

SOCIAL STUDIES TEACHERS AND STANDARDS: NAVIGATION AND  
NEGOTIATION (147 pp.)

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This study explores how high school teachers experience the tension of two particular conflicting policy discourses present in social studies education. Through examination and analysis of 3 experienced teachers' responses to inquiries about how they performed specific curricular gatekeeping activities, this study identifies initial data relative to social studies teachers who work in a 3S/powerful way within the context of the discipline's academic content standards. 3S/powerful curriculum work within the social studies combines the characteristics of "best" practices identified by the National Council for the Social Studies with teaching for subject matter understanding facilitated within a context of democratic self and societal learning.

Because of the complex, multi-dimensional nature of the conflicting discourses and of 3S/powerful social studies practice, a naturalistic study design that used qualitative methods of data collection was used. Three stages of analysis resulted in findings that suggest social studies teachers who work from a 3S/powerful perspective (a) address the characteristics of powerful social studies teaching and learning intuitively; (b) work toward 3S understanding for their students; (c) believe in their students' abilities and articulate a vision of their students' future involvement in the communities of which they are a part; (d) give

evidence of experiencing the tension of working within a context of 2 conflicting discourse communities but do not articulate it; (e) seek the space between full compliance with the standards and a selective attention to the high stakes standardized tests; (f) benefit from opportunities to discuss and share their work with fellow classroom professionals and other professional staff members; (g) might utilize *currere*, the autobiographical component of teacher reflection, to develop their own self and societal understanding; (h) seek a sustaining community to support, encourage, and assist their innovative curriculum work. Implications of these finding for teacher education and professional development initiatives are discussed.