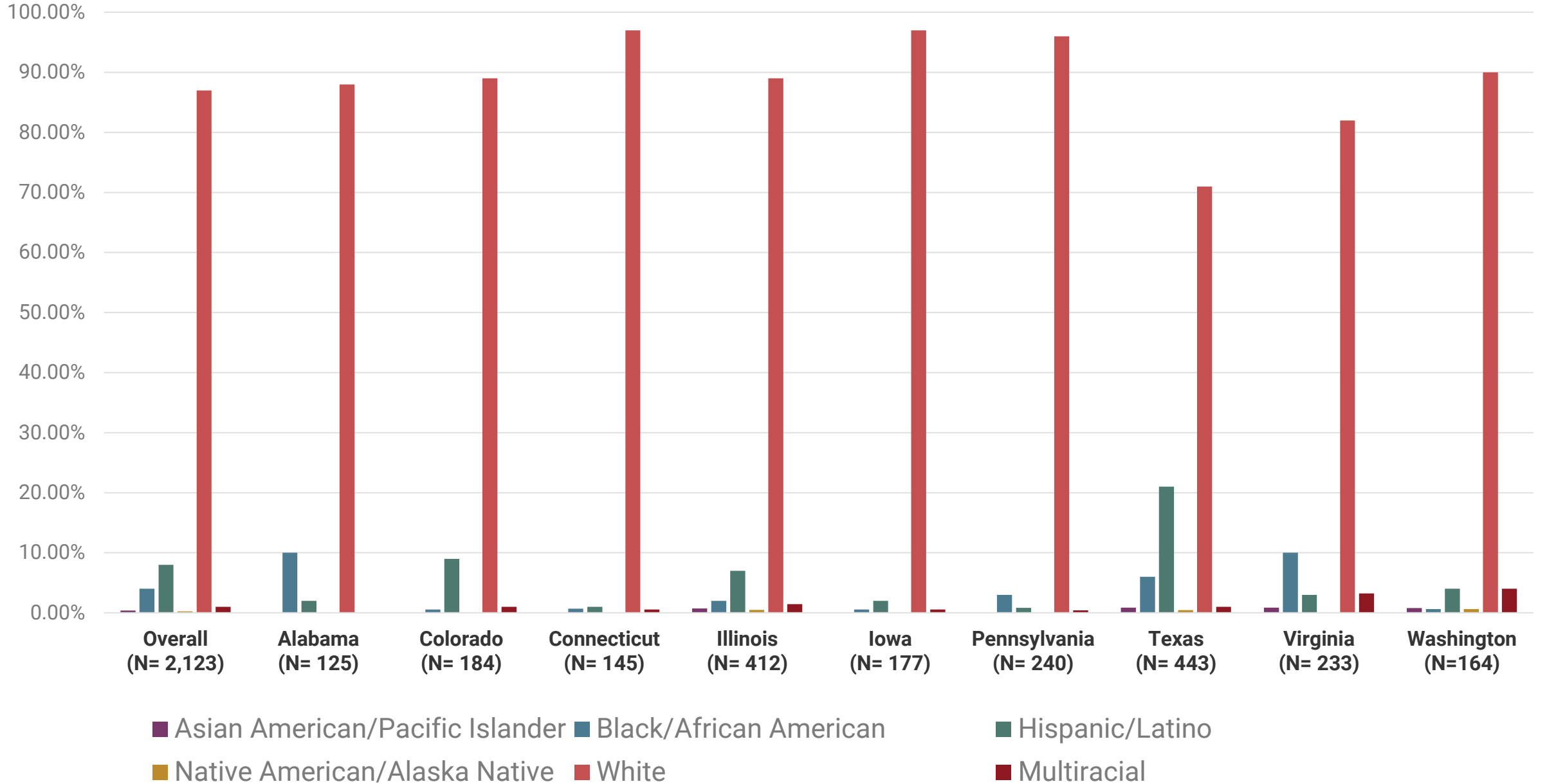
State Participation by Percent (Total N= 3,012)



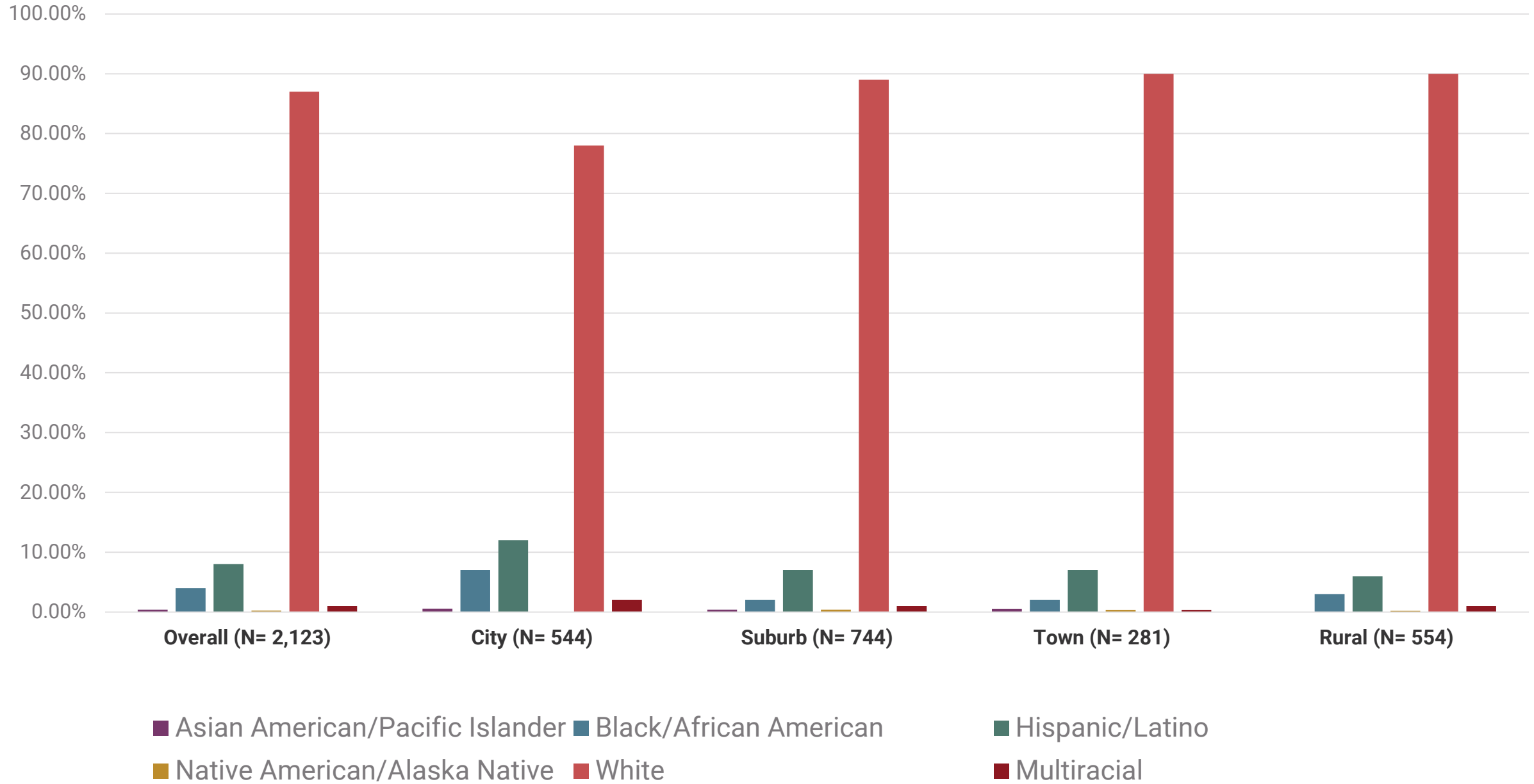
- Alabama
- Colorado
- Connecticut
- Iowa
- Illinois
- Pennsylvania
- Texas
- Virginia
- Washington

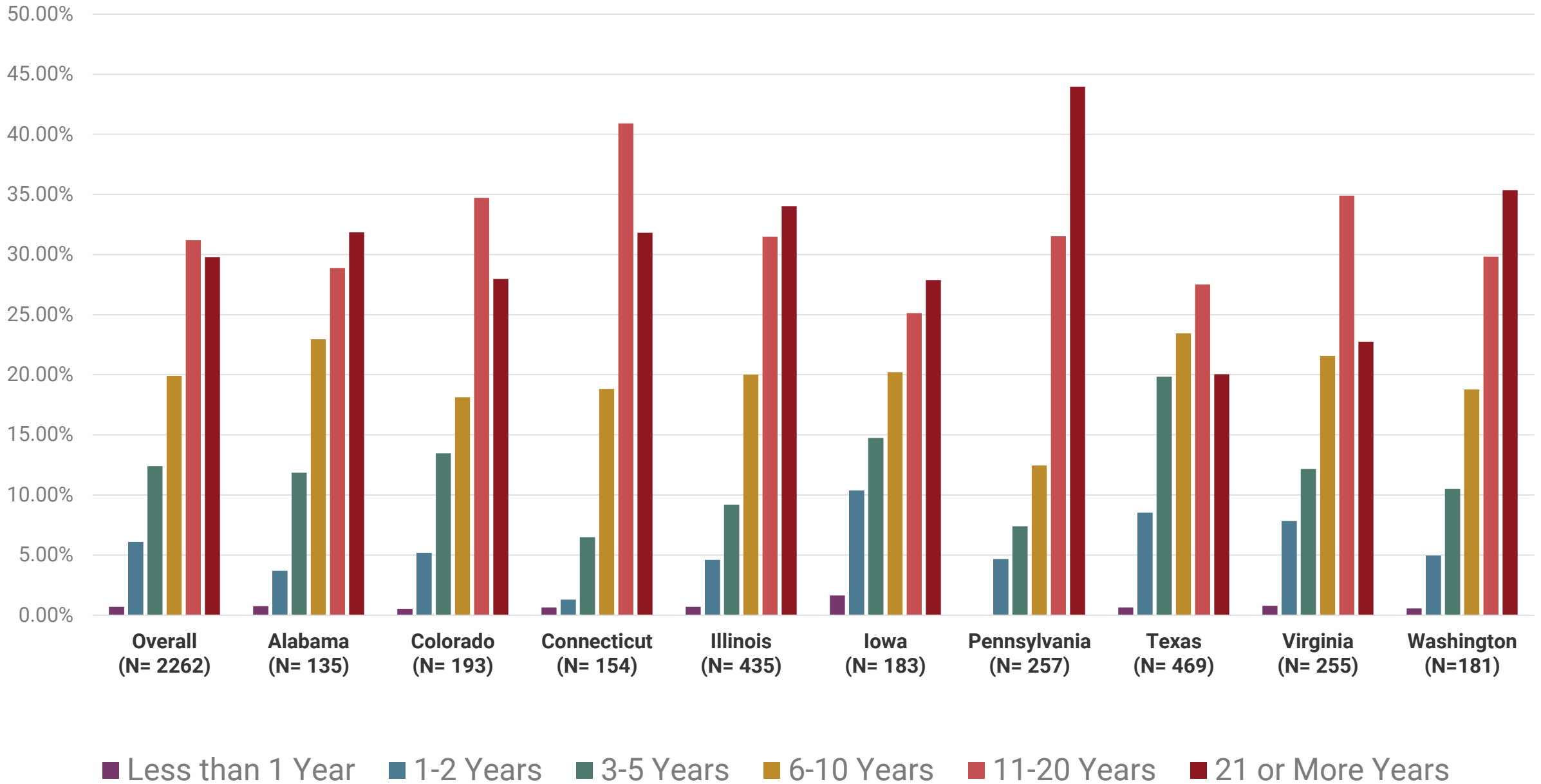
Locale Participation by Percent (Total N= 3,012)

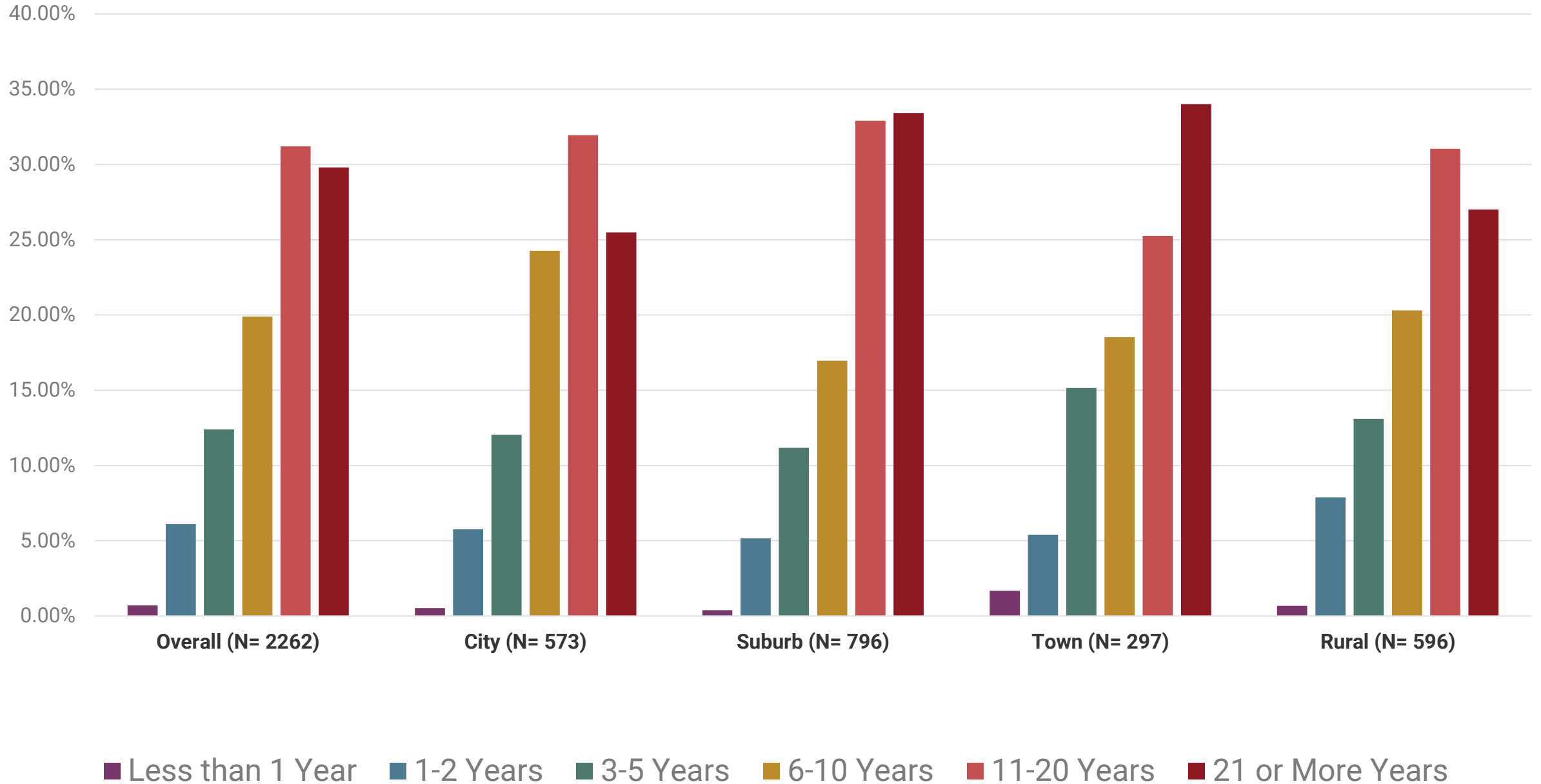


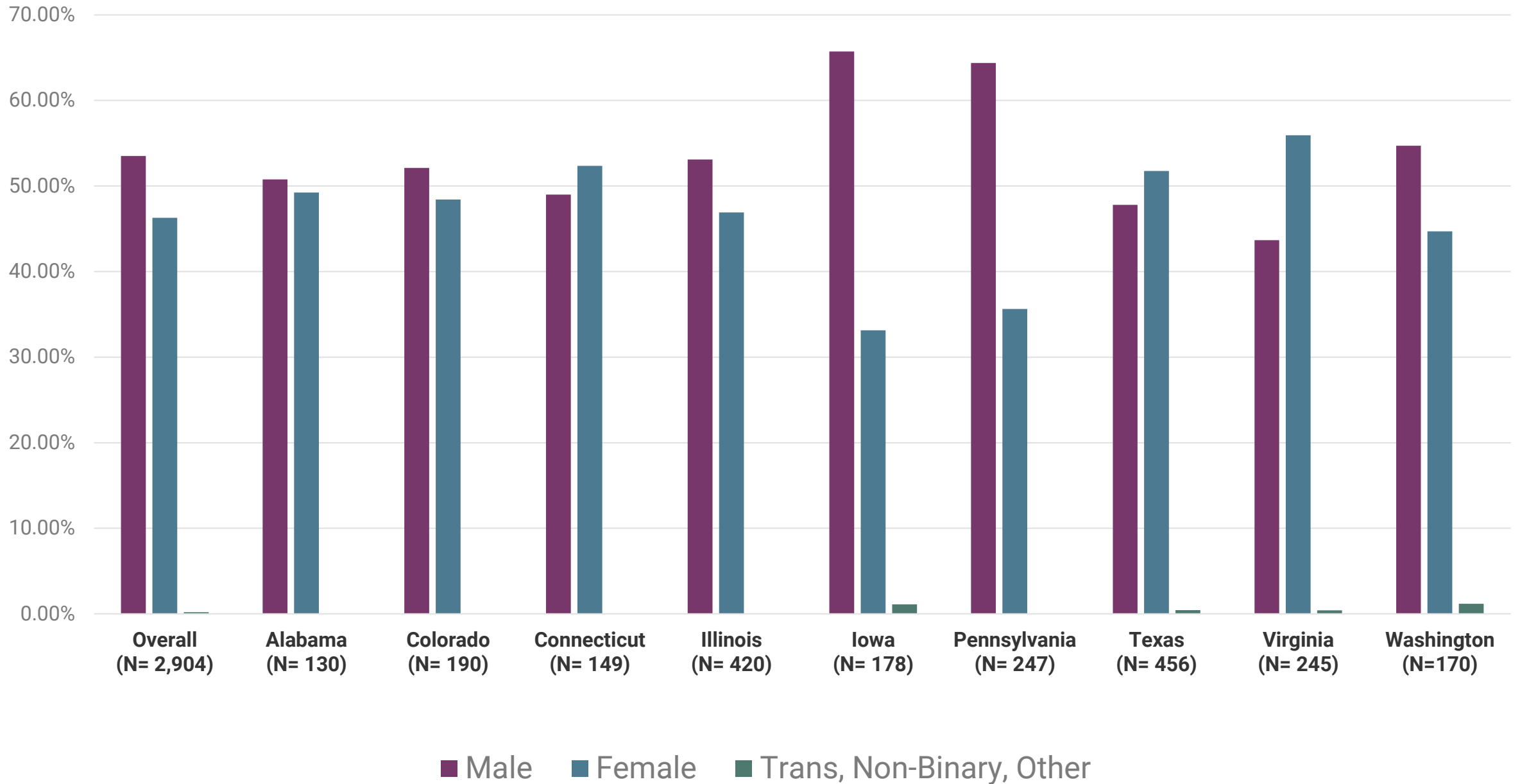


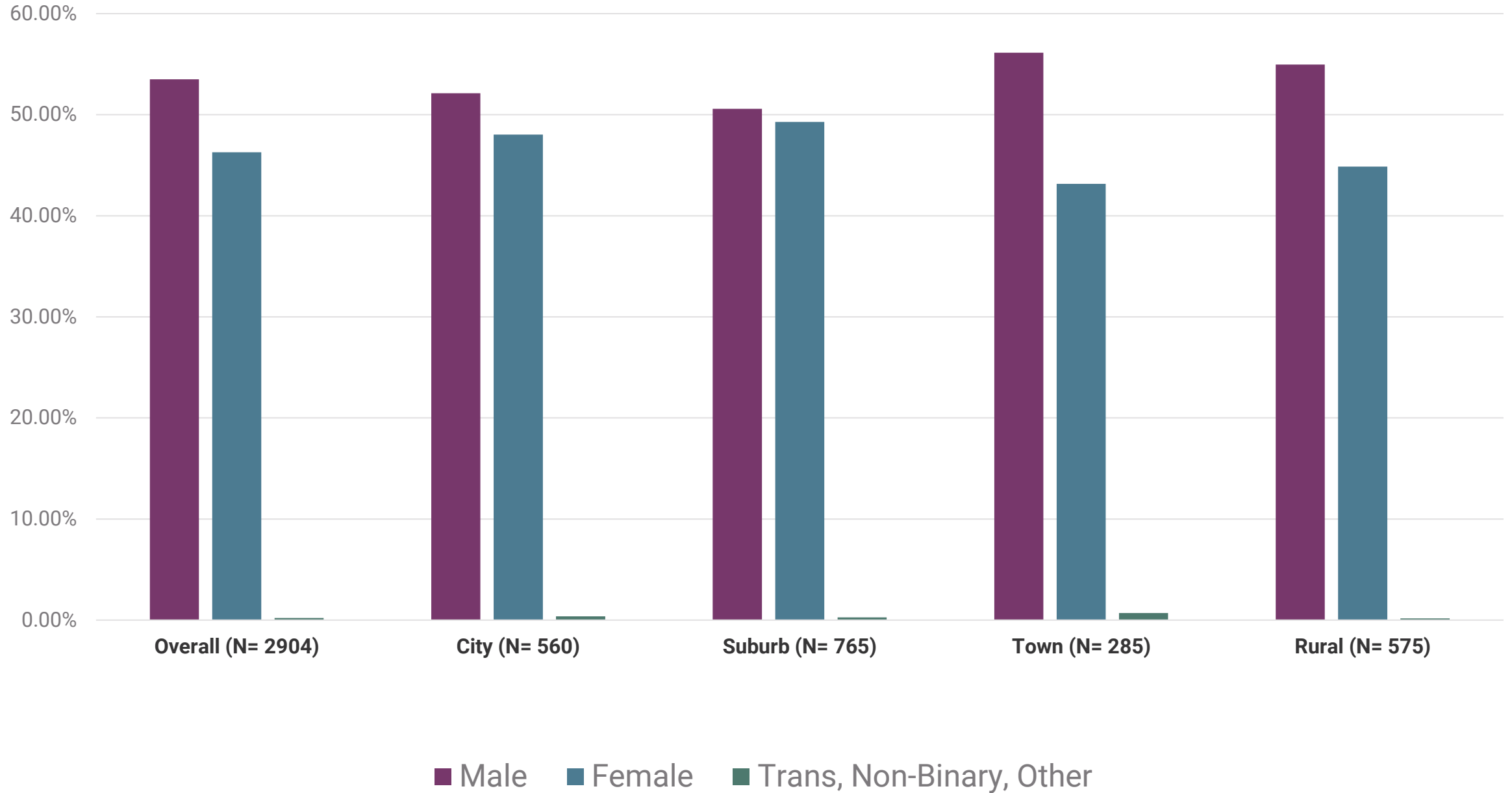
RESPONDENT RACIAL AND ETHNIC DEMOGRAPHIC PROFILE BY LOCALE











What do teachers use to teach US History?

Information about the use of textbooks and digital resources for instruction

Q26 Which of the following describe how textbooks are used in your US history classroom? Select all that apply.

Overall:

- In class reference work was the most common use for textbooks (45% overall).

By State:

- No states reported more than 19% of regular textbook use for homework.
- Texas (44%) and Virginia (46%) reported the highest aversion towards textbooks.

By Locale:

- Not a lot of deviation by locale.
- Cities use textbooks the least (35%).

Q28 Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply.

Overall:

- Newsela was selected the most often (52% overall).

By State:

- Newsela (52%) had the highest reported use overall.
- Over 60% of CT and IL teachers reported use of Newsela.
- Discovery Education was popular among TX and VA teachers (43%).

By Locale:

- High use of Newsela in the suburbs (32.4%).

Q27 Text: If you use a hard-copy or digitally licensed US history text in your on-level courses, which ones do you use?

241 responses contained “McGraw.”

- McGraw Hill - Discovering Our Past A History of the United States
- McGraw-Hill Networks™: A Social Studies Learning System
- McGraw Hill : United States History and Geography

86 responses contained “Pearson.”

- Pearson, America-History of our Nation
- Pearson Modern American History

86 responses contained “TCI.”

- TCI- History Alive! US history.
- TCI: Geography Alive! Regions and people

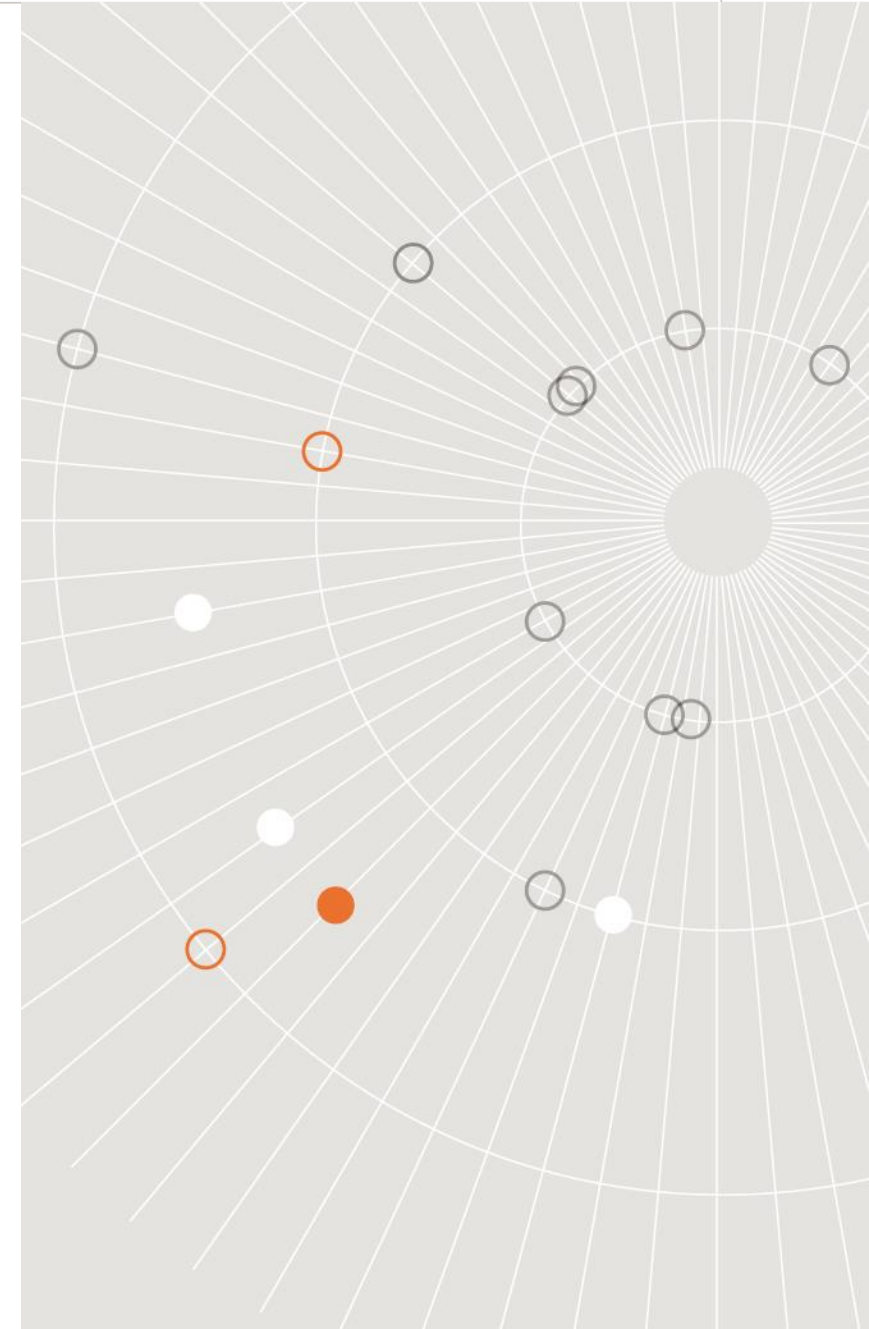
64 responses contained “Hall.”

- America: Building a Nation by Prentice Hall
- Prentice Hall, Pathways to America
- Prentice Hall, James West Davidson & Michael B. Stoff, America the History of Our Nation

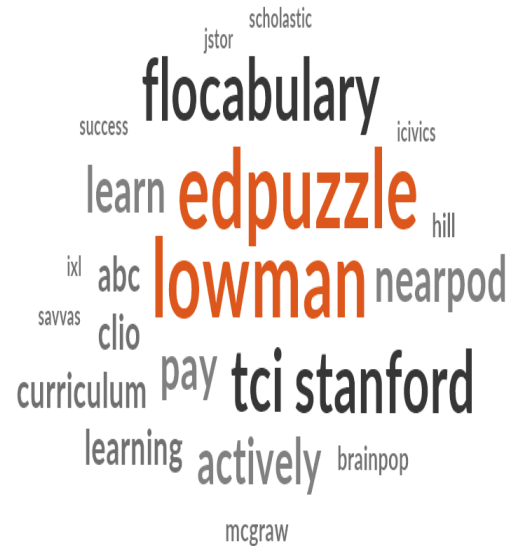
Q29 How often have you used the free history teaching resources listed below?

Takeaways and Outliers

- Popular Free Resources **Used Often** (by ~30% or more teachers)
 - Stanford History Education Group
 - Federal Museums, Archives, and Institutions
 - Teachers Pay Teachers
 - Crash Course
- Popular Free Resources **Used Occasionally** (by ~30% or more teachers)
 - Gilder Lehrman Institute of American History
 - Learning For Justice
 - National Geographic
 - PBS Learning Media
 - Khan Academy



Q28_14 Text: Which of the following digital social studies education platforms or resources that your district has purchased do you have access to? Select all that apply.



Q6 Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class?

Overall:

- 37% of respondents reported that *“I don't receive anything from the district office that directs my teaching.”*

By State:

- WA (<1%) had the lowest reported experience of a strict district office.
- VA (47%) reported high experience with district pacing, with classroom activities being teacher-led.
- IA (53%) reported high lack of district involvement in curricular decisions.

By Locale:

- Rural and Town (45-46%) reported high lack of district involvement in curricular decisions.

Q7 How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL?

Overall:

- 40% of respondents reported “No Influence” from their principal.
- 2% of respondents reported “No Influence” from state standards.
- Overall, principals have the least influence and individual classroom teachers and the state’s academic standards have the most influence – this pattern holds true in every state.

By State:

- 40% of TX respondents reported no school principal influence.
- 43% of AL respondents reported no influence for team of teachers collaborating.
- Most states were close to the overall percentage but 50% of WA respondents reported no school principal influence.

By Locale:

- 51% of Town reported no influence for single teacher; 1% reported influence from the department head and 21% influence from a chair who makes curriculum decisions.

Q8 Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class?

Overall:

- Only 18% of respondents reported that ***“An administrator, course leader, and/or teacher team at my school creates a document outlining what we're supposed to teach, and we are expected to teach it.”***
- 31% of respondents reported that ***“Teachers share lesson ideas with each other and plan some things together, but we don't have one set of documents that reflects what we all do.”***

By State:

- CT (26%) reported the highest curriculum influence.
- AL (44%) reported that administrators ask teachers for descriptions of units and lessons, with decisions made by the teacher.

By Locale:

- Rural teachers seem to have the most autonomy (26%) and least amount of reporting requirements. 59% of Rural and 49% of Town compared to 33% of City and 23% of Suburb teachers reported they decide what happens in their classrooms. (Sum of % affirming response options #4 and #5.)

Q9 Which of the following describes the approach to US history assessment IN YOUR SCHOOL? Select all that apply.

Overall:

- 41% of respondents state that ***“My fellow US history teachers and I give a common assessment to our students every unit.”***
- Only 12% of respondents report ***“My state requires us to administer a common statewide assessment in US history.”***

By State:

- TX (74%) reported teachers give out a common assessment for each unit.
- AL (56%) had the highest percentage NOT providing a common assessment among teachers.

By Locale:

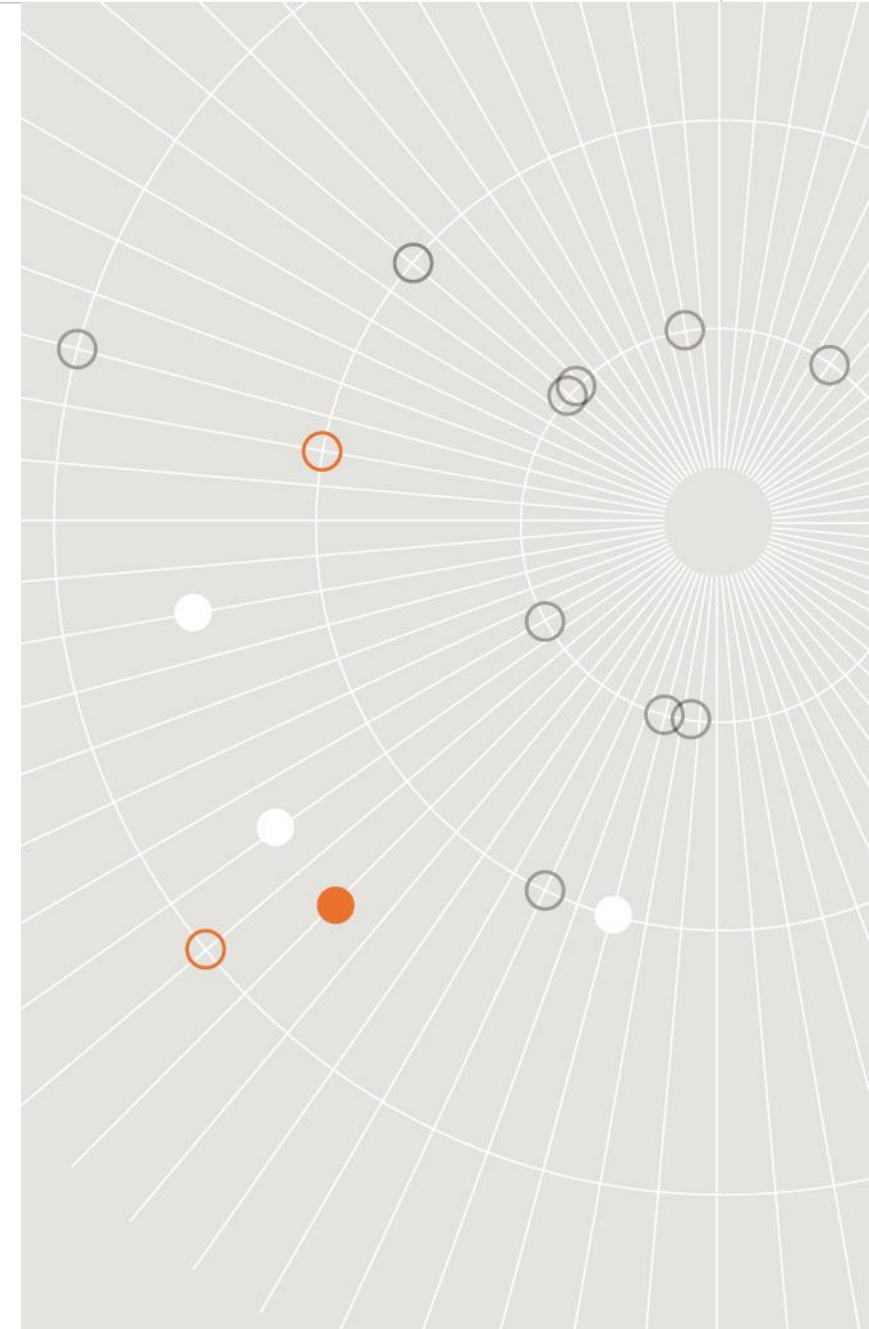
- Rural (25%) and Town (37%) reported NOT providing a common assessment among teachers.

What do US History teachers teach?

Q20 How much emphasis do you place on the following topics/eras in your US History class?

Common High Priority Eras Overall

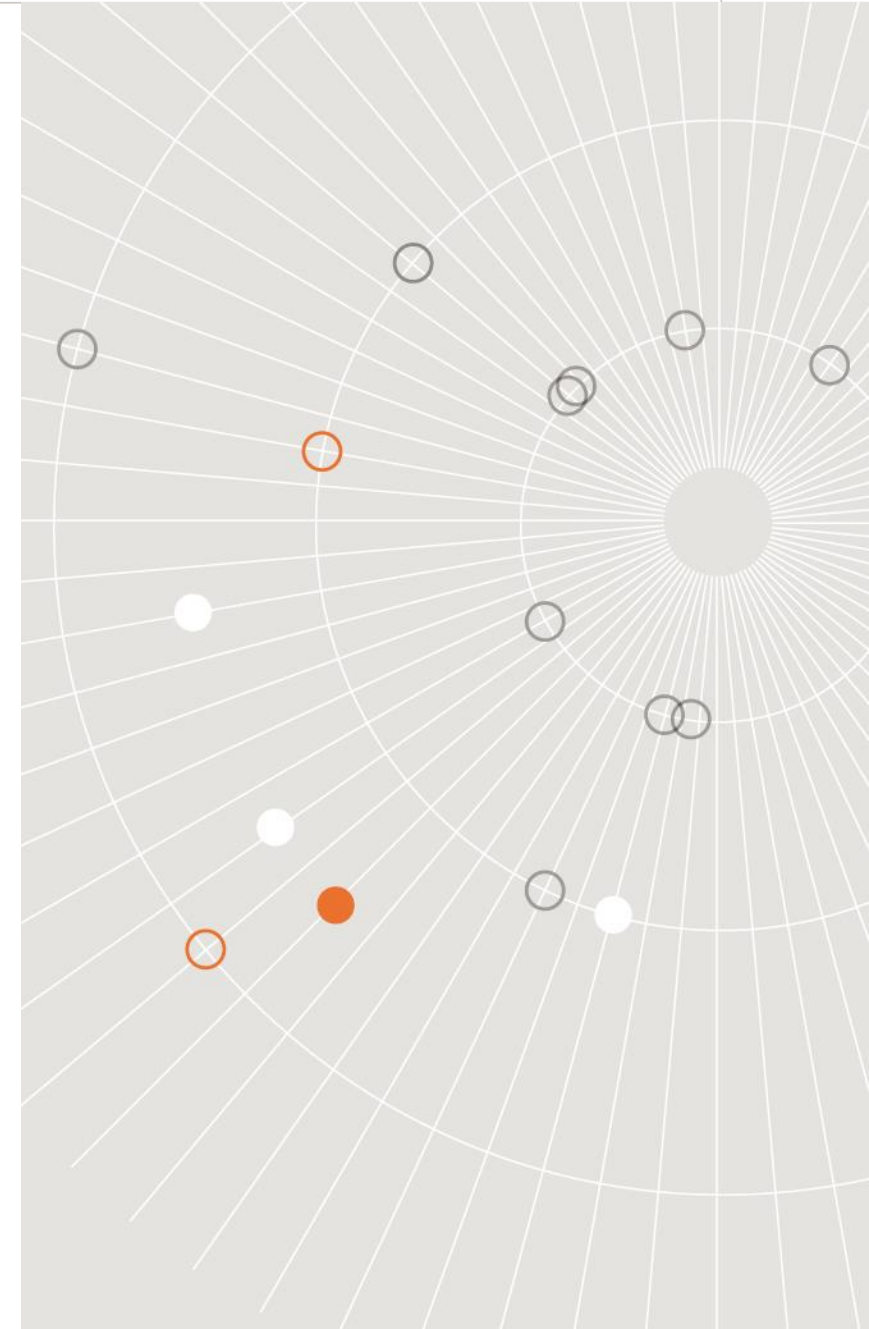
- The American Revolution and Founding of the Republic
- Slavery and the Antebellum South
- The Sectional Crisis and the Civil War
- The Great Depression and the New Deal
- World War II
- The Cold War and the Nuclear Age
- The Civil Rights Movement



Q23 Please select up to three of your favorite topics/eras to teach in US History and explain why.

Favorite topics

- The American Revolution and Founding of the Republic (54% Overall)
 - 46% (IL) to 63% (IA)
- World War II (41% Overall)
 - 29% (WA) to 53% (VA)
- The Civil Rights Movement (36% Overall)
 - 28% (PA) to 46% (WA)



Q24 Text: Why are these favorite topic areas?

- **The American Revolution and Founding of the Republic (54% Overall)**
 - *“The history, juxtaposed with difficult questions about our founding ideals and documents, create lots of opportunities for eye-opening discussions for students.”*
 - *“Interesting time period. Generally, the students enjoy this content area.”*
- **World War II (41% Overall)**
 - *“Students find it interesting. They like to learn about war and are curious about a global conflict.”*
 - *“I love military history in general. I also think teaching about fascism and the Holocaust is vitally important.”*
- **The Civil Rights Movement (36% Overall)**
 - *“This is of paramount importance to encourage human rights and empathy. I consider this unit a cornerstone of American history, democracy and citizenship.”*
 - *“I think that it is important for students to have an understanding of how crucial this was to our societal landscape.”*

Q14: What two or three things/themes do you wish students would always remember about the American Revolution?

510 open-ended responses contained “revolution.”

- *“How experiencing the American Revolution and the values that were fought for led to the creation of our country and the Constitution”.*
- *“The American Revolution was a war of rebellion, that not all Americans supported, and liberty/ rights was limited to white men”.*

296 open-ended responses contained “independence.”

- *“I would like students to always remember that one has to be brave and exhaust all avenues to maintain the independence that the colonists fought so hard for us to gain..”*
- *“The ideals of a new nation (Declaration of Independence). The “under dog” Americans overcoming disadvantages”.*

Q15: What two or three things/themes do you wish students would always remember about US Westward Expansion?

595 open-ended responses contained “expansion.”

- *“The effect of Westward Expansion on Native Americans, and on the politics of the US”.*
- *“U.S. westward expansion was not civilizing the west (already had a culture existing) and Manifest Destiny forced other groups off the land”.*

595 open-ended responses contained “native.”

- *“Removal of Native Americans; Trail of Tears”*
- *“The treatment of Native Americans, the role of states' rights when allowing slavey or not, Manifest Destiny”*

423 open-ended responses contained “manifest.”

- *“Manifest Destiny, Compromise of 1850, and that Mexican-American War was a response to complete Manifest Destiny”.*

Q16: What two or three things/themes do you wish students would always remember about the Civil War?

1550 open-ended responses contained “war.”

- *“African American participation in the war; African American citizenship status; Racism and citizenship; civil rights”*
- *“Causes of the Civil War and how the Union won”.*

1242 open-ended responses contained “slavery.”

- *“that it was about slavery”*
- *“Slavery was the primary issue. It was the bloodiest war in US History”.*

856 open-ended responses contained “civil.”

- *“The legacy of the Civil War continues today in America”.*

Q17: What two or three things/themes do you wish students would always remember about Reconstruction?

266 open-ended responses contained “south.”

- *“Racial equality became a national goal for the South; Jim Crow set in instead”*
- *“Hostile South, reconstruction amendments, Jim crow origins”*

242 open-ended responses contained “amendments.”

- *“13th, 14th, 15th amendments. Jim Crow laws”.*
- *“Recon amendments 13-15; Rise of Jim Crow and Southern White Terrorism”*

238 open-ended responses contained “African.”

- *“How African-Americans were treated during and after Reconstruction. How the policies of Reconstruction changed American politics”.*

Q18: What two or three things/themes do you wish students would always remember about the Gilded Age and Progressive Era?

282 open-ended responses contained “government.”

- *“The relationship between business and the government”*
- *“The impact of economic change on a society. The attitudes towards the role of government”.*

185 open-ended responses contained “labor.”

- *“The various movements (women, African Americans, Child Labor)”*
- *“Tension between the labor movement and big business”*
- *“The slums and child labor”.*

Q19: What two or three things/themes do you wish students would always remember about the Civil Rights Movement?

223 open-ended responses contained “change.”

- *“How people can change society, politics, and laws. How different minority groups fought for civil rights (LGBTQ+, Native Americans, Chicano)”*
- *“Activists worked to create legal change. Systemic racism continues today”*

172 open-ended responses contained “MLK.”

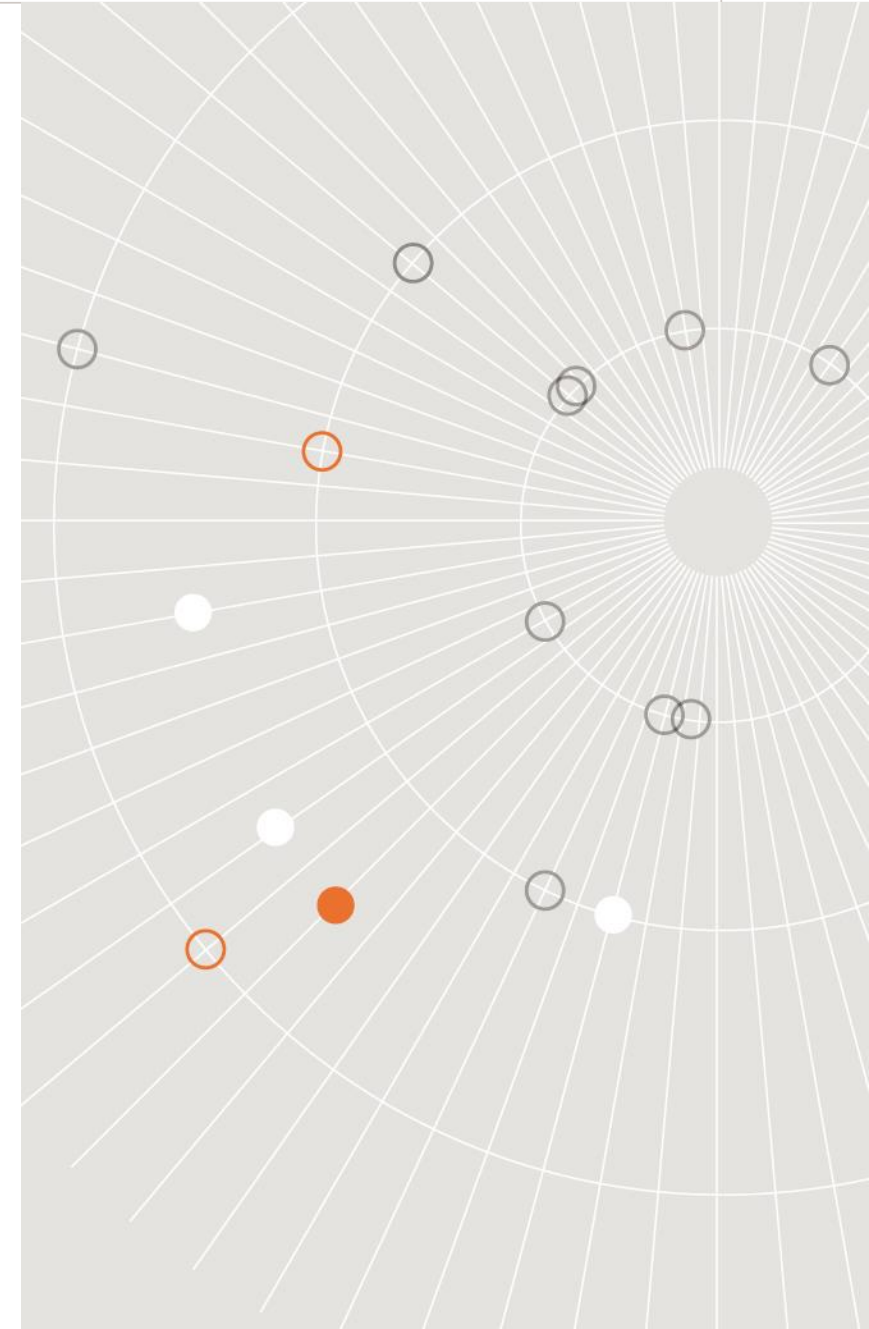
- *“That is wasn't just MLK and Rosa, that so many different people led movements and that the Long black freedom struggle started before 1950 and hasn't ended”*
- *“Mlk. Malcom x. Voting rights act feminism”*

Is teaching US History a “challenge”?

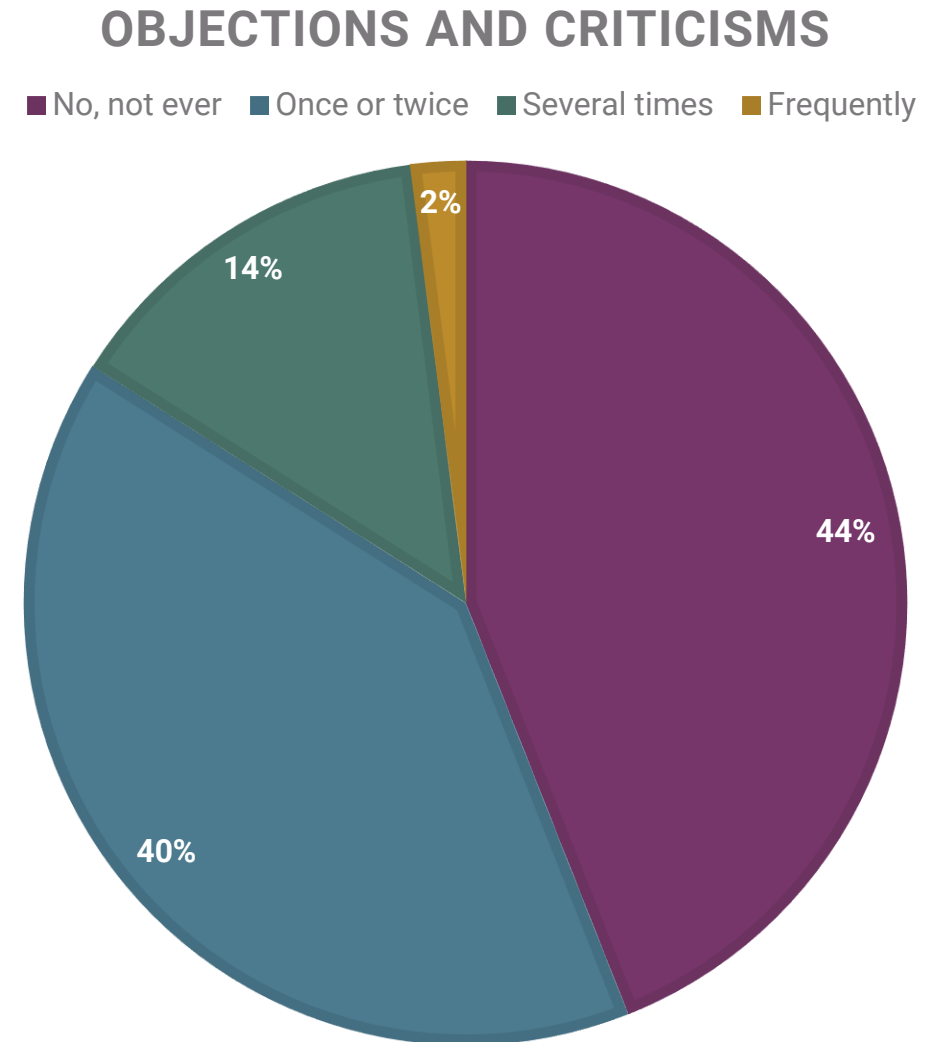
Q37: How do teachers experience challenges to the way they teach US History topics?

A large majority of teachers (84%) reported rarely or never facing criticisms about the way they teach certain topics in US History.

- When they did face criticism, it most often came from parents (71%) and students (44%).
- Few (15%) reported changing the way they teach the topic in response to criticism.



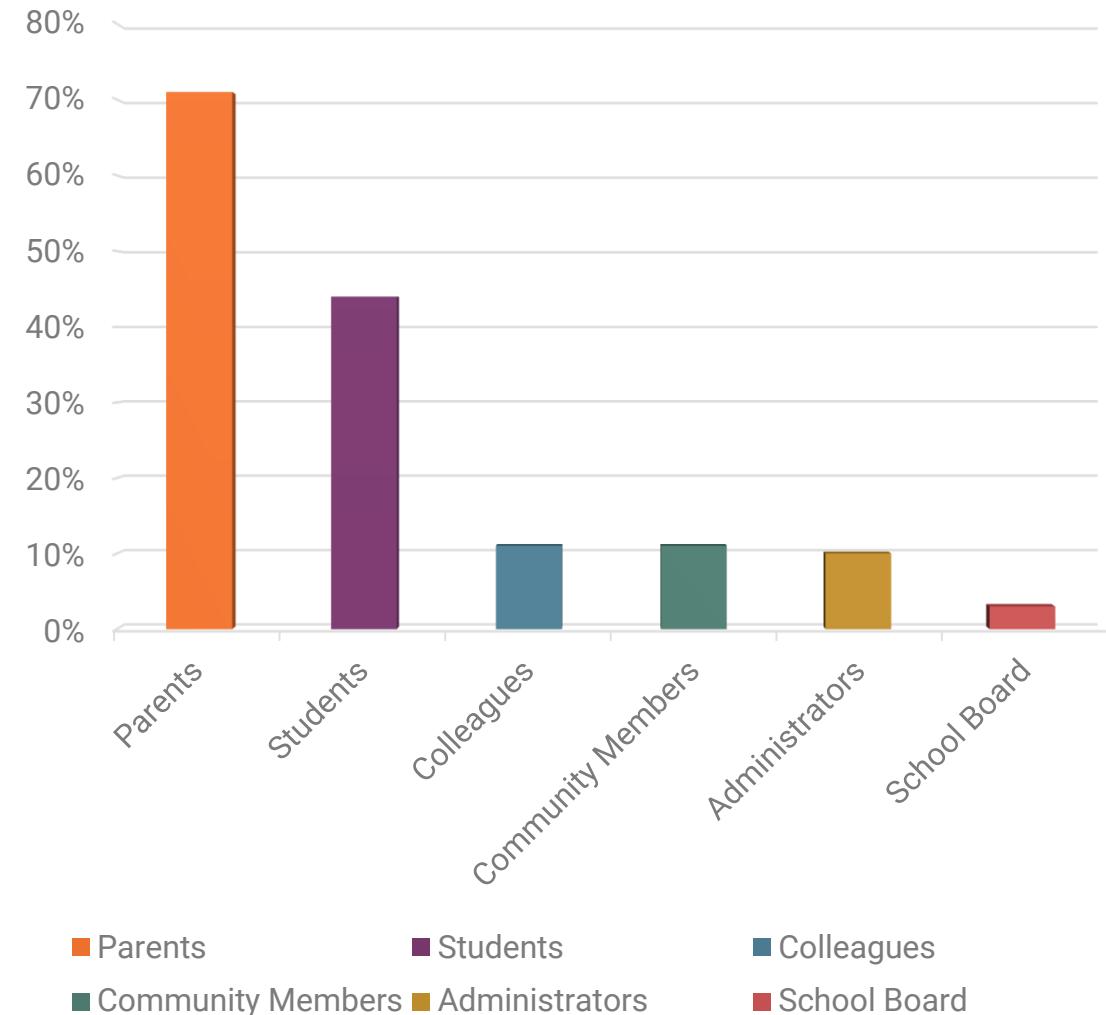
- A large majority of teachers (84%) reported rarely or never facing criticisms about the way they teach certain topics in US History.
- A review of responses by state shows the same pattern: 80 to 90% of teachers report they rarely or never face criticisms about the way they teach certain topics in US History.
- A review of responses by locale shows the same pattern: 83 to 86% of teachers report they rarely or never face criticism about the way they teach certain topics



Q 39: When they did face criticism about the way they teach certain US History topics, the criticism most often came from parents (77%) and students (44%).

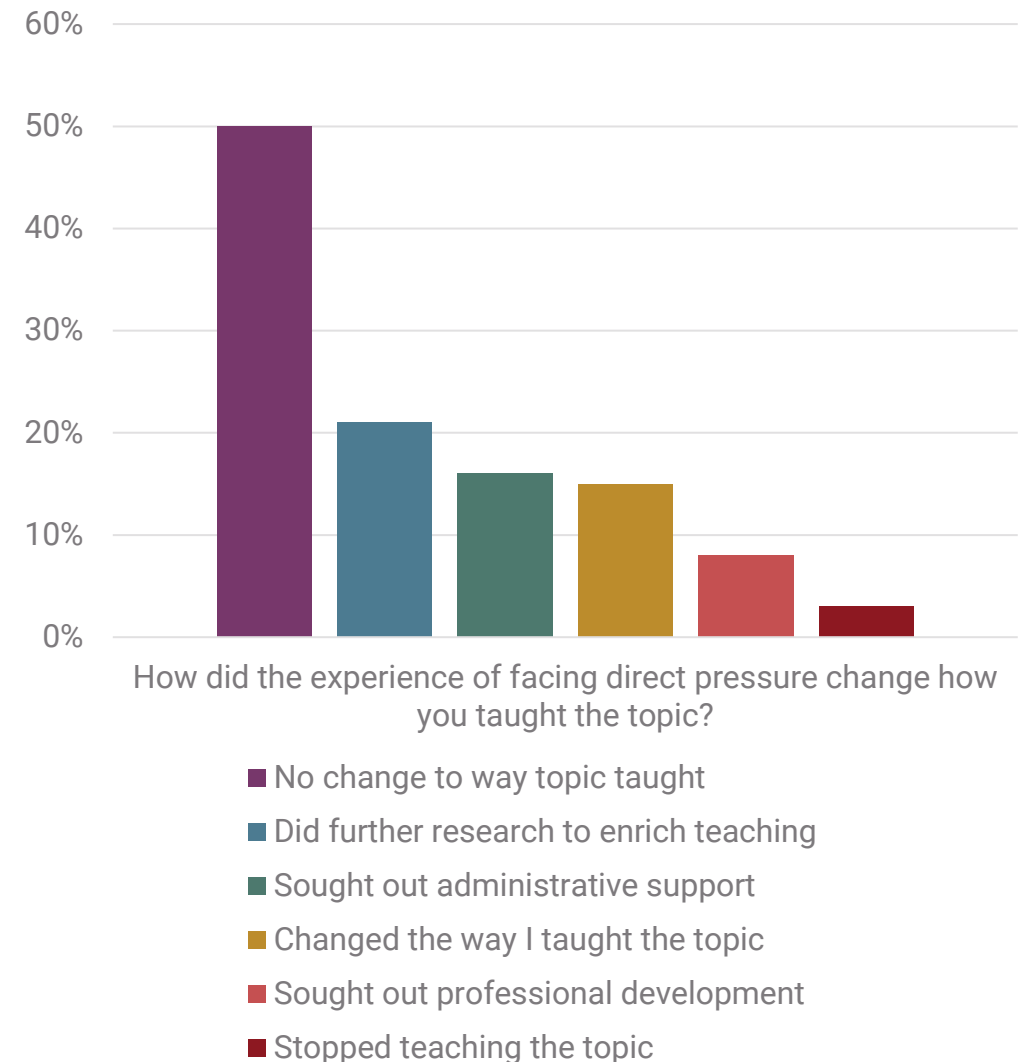
- A review of responses by state shows the same pattern: the criticism most often came from parents (61 to 82%) and students (41 to 51%).
- A review of responses by locale shows the same pattern: the criticism most often came from parents (64 to 77%) and students (39 to 49%).

From whom have the objections or criticisms come?



Q 40: When they faced criticism, only 15 percent reported changing the way they teach the topic. Half reported making no changes to the way they teach the topic.

- A review of responses by state overall shows the same pattern: **12 to 18%** reported changing the way they teach. **42 to 56%** reported making no changes.
- A review of responses by locale shows the same pattern: **13 to 17%** reported changing the way they teach. **45 to 56%** reported making no changes.



Q40_7 Text: How did the experience of facing direct pressure change how you taught the topic?

“I feel I may not go as deeply as I did before and I feel I have to censor what I say in class, but I still teach the hard topics.”

“I sought administrative support and then did not change the way I taught the topic. Just did a CYA so I didn't get ousted by radically conservative parents.”

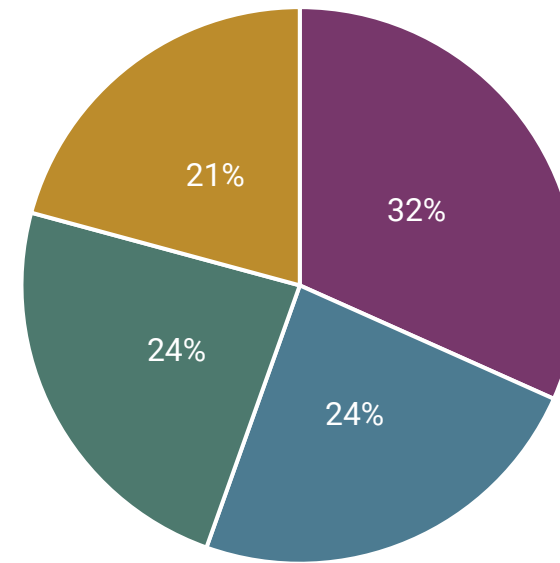
“had good conversations with students & parents, explained multi-faceted approach to history”

Q21: What do teachers consider challenging about teaching US History?

No single topic was identified by most teachers as challenging. The four most-often selected topics were:

- Early National Period
 - 32% on average
 - 23% (PA) to 41% (CO)
- Native America before European Colonization
 - 24% on average
 - 14% (CO) to 31% (PA)
- Great Recession and Present Day
 - 24% on average
 - 20% (IL) to 32% (CT)
- Slavery and the Antebellum South
 - 21% on average
 - 17% (VA) to 29% (IA & PA)

Challenging Topics



- Early National Period
- Native America before European Colonization
- Great Recession and Present Day
- Slavery and the Antebellum South

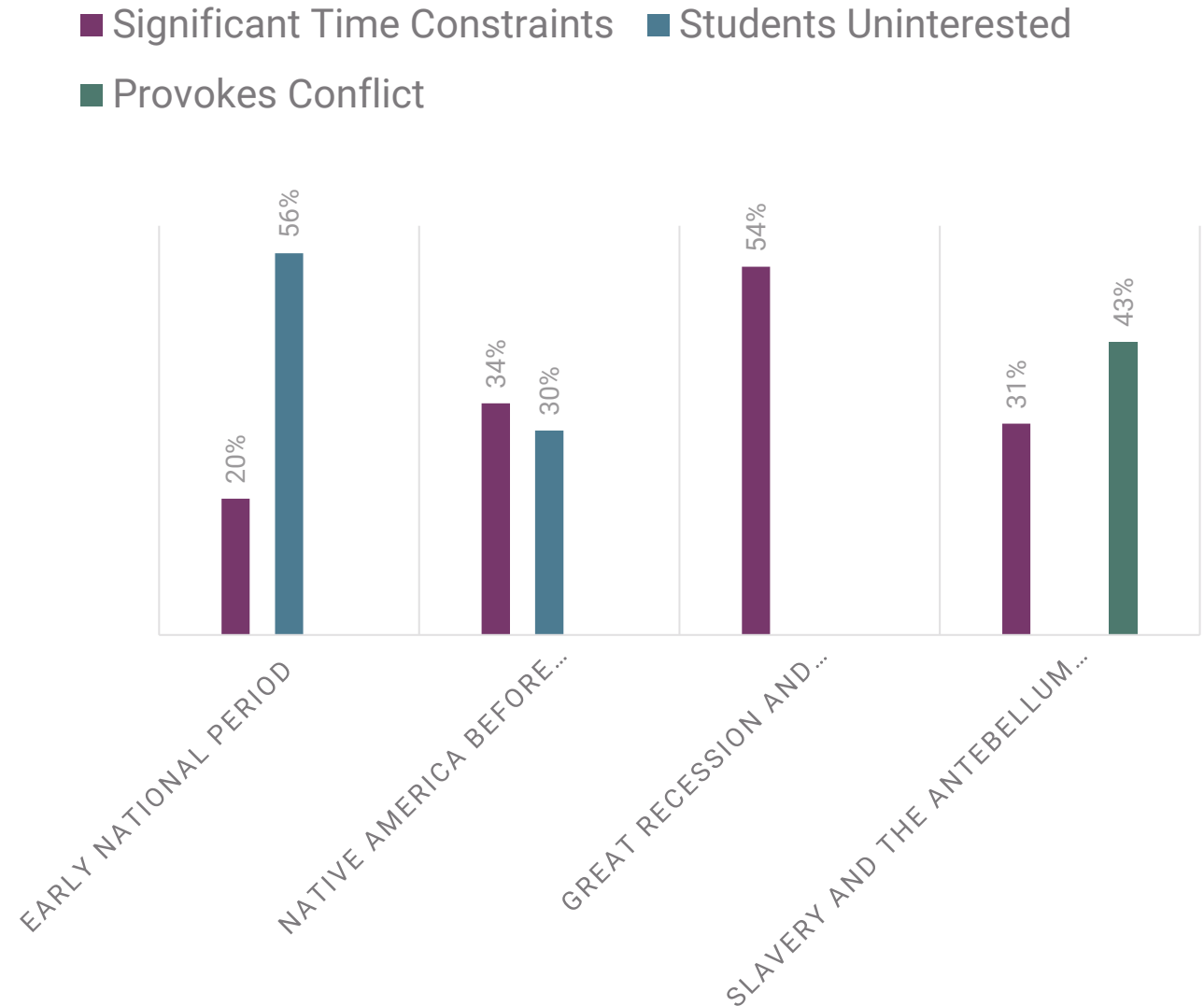
Q21: What do teachers consider challenging about teaching US History?

Ten to twenty percent of the teachers identified the topics/eras listed below as challenging.

- Reconstruction
- The Gilded Age
- Clinton and the New Democrats
- Reagan and the Conservative Movement
- Early Nineteenth Century and Westward Expansion
- The Progressive Era

Q22: When asked what makes a specific topic/era difficult to teach, the most often reasons given were significant time constraints and lack of student interest.

- The most often reason (43%) the topic of “slavery and the antebellum” is difficult is it “provokes conflict” –the only one of the four most-selected topics that teachers find provokes conflict.



Q22 Why topics are challenging

- **Early National Period (32%)**
 - *“There are SO MANY moving parts; breaking this down in a way that makes sense to students is very tough.”*
 - *“This time period is difficult. We look at the War of 1812, the canal and turnpike era, but this is a time that does not hold much interest for kids.”*
- **Native America before European Colonization (24%)**
 - *“My department chairs are very focused on the state tests so things that are not covered in the state standards are overlooked. At my school I feel that we are teaching to a test most of the time.”*
 - *“This is a one-semester (almost refresher since they get Early US History as 8th graders) course so I just don't have enough time nor the adequate resources to cover this as thoroughly as I would like. In addition, the available literature is outdated.”*

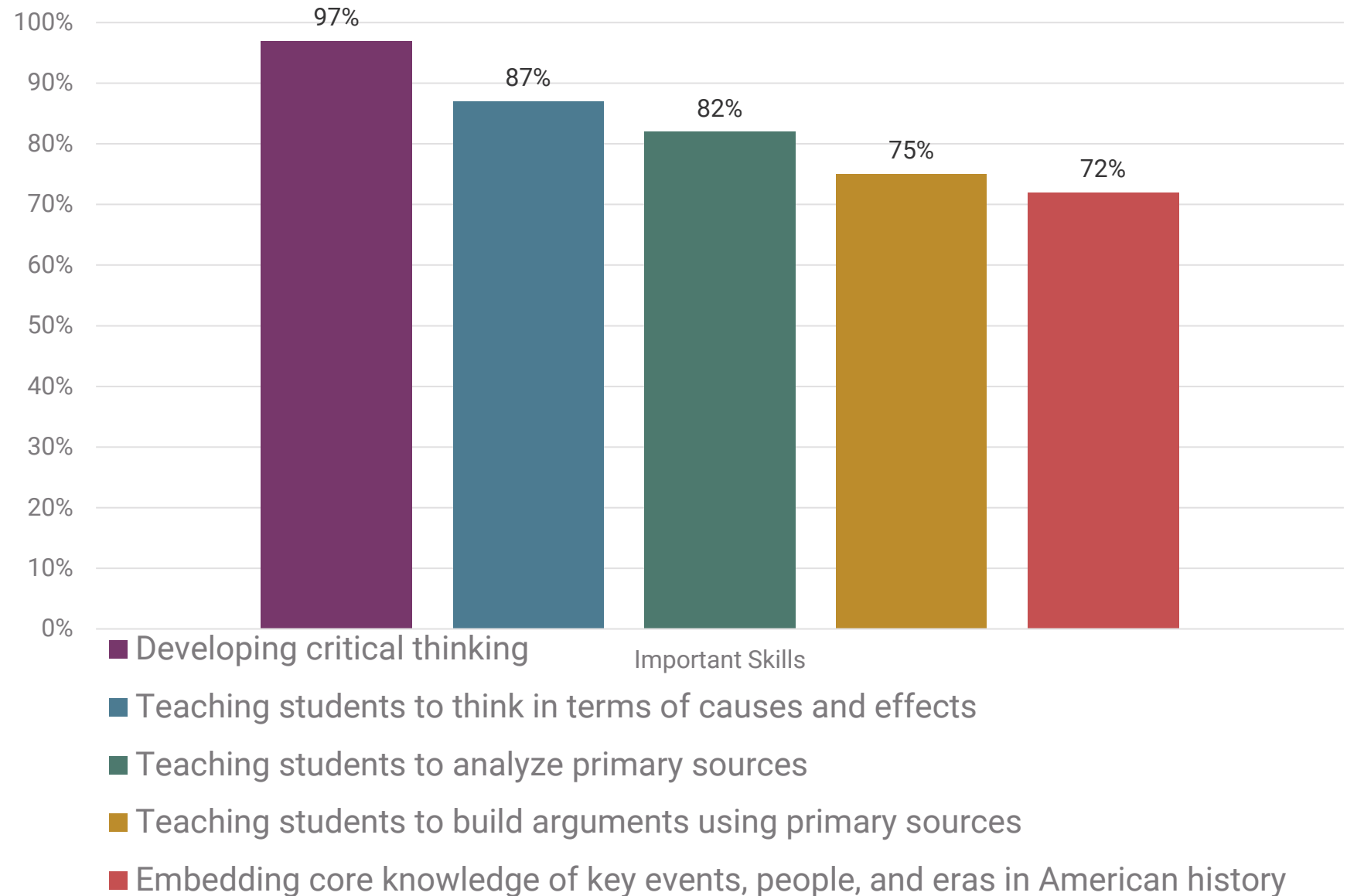
Q22 Why topics are challenging

- **Great Recession and Present Day (24%)**
 - *“Time reasons late in the school year, and a lot of the history is current events more than history”*
 - *“It is still relatively recent when compared with the rest of the course. Not as much unbiased historical research has been provided to properly teach the subject/time period”*
- **Slavery and the Antebellum South (21%)**
 - *“Every year I have to deal with students and/or parents claiming I'm pushing a liberal agenda or I'm teaching CRT.”*
 - *“There are specific state requirements regarding the teaching of slavery. It is too much a legal issue and I am fearful of overstepping and facing legal action.”*
 - *“Students have heard this topic so much, at times, they disengage or want to move quickly to get past it.”*
 - The most often reason that Slavery and the Antebellum South is difficult is because it provokes conflict.

What skills, goals and values are important when teaching US History?

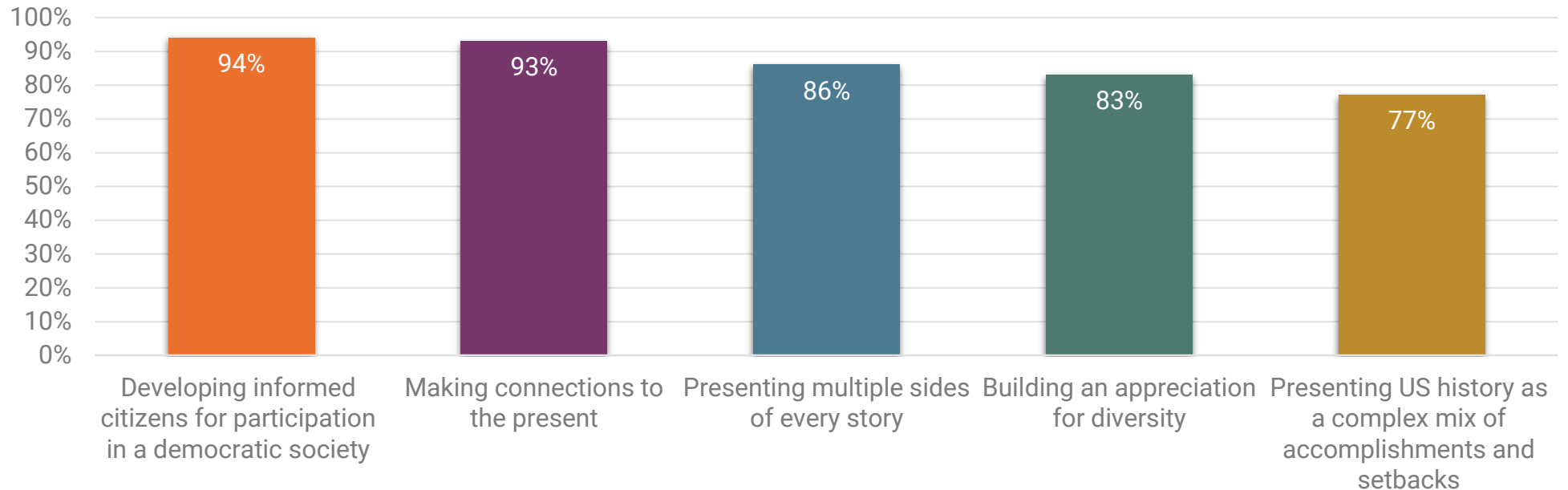
Q34

When asked which skills are important for US history students to learn, about two-thirds or more of the teachers reported the following skills (overall and for all states and locales).

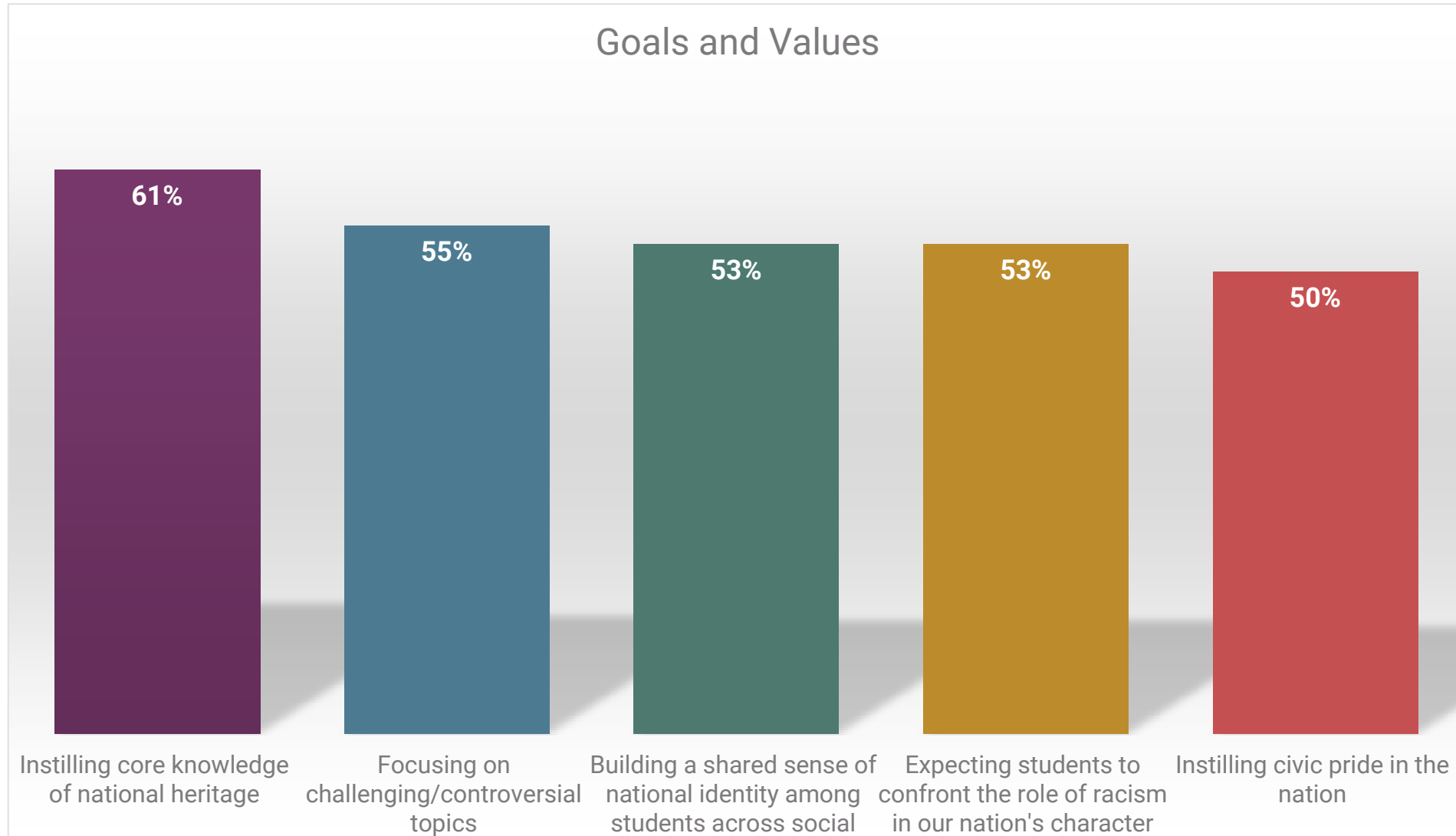


Qs 35-37

When asked about the important goals and values to teaching US history, two-thirds or more of the teachers reporting the following goals and values (responses were similar overall and for all states and locales).



Overall, over half of the teachers reported having the following goals and values for teaching US History (responses varied by state and locale).



Conclusion: Key Findings & Surprises



Key Findings/Conclusions/Surprises

- **Overall, responses across states were very similar on most questions.**
 - Districts in Texas have more power/responsibilities than other states, but teachers in Texas are still basically autonomous.
 - In Iowa, slavery is controversial to teach.
- **A large majority of teachers reported not facing criticism for teaching key topics.**
 - When they did, the criticism mostly came from students and parents.
 - Very few made changes to the way they teach in response to criticisms.
 - When teachers found topics challenging to teach, the reason was most often lack of student interest and time constraints.
- **Almost all teachers identified two main goals/values for teaching US history:**
 - Developing informed citizens for participation in a democratic society.
 - Making connections to the present.
- **Topics to explore in future studies:**
 - The role class size plays in US History teaching
 - The role that course loads play in the life of US History teachers

Thank you.

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RESPONDENT USE OF TEXTBOOKS IN THE CLASSROOM BY STATE (Q26)

Textbook	Percent Yes (N=2,361)	AL (N =142)	CO (N = 201)	CT (N = 158)	IL (N = 456)	IA (N = 194)	PA (N = 266)	TX (N = 486)	VA (N = 267)	WA (N= 191)
1 = I regularly assign textbook pages for homework.	11%	8%	12%	16%	13%	10%	19%	5%	7%	14%
2 = I regularly assign students to read textbook pages in class.	16%	19%	16%	6%	18%	22%	19%	10%	9%	29%
3 = I have students use the textbook as a reference for in-class work.	45%	61%	44%	41%	48%	47%	51%	38%	36%	53%
4 = We use a textbook on a regular basis, but it's part of a set of other texts and resources we use.	19%	26%	27%	18%	19%	21%	23%	12%	9%	30%
5 = Students can access assigned readings from a digitally published text OR from a hard-copy textbook.	26%	34%	25%	24%	24%	22%	32%	21%	21%	37%
6 = Students ONLY access assigned readings from a digitally published text, not from a hard-copy textbook.	8%	5%	10%	6%	10%	9%	8%	8%	8%	6%
7 = We never use textbooks.	32%	21%	27%	28%	29%	27%	21%	44%	47%	16%
8 = My district/school currently has no adopted textbook or licensed digital resource for US history.	6%	3%	9%	8%	7%	9%	4%	5%	5%	7%

Textbook	Percent Yes (N=2,361)	City (N =603)	Suburb (N = 833)	Town (N =302)	Rural (N =623)
1 = I regularly assign textbook pages for homework.	11%	10%	12%	11%	10%
2 = I regularly assign students to read textbook pages in class.	16%	14%	12%	21%	18%
3 = I have students use the textbook as a reference for in-class work.	45%	41%	44%	50%	49%
4 = We use a textbook on a regular basis, but it's part of a set of other texts and resources we use.	19%	18%	20%	19%	19%
5 = Students can access assigned readings from a digitally published text OR from a hard-copy textbook.	26%	25%	28%	28%	22%
6 = Students ONLY access assigned readings from a digitally published text, not from a hard-copy textbook.	8%	10%	9%	7%	7%
7 = We never use textbooks.	32%	35%	30%	28%	31%
8 = My district/school currently has no adopted textbook or licensed digital resource for US history.	6%	6%	8%	6%	5%

RESPONDENT USE OF DIGITAL RESOURCES IN THE CLASSROOM BY STATE (Q28)

Digital Resource	Percent Yes (N=1677)	AL (N =93)	CO (N = 140)	CT (N = 125)	IL (N = 350)	IA (N = 107)	PA (N = 177)	TX (N = 357)	VA (N = 195)	WA (N= 133)
1 = Discovery Education	30%	33%	24%	27%	19%	18%	42%	43%	40%	11%
2 = Newsela	52%	43%	45%	67%	59%	47%	50%	40%	64%	53%
3 = CommonLit	13%	23%	13%	21%	16%	5%	14%	10%	13%	8%
4 = Nat Geo Education (National Geographic)	12%	11%	16%	11%	11%	11%	9%	13%	10%	12%
5 = Exploros	2%	0%	0%	0%	0%	0%	0%	8%	0%	0%
6 = InspireEd	3%	0%	7%	2%	2%	0%	5%	3%	4%	3%
7 = Safari Montage	3%	0%	0.71%	0%	6%	0%	3%	2%	6%	8%
8 = ActiveClassroom (Social Studies School Service)	4%	3%	1%	0.8%	1%	3%	0.57%	13%	2%	0%
9 = The DBQ Project	26%	23%	41%	11%	29%	27%	9%	33%	28%	23%
10 = Choices Program (Brown University)	9%	2%	7%	27%	15%	7%	5%	1%	2%	26%
11 = Teacher Created Materials (TCM)	5%	9%	5%	2%	4%	4%	5%	9%	3%	5%
12 = Albert.io	3%	7%	3%	0.8%	6%	0%	6%	3%	1%	0%
13 = AMSCO (Perfection Learning)	6%	11%	7%	5%	8%	4%	3%	9%	3%	3%
14 = Scholastic News/ Upfront (New York Times)	20%	15%	25%	48%	26%	8%	23%	8%	14%	23%
15 = Other	21%	22%	17%	24%	19%	23%	19%	23%	16%	24%

RESPONDENT USE OF DIGITAL RESOURCES IN THE CLASSROOM BY LOCALE (Q28)

Digital Resource	Percent Yes Total (N= 1,677)	City (N =453)	Suburb (N = 634)	Town (N =199)	Rural (N =391)
1 = Discovery Education	30%	28%	29%	30%	36%
2 = Newsela	52%	55%	59%	44%	42%
3 = CommonLit	13%	15%	14%	10%	12%
4 = Nat Geo Education (National Geographic)	12%	14%	11%	10%	11%
5 = Exploros	2%	0.88%	2%	2%	2%
6 = InspireEd	3%	5%	2%	3%	2%
7 = Safari Montage	3%	6%	4%	2%	0.77%
8 = ActiveClassroom (Social Studies School Service)	4%	6%	4%	2%	2%
9 = The DBQ Project	26%	31%	27%	21%	24%
10 = Choices Program (Brown University)	9%	9%	12%	10%	6%
11 = Teacher Created Materials (TCM)	5%	5%	4%	7%	7%
12 = Albert.io	3%	2%	5%	1%	3%
13 = AMSCO (Perfection Learning)	6%	8%	8%	6%	3%
14 = Scholastic News/ Upfront (New York Times)	20%	14%	27%	15%	17%
15 = Other	21%	20%	16%	27%	24%

	Percent Yes Total (N= 2,805)	AL (N = 172)	CO (N = 231)	CT (N = 184)	IL (N = 557)	IA (N = 221)	PA (N = 310)	TX (N = 577)	VA (N = 321)	WA (N= 232)	City (N = 719)	Suburb (N = 977)	Town (N = 364)	Rural (N = 745)
1 = Someone at the district office creates a document outlining what we're supposed to teach, and then we follow it. Pacing, readings, assignments, activities are ALL specified and required by the district office.	4%	6%	3%	5%	3%	2%	3%	9%	2%	0.86%	7%	5%	3%	2%
2 = Someone at the district office creates a document requiring the pacing of our courses. But readings, assignments, and activities are up to the teacher.	34%	39%	24%	32%	23%	18%	28%	51%	55%	22%	44%	37%	23%	26%
3 = Someone at the district office creates a document outlining what we're supposed to teach, but it is not required.	10%	12%	12%	12%	11%	5%	8%	8%	8%	13%	16%	9%	7%	6%
4 = I don't receive anything from the district office that directs my teaching.	37%	33%	49%	26%	48%	57%	40%	21%	22%	47%	21%	32%	52%	52%
5 = Other	15%	11%	12%	24%	15%	18%	20%	11%	12%	18%	12%	18%	15%	15%

	Percent Total (N= 2602)	AL (N = 171)	CO (N = 228)	CT (N = 176)	IL (N = 553)	IA (N = 219)	PA (N = 499)	TX (N = 569)	VA (N = 316)	WA (N= 230)	City (N = 711)	Suburb (N = 967)	Town (N = 359)	Rural (N = 795)
1 = A school principal	13%	12%	12%	12%	14%	9%	11%	18%	10%	8%	13%	10%	16%	13%
2 = A curriculum coordinator, instructional coach, or another administrator	35%	28%	22%	52%	33%	21%	34%	50%	33%	17%	36%	40%	27%	29%
3 = A fellow teacher who is a department/division/course chair or lead	39%	23%	31%	51%	42%	37%	39%	49%	28%	32%	41%	43%	35%	30%
4 = A team of teachers who collaborate as a PLC or course team	50%	59%	57%	59%	54%	51%	38%	62%	43%	50%	54%	61%	39%	37%
5 = The individual classroom teacher	87%	86%	94%	81%	88%	91%	89%	82%	86%	92%	87%	85%	87%	90%
6 = The state's academic standards for social studies	84%	93%	80%	70%	78%	86%	72%	96%	94%	78%	81%	82%	86%	90%

	Percent Yes Total (N= 2,808)	AL (N = 172)	CO (N = 231)	CT (N = 184)	IL (N = 557)	IA (N = 221)	PA (N = 311)	TX (N = 579)	VA (N = 321)	WA (N= 232)	City (N = 719)	Suburb (N = 979)	Town (N = 365)	Rural (N = 745)
1 = An administrator, course leader, and/or teacher team at my school creates a document outlining what we're supposed to teach, and we are expected to teach it.	18%	7%	10%	27%	22%	15%	21%	22%	14%	9%	18%	24%	16%	10%
2 = An administrator, course leader, and/or teacher team at my school creates a document outlining what we're supposed to teach, but it's optional.	7%	3%	5%	9%	7%	5%	6%	9%	6%	5%	8%	9%	4%	4%
3 = Teachers share lesson ideas with each other and plan some things together, but we don't have one set of documents that reflects what we all do.	31%	26%	39%	34%	27%	27%	24%	31%	36%	40%	36%	36%	26%	23%
4 = Administrators ask me for paperwork describing my units and lessons, but I'm the only one deciding what happens in my classroom.	22%	44%	13%	9%	20%	20%	28%	25%	21%	11%	20%	11%	32%	33%
5 = I'm the only one deciding what happens in my classroom. Administrators do not ask for information about my units and lessons.	17%	17%	29%	13%	17%	26%	16%	7%	16%	29%	13%	13%	17%	26%
6 = Other	6%	3%	4%	9%	6%	7%	5%	5%	7%	6%	5%	7%	6%	4%

	Percent Yes Total (N= 2,457)	AL (N = 158)	CO (N = 188)	CT (N = 167)	IL (N = 483)	IA (N = 174)	PA (N = 285)	TX (N = 508)	VA (N = 303)	WA (N= 243)	City (N = 655)	Suburb (N = 1064)	Town (N = 384)	Rural (N = 795)
1 = My fellow US history teachers and I give a common assessment to our students every unit.	42%	16%	29%	39%	38%	47%	19%	74%	44%	25%	44%	44%	45%	32%
2 = My fellow US history teachers and I give a common assessment to our students every quarter or semester	21%	21%	23%	37%	19%	11%	14%	23%	25%	18%	25%	23%	15%	16%
3 = My fellow US history teachers and I give a common assessment to our students once a year.	6%	3%	5%	7%	4%	2%	11%	6%	8%	10%	7%	7%	4%	5%
4 = My fellow US history teachers and I do a common project with our students at least once a year.	16%	6%	18%	24%	13%	10%	13%	15%	22%	18%	16%	18%	19%	10%
5 = My fellow US history teachers and I give our own assessments, but we use a common pool of questions and prompts.	12%	9%	10%	16%	12%	11%	12%	10%	12%	19%	14%	12%	9%	11%
6 = My fellow US history teachers and I do NOT give assessments in common; we assess our students with tests and projects of our own.	28%	56%	38%	18%	31%	35%	47%	5%	20%	30%	22%	24%	33%	38%
7 = My state requires us to administer a common statewide assessment in US history.	12%	3%	3%	0%	1%	0%	2%	33%	24%	13%	15%	8%	7%	16%
8 = Other Selected	4%	1%	4%	5%	6%	3%	3%	2%	6%	2%	3%	4%	2%	5%