

TOP Grant

Teaching Our Past to the Future

Evaluation Report Year 1 2005-2006

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Evaluation Design

Introduction

“This experience, I know, will be extremely useful, and I’m looking forward to getting more involved in all aspect of promoting history in Washington state schools.”

- Teacher comment in survey

The “Teaching Our Past in the Future” project is designed to improve practicing teachers’ content knowledge and participating students’ mastery of content knowledge relative to U.S. History. Thorp School District is leading a collaborative effort with 14 other school districts and a host of Historians from Washington, Oregon, and Idaho in the implementation and development of a professional development and dissemination model. The model is deepening practicing teachers’ understandings of U.S. History. In addition, participating schools are pilot testing state initiated classroom based assessments of student content knowledge in U.S. History. Products of this work will be disseminated statewide at the conclusion of the project. The implementation of the “Teaching Our Past for the Future” project will impact 95 teachers and approximately 5,850 students in fifth-grade, middle school, and high school over a three-year period.



Thorp School Brick Building

Built in 1937

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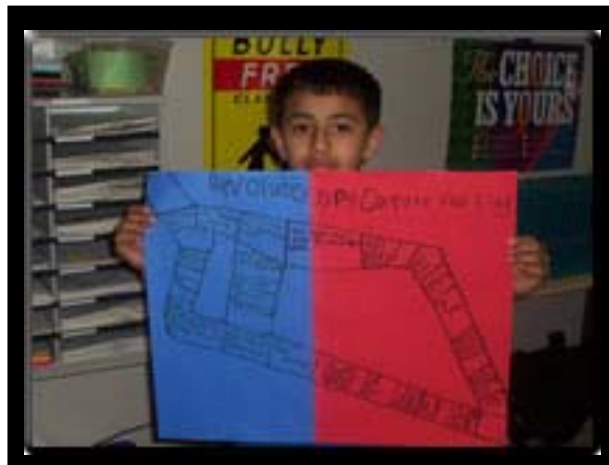


Evaluation Focus

Project Goals

The Center of Teaching and Learning was originally contracted by Thorp School District to provide third-party evaluation services for the American History Project throughout the three-year funding cycle. Due to an increase in the number of evaluation services requested, the Center of Teaching and Learning created a new unit entitled the Office of Research and Evaluation. The director remains the same, and the Office of Research and Evaluation's current sole responsibility is conducting program evaluations of this nature.

This evaluation includes formative, summative, and quasi-experimental data collection and reporting. The summative level evaluation will examine the extent to which the project has attained the Project's stated goals. The data collected over the three-year funding cycle will summarily determine the extent to which goals 1-2 were accomplished. The formative level will examine data collected relative to the performance outcomes of each goal. A condensed version of the goals, activities, outputs, outcomes, and associated assessments are found in the evaluation matrix. The outcomes provide a basis for a discrete measurement of performance, which will be reported formatively on an annual basis. This allows the project director to make adjustments in program design or implementation. Included is a multiple group time-series design to determine whether or not teachers in the project increased content knowledge, and a pre-post test analysis using gained scores to determine whether students in the project have significantly increased content knowledge.



Formative Evaluation

Teachers were required to design and submit a portfolio and specific artifacts that corresponded to goal activities with the option of using an electronic system called LiveText. A criterion-referenced rubric was developed using unacceptable (0 points), acceptable (5 points), and target (10 points). Data were aggregated for electronic system users and non-electronic users in the same manner.

Outcomes assessed using this method are:

- 1b-classroom based assessment
- 1c-4 teacher group unit planning;
- 4 individual teacher unit implementations
- Professional portfolio

Percent of participation will be collected and reported for outcomes: 1c, planning meetings; 1e, primary source training; 1f, additional U.S. history professional development; 3a, level of participation in web development; and 3b and c, video distribution and development, respectively.

The Center for Teaching and Learning Assessment for Teaching Performance (SITE 2005) will be used to collect data for: 1a, number of times teachers reference appropriate content during teaching; and 1d, the director's observations of teachers. All participating students will be assessed on knowledge using scores from pre-test/post-test comparisons for: 2a, student mastery. In addition, student knowledge data will be collected and reported using a non-electronic form of portfolio criterion-based rubrics for: 2a2, State standards, and 2b, student work.

All above measures are collected and reported herein to the project staff.

Quasi Experimental Designs

A multiple group time series design using the Center for Teaching and Learning Assessment for Teaching Performance (SITE 2005) will be conducted with teachers at each grade level. The time series includes a series of observations taken prior to, and after, training. The purpose is to ascertain the extent to which teachers are integrating learned knowledge into their classroom teaching of U.S. History as a result of the project training. Using the CTL ATP, a content specialist will collect the number of times specific references to workshop content are used during a history lesson before participation in the project's professional development workshops, and after the completion of workshops. Two procedures will be used to analyze the results. Graphic analysis will illustrate change between pre- and post- training intervention. In addition, an integrated moving average model will be used, which focuses more on observations closer to points where training workshops are introduced.

The multiple group time series (MGTS) design is similar to the non-equivalent group design, however the MGTS includes a series of measurements before and after treatment. "The multi-group time-series design, although seldom used, is considered by some researchers to be the best quasi-experimental design" (Huck, Cromier, and Bounds, 1974, p. 319).



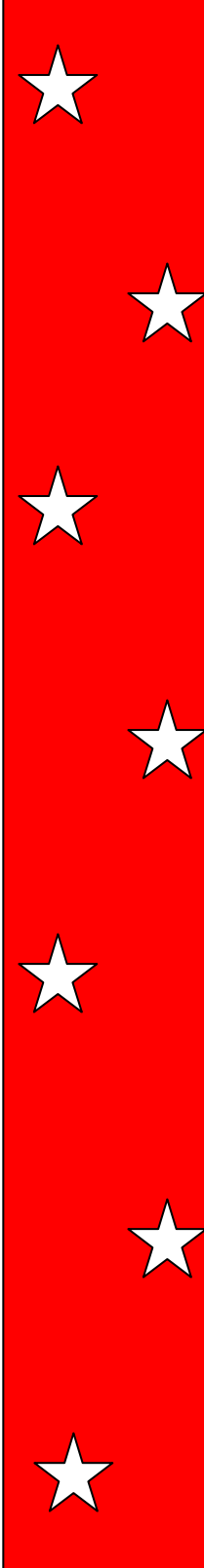
Evaluator's Credentials

Dr. James DePaepe is the Director of the Office of Research and Evaluation at Central Washington University. Dr. DePaepe has been a research professor for over 20 years, has published over 60 articles, and has accrued over 6 million dollars in grant funding. As an evaluator, he has successfully completed evaluation contracts with several grants in several different universities and schools. He has taught research design and statistics at the University of New Hampshire, the University of New Mexico (where he also was Associate Dean for Research), and Central Washington University. For more information please refer to: <http://www.cwu.edu/~ectl/ore/ore.html>



Increase teacher professional development in U.S. History

Activities	Outputs	Outcomes	Accountability
<p>1a) Train teachers in content that will be used in the classroom</p> <p>Year 1: High school Year 2: Jr. High Year 3: 5th Grade</p>	<p>1a) A total of 95 teachers in 3 years will receive 33 hours of training</p>	<p>1a) Teachers will significantly increase the number of times appropriate content is referenced during teaching.</p>	<p>Multiple-group time-series quasi-experimental design using the CTL-ATP. Three observations pre-training and three observations post-training.</p>
<p>1b) Train teachers in classroom based assessment that will align with Washington State Standards</p>	<p>1b) A total of 95 teachers in 3 years will receive 11 hours of classroom based assessment training and complete piloting of classroom based assessments in U.S. History</p>	<p>1b) A total of 95 teachers in 3 years will receive 11 hours of classroom based assessment training</p>	<p>Portfolio assessment using unacceptable, acceptable, target rubric converted to percent</p>
<p>1c) Train teachers in methodology and portfolio development and provide cross-district grade level planning.</p>	<p>1c (1) Teachers will attend 11 hours of grade level planning meetings each year.</p> <p>(2) Teachers groups will develop 4 instructional units based on workshop content and methodology.</p> <p>(3) Individual teachers will implement 4 instructional units in the classroom</p> <p>(4) Teachers will develop a personal professional development portfolio in which they may display instructional units, content knowledge, classroom based assessment and classroom activities.</p>	<p>1c (1) 100% of teachers will attend</p> <p>(2) 100% of the teacher groups will achieve the target level</p> <p>(3) 100% of teachers will achieve the target on the unit implementation rubric</p> <p>(4) 50% of teachers will achieve the target on electronic portfolio completion, and 50% will achieve acceptable on portfolio completion</p>	<p>1c (1) Attendance will be reported by percent of time</p> <p>(2) Portfolio assessment using unacceptable, acceptable, target rubric converted to percent.</p> <p>(3) Portfolio assessment using unacceptable, acceptable, target rubric converted to percent.</p> <p>(4) Portfolio assessment using unacceptable, acceptable, target rubric converted to percent.</p>



Goal 1: Increase teacher professional development in U.S. History

Activities	Outputs	Outcomes	Accountability
1d) Provide observation, mentoring and coaching for teacher professional development.	1d) Director and/or administrator will complete five classroom visits per teacher per year, providing observation, mentoring, and coaching to teachers to ensure instructional units will be presented to students in the classroom.	1d) In classroom presentations, teachers will reference a target number of issues, episodes, turning points, institutions in American History; individual's words and deeds; and principles of freedom and democracy.	1d) Observation of Director's efficacy in mentoring and coaching. Using the CTL/ATP an inter-rater reliability coefficient will be reported.
1e) Train teachers in researching primary sources that will be used in the classroom.	1e (1) A total of 95 teachers will receive 4 hours of training in use of primary sources. (2) A total of 95 teachers will receive 7 hours of training in researching primary sources	1e (1) 90% of teachers will attend the training (2) Teachers will increase their pre-training use of primary sources by 50%.	1e (1) Attendance will be reported by percent of time. (2) Percent of use of sources will be recorded
1f) Provide teacher stipends for individual professional development.	1f) Each teacher is budgeted \$800 for additional professional development in U.S. History	1f) 90% of teachers will report on additional professional development activities related to specific needs or interests in U.S. History	1f) Percent reported of additional professional development

Goal 1 Teacher Surveys

Surveys were implemented as a means to determine the attitude of teachers with regard to their initial anticipations regarding participation in the grant. Surveys consisted of a series of twenty questions, ranging from their attitudes about American History in general to their responses toward anticipated activities within the grant objectives.

Each survey consisted of questions where responses were chosen from a Likert scale with the categories of "Strongly Disagree," "Moderately Disagree," "Slightly Disagree," "Neutral," "Slightly Agree," "Moderately Agree," and "Strongly Agree."

Once surveys were collected, responses were analyzed by way of combining all of the "Disagree" responses together, combining all of the "Agree" responses together, and then calculating the frequencies of the responses. Another response column was created by the researcher after collecting the surveys to reflect the questions that were left without a response. Once the frequency charts were created, the frequency percentages were calculated in order to best illustrate the differences between the types of responses.



Goal 1 Teacher Surveys

Surveys were implemented at each workshop as a means to determine the usefulness of the workshops, the teachers' appreciation of American History in general, and their intentions of incorporating the material into their classrooms. Each survey consisted of questions, with answers given in a range of 0 – 100%. Once surveys were collected, responses were calculated by obtaining the mean response for each question.

Mean of Total Responses from All Workshops

How well were the in-service objectives met?	89.70%
How well did it meet your professional development needs?	83.50%
How much will this information increase the time you spend on history instruction?	47.20%
How much did it enhance your appreciation of American History?	85.40%
How much will this information help your students increase achievement in American History?	83.20%
How much of this information will you incorporate into your classroom?	85.20%

Workshops were given on the following topics:

- Lewis and Clark
- Cultural History: Sports and Holidays
- Science and Social Values
- Foreign Policy
- Immigration/Globalization
- Civil Rights: 1950 – 1960
- Classroom-based Assessments, Scoring, and Unit Plans
- Native Ecological Context
- Conservation Movement: 1872 – 1910
- Asian Immigration
- Social Values
- Latinos in the Pacific Northwest
- 20th Century Women

Goal 1

Teacher Survey Results

The responses of the teachers were generally positive toward American History as well as becoming an active part of the grant. The questions that demonstrated higher levels of “Disagree” consensus were those that either reflected on their own experiences as a teacher, regarded the grant in a negative fashion, or discussed the attitudes of their administrators. Within the teacher responses, there was a 80% or higher “Agree” consensus on the following questions:

- Question 1: “I believe that teaching American History is important at my grade level.”
- Question 2: “I enjoy teaching American History at my grade level.”
- Question 5: “I am excited about the camaraderie aspect of meeting with similar grade level teachers and discussing American History.”
- Question 8: “I anticipate gaining a lot of new knowledge from the information provided by the presentations of the historians at the university.”
- Question 10: “I anticipate the time I spend participating in the university presentations will be useful and productive.”
- Question 18: “I anticipate participating in the TOPs grant to be a worthwhile experience.”
- Question 20: “I anticipate increasing my content knowledge of American History by participating in this grant.”

In addition, there was an 80% to 89% “Agree” consensus for the following:

- Question 6: “My current knowledge of American History is such that I feel well prepared to teach American History at my grade level.”
- Question 14: “I believe that feedback on my teaching performance will be important to my professional growth.”
- Question 19: “I think the Teaching American History Grant Website will become a valuable tool for my teaching.”

Questions 4, 11, and 15 were the only questions to show a “Disagree” response of over 80%. However, there were several questions that had responses between 40-60% among the categories of “Agree,” “Disagree,” and “Neutral.” These were questions 3, 7, 9, 13, 16, and 17. For the exact percentages, see Appendix B.

Goal 1 Summary

Goal 1 Increase Teacher Professional Development in U.S. History

1.a. Train teachers in content that will be used in the classroom.

Performance measures using direct observation and attendance documentation revealed 24 secondary level teachers from 15 school districts received 33 hours of American History content training. Records indicate that, while only 46% were in full attendance, the average hourly attendance for the entire group was 27 hours, establishing an 81% attendance rate. In addition, surveys were conducted during each workshop to determine teacher satisfaction with the material, teacher appreciation of American History, and their intentions toward implementing what they have learned. About 90% indicated that the workshops met objectives, and 83% indicated the workshops met their professional development needs. While 85% of trained teachers indicated they would incorporate much of the information present in their classrooms, only 47% felt they would increase the time currently spent on American History instruction. On the other hand, 85% felt the information presented enhanced their appreciation of American History, and 83% anticipated that the information would help their students increase achievements in American History.

1.b. Train teachers in classroom-based assessment that will align with Washington State Standards.

Performance measures using direct observation and attendance documentation of meetings revealed that 24 secondary level teachers received 15.25 hours of state assessment training. Further examination of the records indicate 50% attendance rate, while the average hourly attendance for the entire group was 11.75 hours, establishing a 77% attendance rate.

Goal 1

Summary continued

1.c. Train teachers in methodology and portfolio development and provide cross-district grade level planning.

According to records, 24 secondary teachers were offered 11 hours of secondary level instruction on methodology and portfolio development. Attendance records indicated 67% attended at least 10 hours of the training. Attendance rate was established at 88%.

All 24 teachers received time to develop instructional units with pre/post tests attached. Attendance reached the target of 100%, although only 3 out of the 4 instructional units were completed (75%). Forty-eight pre/post tests were conducted, representing 67% completion. All 24 teachers were offered free subscriptions and instruction on the use of electronic portfolios. Fourteen (58%) attempted to design a portfolio, but none of the teachers completed the assignment. Consequently, the rubric designed to evaluate the portfolio was not used.

1.d. Provide observation, mentoring, and coaching for teacher development.

According to documentation, the Project Director and Staff Administrator conducted 114 classroom visits establishing a 95% visitation rate.

1.e. Train teachers in researching primary sources that will be used in the classroom.

Records indicate that 7 hours of primary source training was offered to all 24 secondary teachers. Attendance was established at 71%.

1.f. Provide teacher stipends for individual professional development.

Each of the 24 secondary teachers was offered a \$1,000 stipend to complete an additional professional development activity of their choice as long as it reflected specific needs or interests in U.S. History. The target was established at 90% participation, but only 18 teachers (75%) took advantage of the funding. The 18 teachers who used the stipends traveled to 25 major historical sites.

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Goal 1 Summary

Three challenges are evident:

1.a – Teachers' attendance rates need to be improved.

1.c – Teachers should be required to develop portfolios including 4 instructional units and CBAs.

1.f – Teachers should be encouraged to use stipend money for Professional Development



Activities	Outputs	Outcomes	Accountability
2a) Increase student mastery of content.	2a (1) Students will demonstrate increased knowledge via pre and post test scores on the 4 instructional units implemented by their teachers (2) Students will demonstrate content mastery on classroom based assessment	2a (1) 90% of students will achieve higher scores on the 4 unit post-tests than on pre-tests. (2) At least 60% of students will achieve the state standard target on their classroom based assessment rubric.	2a (1) Non-experimental comparison of gained scores. It is not possible to meet the requirement of randomization or control using intact classes. (2) Non-electronic portfolio assessment using unacceptable, acceptable, target rubric converted to percent.
2b) Teachers will set up a venue to display student work each year.	2b) Students from all participating districts will display work on a common topic in May of each year.	2b) Based on participating teachers' reports, 90% of their students will achieve the target on their classroom rubric	2b) Non-electronic portfolio assessment using unacceptable, acceptable, target rubric converted to percent.

Goal 2

Pre- and Post-tests

2.a. Increase student mastery of content.

Examination of the pre/post-test data indicates an average of 28.2% on the pre-test and 68.2% on the post-test, establishing an average increase of 40 percentage points. This demonstrates an overall achievement increase of 41.3%.

The 90% target established for increasing student achievement was met, because 665 out of 739 students demonstrated achievement gains. To further examine details regarding gains by classroom, see Appendix B (p. 26). The Washington State Classroom Based Assessment in Social Studies was given to 825 secondary students. According to the results of the assessment, 41% of the students achieved proficiency. The target was set at 60%; therefore, 19% did not reach State standards.

Students from the different school districts were taught the following topics as a result of this grant:

- Immigration: Asia
- Lewis & Clark
- Cultural change in the South pre- and post- Civil War
- Foreign Policy
- Civil Rights
- Immigration
- Latino in the northwest
- Sports culture
- Holiday culture
- History of science
- Asian Americans
- Native Americans
- American west

See Appendix B for more information on results of Goal 2.

2.b. Teachers will set up a venue to display student work each year.

None of the student work has been uploaded onto the teachers' websites.

Create materials for sustainability of this professional development model

Activities	Outputs	Outcomes	Accountability
3a) Develop website for the grant	<p>3a (1) A website will be implemented for the entire grant, including multi-level links</p> <p>(2) Each of the 15 partner districts will be provided a link to the website</p> <p>(3) Each of the 95 teachers will have an individual classroom link and provide material for that web page.</p> <p>(4) Each of the 95 teachers will be able to link their professional development portfolio to the grant website.</p>	<p>3a (1) Participant pages on the grant website will be available to teachers for input by 10/31 each year.</p> <p>(2) 100% of partner districts will complete links to and from the grant website by 12/1/05.</p> <p>(3) 90% of teachers will provide materials for their web page by 1/15 each year.</p> <p>(4) 50% of teachers will link their U.S. History professional development portfolio to their grant web page each year.</p>	<p>3a (1) Qualitative review of web-site, and percent level of participation in development</p> <p>(2) Percent of districts completing links</p> <p>(3) Percentage of teachers who provided materials.</p> <p>(4) Percentage of teachers linking e-portfolio to website.</p>
3b) Videotape, distribute, and archive workshop presentations.	<p>3b) 16 workshop presentations will be videotaped. Tapes will be distributed to participating districts and copies will be archived for public use.</p>	<p>3b) 100% of the presentations will be videotaped and tapes will be distributed to partner districts and local libraries by 7/31 each year.</p>	<p>3b) Percentage of presentations videotaped and distributed.</p>
3c) Create video clips to distribute to public television.	<p>3c (1) Videotape interview of 12 historian presenters each year</p> <p>(2) Edit the interviews for 12 television clips each year</p> <p>(3) Distribute the television clips each year to 3 Central Washington public television stations.</p>	<p>3c (1) 100% of historian presenters will complete a videotaped interview on the day of the presentation</p> <p>(2) 12 television clips will be produced each year</p> <p>(3) All television clips will be distributed to public television stations on a quarterly basis.</p>	<p>3c (1) Percentage of historian completing interview.</p> <p>(2) Percentage of clips produced</p> <p>(3) Documentation of distribution and use by public television.</p>
3d) Develop and distribute interactive DVD.	<p>3d) Interactive DVD based on 3 years of workshop content will be distributed statewide</p>	<p>3d) 400 copies of the Interactive DVD will be delivered to the ESD of Washington State by 7/31/08 for distribution to all school districts in the state.</p>	<p>3d) Random sampling of statewide schools checking by telephone on whether or not they received the DVD's.</p>

Goal 3 Summary

Goal 3 Create materials for sustainability of this professional development model

3.a. Develop website for the grant.

The website, published on 10/31/2005, included links to contacts, workshops schedules, participating teachers, workshop reviews, and teacher forms. All 15 school districts were provided links to the website on 10/06, while each participating teacher was provided an individual classroom link on 1/15/06 which included their picture. However, to date, no teacher has uploaded materials to their website, nor did the 18 teachers who attempted the portfolio link any professional development to their website.

3.b. Videotape, distribute, and archive workshop presentations.

Sixteen Videotaped presentations have been edited and placed into a DVD format and distributed to 100% of the participating secondary level teachers. The DVDs showcase the 12 historians who gave the workshop content lectures and presentations, including their conclusive personal interviews. Each of the 12 edited clips has been placed onto a DVD entitled, "*Moments in American History.*"

3.c. Create video clips to distribute to public television.

According to documented records, the DVDs have been distributed to all 24 participating secondary teachers and to local public television stations, although none have been distributed to local libraries to date.

3.d. Develop and distribute an interactive DVD.

The interactive DVD based upon the materials presented during year 1 has been formatted, but it will not be available for distribution until presentations from years 2 and 3 are added.

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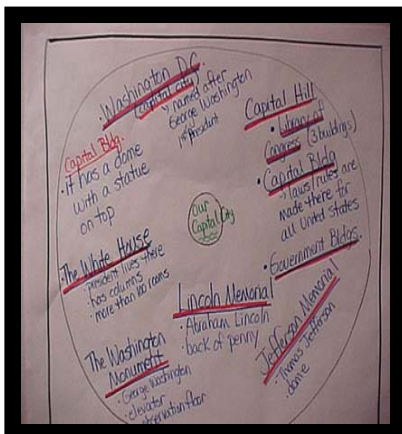
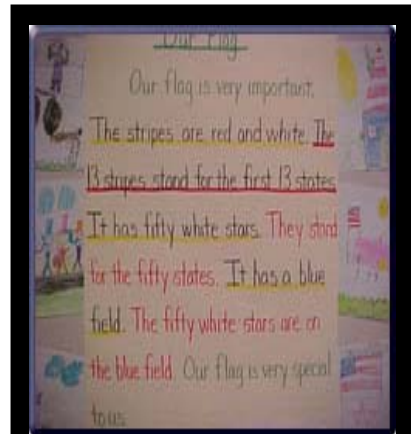
Goal 3

Summary

Four challenges are evident:

- 3 a (2) Partner school district links to the website need to be provided earlier.
- 3 a (3) Teachers need to be required to add material to their webpage
- 3 a (4) Teachers need to be trained and given time to link their professional development portfolio to their webpage.

- 3 b (1) DVDs of workshop presentations need to be distributed to 15 local libraries.



Goal 4 Summary

Goal 4

Provide rigorous professional evaluation including quasi-experimental design.

Past research has demonstrated that the amount of time spent on, and accuracy of, teaching content significantly correlates in a positive manner with student achievement. Therefore, the results of the time measurements and accuracy measurements are expected to correlate with the pre-test and post-test results. This quasi-experimental design is believed to be one of the strongest designs because of its ability to directly correlate teaching and learning.

Due to the timing of the grant and various activities involved in grant management, including training for accurate data collection, data needed to appropriately analyze this multi-group time series design has not been collected appropriately. This design requires multiple collections of data (using audio recordings of a sample of participating teacher's classroom teaching) immediately prior to and after workshop training. However, because of time constraints during the first year of the grant, these multiple measurements were impossible to obtain. Data collected includes the amount of time spent on, and number of times a teacher discusses, content concomitant with the lectures. Thus far, however, only 2 recordings of participating teachers prior to the workshop lectures and four teachers after the workshop lectures have been completed. It is anticipated that five additional teachers will volunteer to submit post workshop recordings. This first year will serve as a pilot test, which is proving advantageous for developing the most appropriate procedures with regard to collecting the greatest amount of accurate data. In other words, the first year has been spent learning the best way to collect and record the data. There will not be enough data in the first year of this project to conduct a valid analysis. Currently, plans for year 2 are being designed for a more robust procedure for data collection. The results of data from year 2 will be analyzed using this quasi approach for the next reporting period.

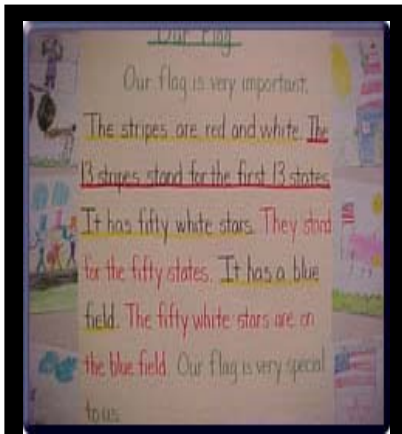
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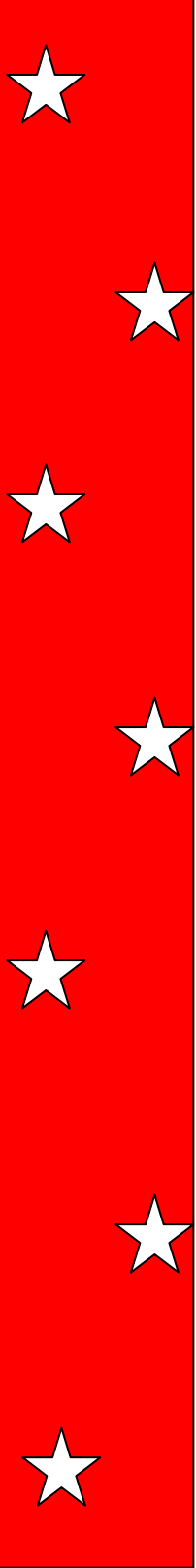
Goal 4 Summary

Two challenges are evident:

A series of observations should be planned to collect data before and after workshop lectures.

A volunteer sample needs to be organized.





Appendix A
Goal 1:
Teacher Survey Results

Teacher Survey Results (Frequency) 2006-2007

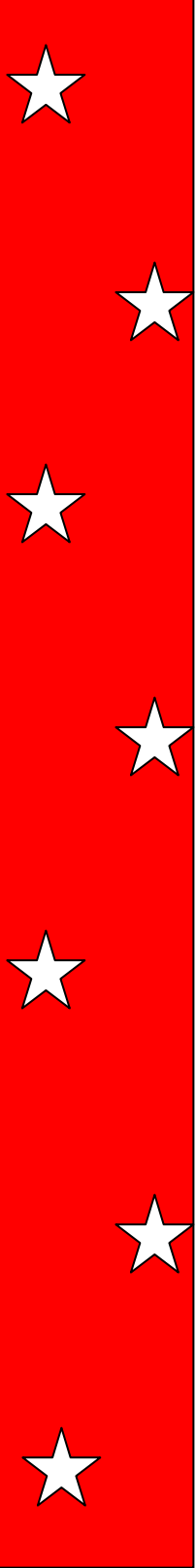
N=21

	Agree	Disagree	Neutral	No Response
I believe that teaching American History is important at my grade level.	21	0	0	0
I enjoy teaching American History at my grade level.	20	0	1	0
I have participated in other professional development activities in American History prior to this experience.	9	11	1	0
I think the pre- and post-testing of the students will be a valuable performance indicator for this grant.	17	2	2	0
I am excited about the camaraderie aspect of meeting with similar grade level teachers and discussing American History.	20	0	1	0
My current knowledge of American History is such that I feel well prepared to teach American History at my grade level.	18	1	2	0
I feel prepared to use classroom based assessments.	9	10	2	0
I anticipate gaining a lot of new knowledge from the information provided by the presentations of the historians at the university.	21	0	0	0
I feel knowledgeable about using primary sources in teaching American History.	14	5	2	0
I anticipate the time I spend participating in the university presentations will be useful and productive.	21	0	0	0
I do not expect to benefit from the individual mentoring provided by the grant.	1	15	5	0
I am interested in developing an electronic portfolio of my professional development in American History.	11	6	4	0
I have a lot of experience using electronic portfolios.	5	13	2	1
I believe that feedback on my teaching performance will be important to my professional growth.	18	1	2	0
I anticipate participation in the TOPs grant to be just another waste of my teaching time.	1	17	3	0
My principal(s) seem(s) positive about my participation in the grant.	11	6	4	0
My superintendent(s) seem(s) positive about my participation in the grant.	8	0	13	0
I anticipate participating in the TOPS grant to be a worthwhile experience.	20	0	1	0
I think the Teaching American History Grant Website will become a valuable tool for my teaching.	17	0	4	0
I anticipate increasing my content knowledge of American History by participating in this grant.	21	0	0	0

Teacher Survey Results (Percentage) 2006-2007

N=21

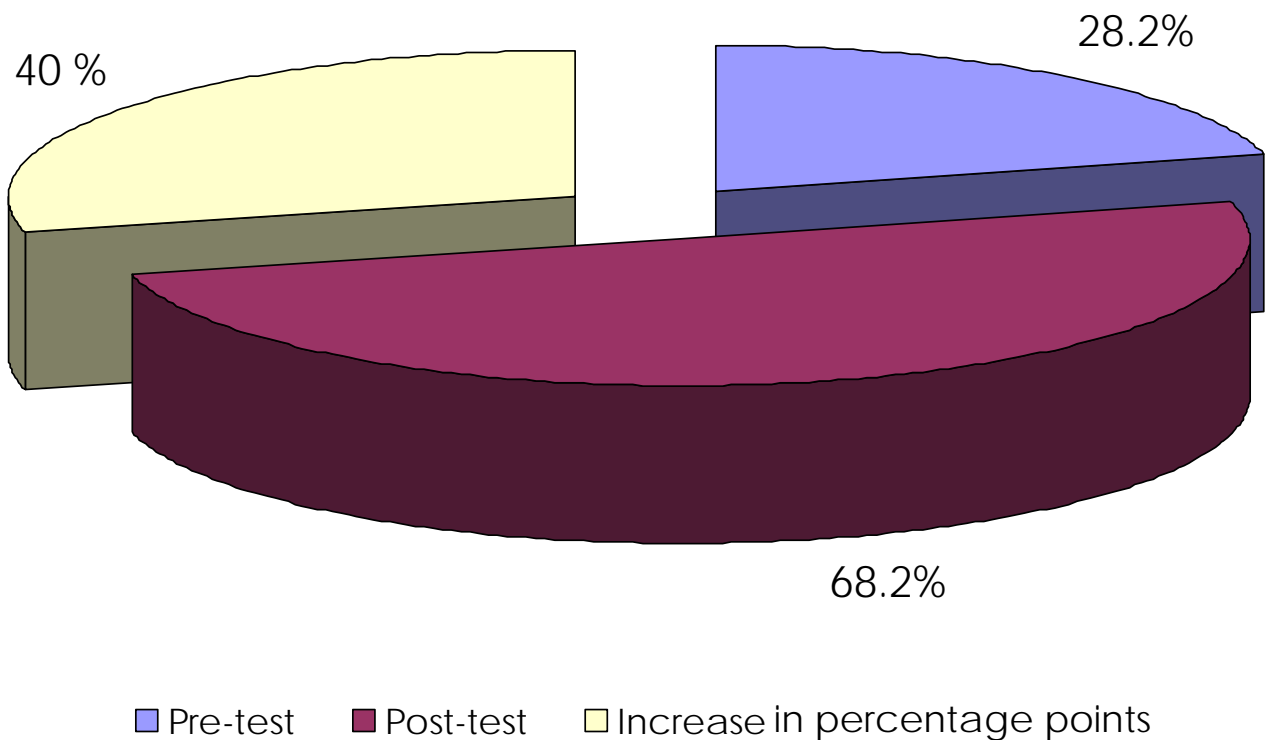
	Agree	Disagree	Neutral	No Response
I believe that teaching American History is important at my grade level.	1	0	0	0
I enjoy teaching American History at my grade level.	0.952	0	0.048	0
I have participated in other professional development activities in American History prior to this experience.	0.429	0.524	0.048	0
I think the pre- and post-testing of the students will be a valuable performance indicator for this grant.	0.095	0.81	0.095	0
I am excited about the camaraderie aspect of meeting with similar grade level teachers and discussing American History.	0.952	0	0.048	0
My current knowledge of American History is such that I feel well prepared to teach American History at my grade level.	0.857	0.048	0.095	0
I feel prepared to use classroom based assessments.	0.429	0.476	0.095	0
I anticipate gaining a lot of new knowledge from the information provided by the presentations of the historians at the university.	1	0	0	0
I feel knowledgeable about using primary sources in teaching American History.	0.667	0.238	0.095	0
I anticipate the time I spend participating in the university presentations will be useful and productive.	1	0	0	0
I do not expect to benefit from the individual mentoring provided by the grant.	0.048	0.714	0.238	0
I am interested in developing an electronic portfolio of my professional development in American History.	0.524	0.286	0.19	0
I have a lot of experience using electronic portfolios.	0.238	0.619	0.095	0.048
I believe that feedback on my teaching performance will be important to my professional growth.	0.857	0.048	0.095	0
I anticipate participation in the TOPs grant to be just another waste of my teaching time.	0.048	0.81	0.143	0
My principal(s) seem(s) positive about my participation in the grant.	0.524	0.286	0.19	0
My superintendent(s) seem(s) positive about my participation in the grant.	0.381	0	0.619	0
I anticipate participating in the TOPS grant to be a worthwhile experience.	0.952	0	0.048	0
I think the Teaching American History Grant Website will become a valuable tool for my teaching.	0.81	0	0.19	0
I anticipate increasing my content knowledge of American History by participating in this grant.	1	0	0	0



Appendix B
Goal 2:
Pre- and Post-test Results
Organized By Grade

TOP 2005-2006:

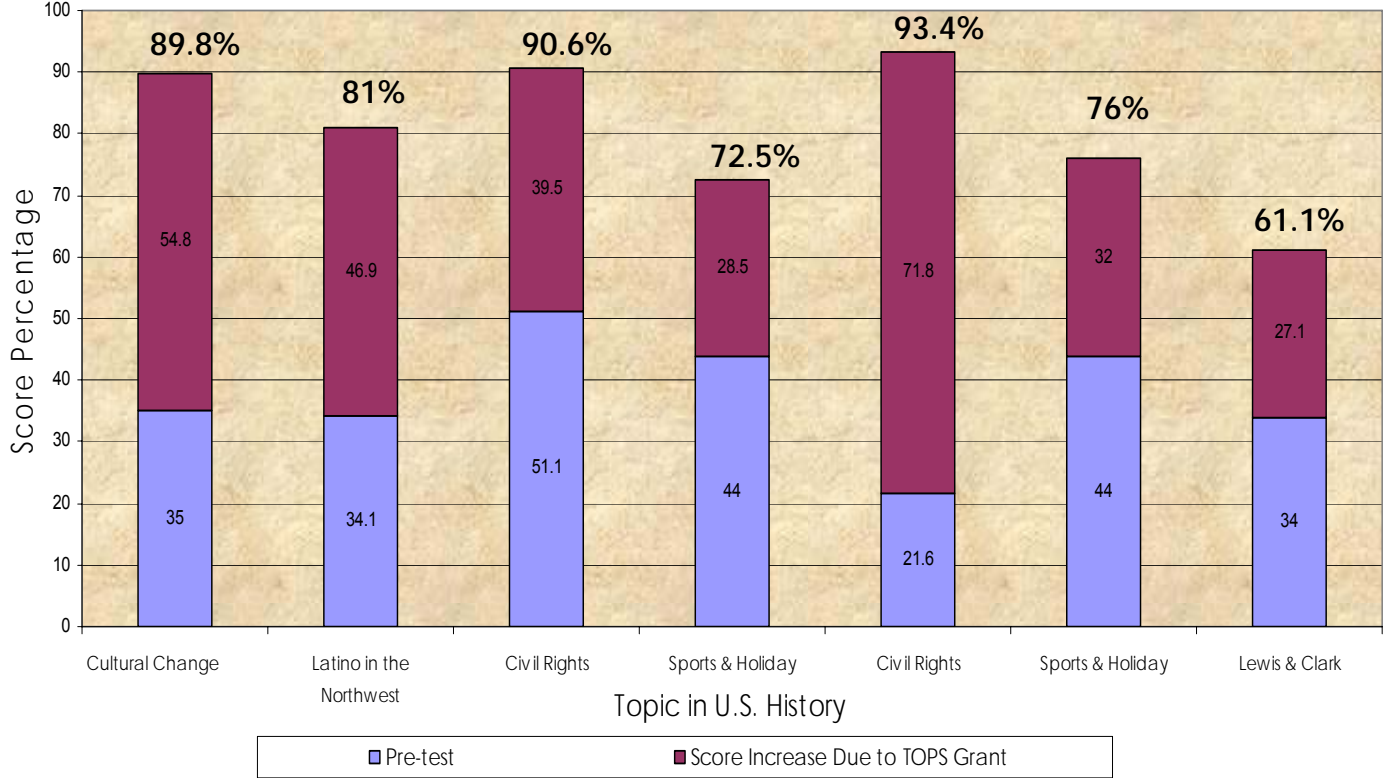
Comparison of average Pre-/Post-Test Score Results



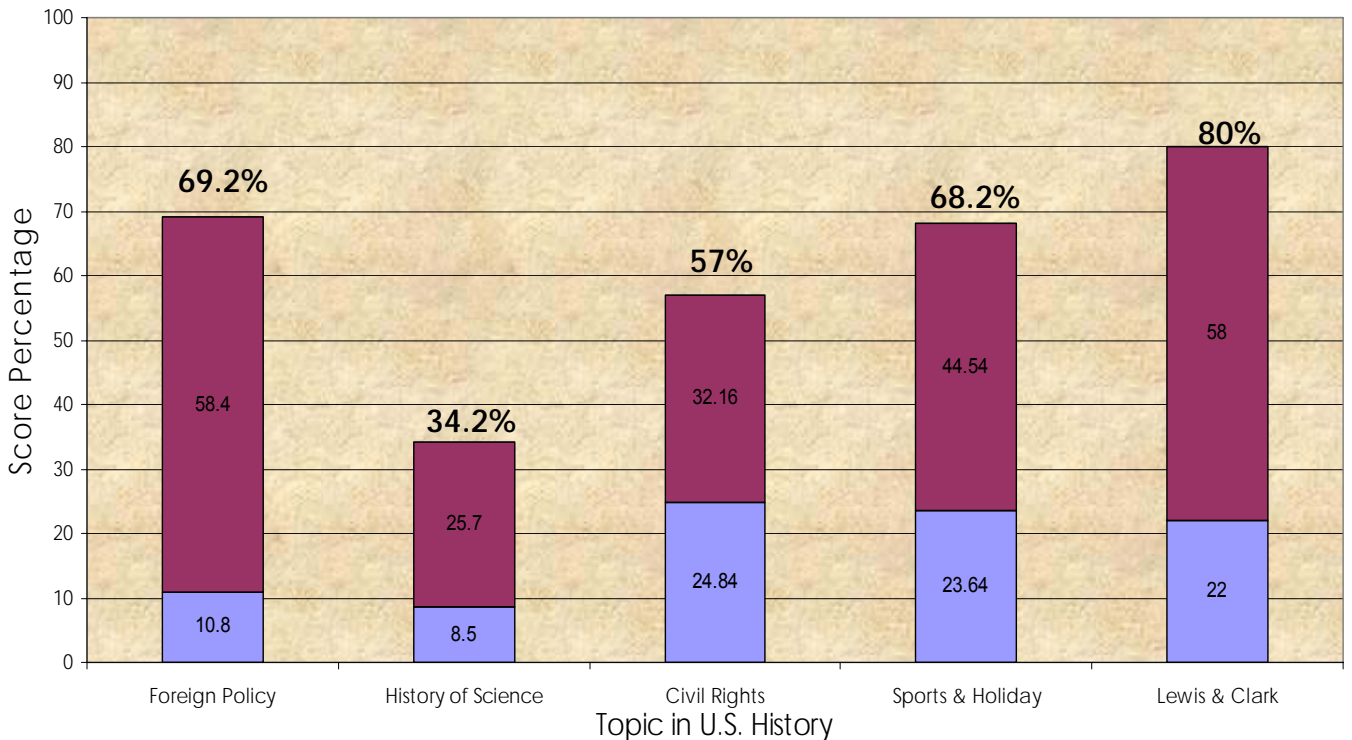
The average pre-test score increased by 40 points from 28.2% to 68.2%.

TOP Grant Year 1: Pre-/Post-test Score Results Per Grade

Mean Scores of 9th Grade Classes

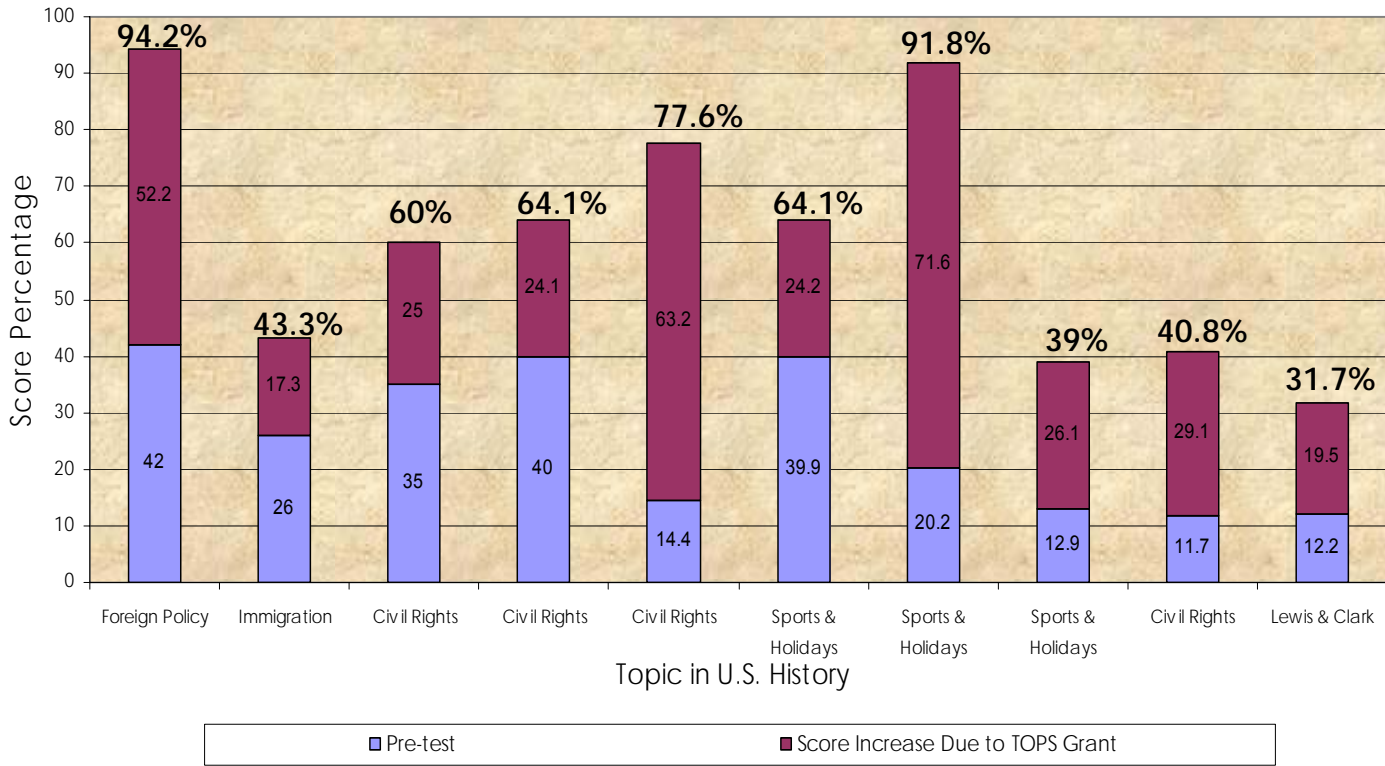


Mean Scores of 10th Grade Classes



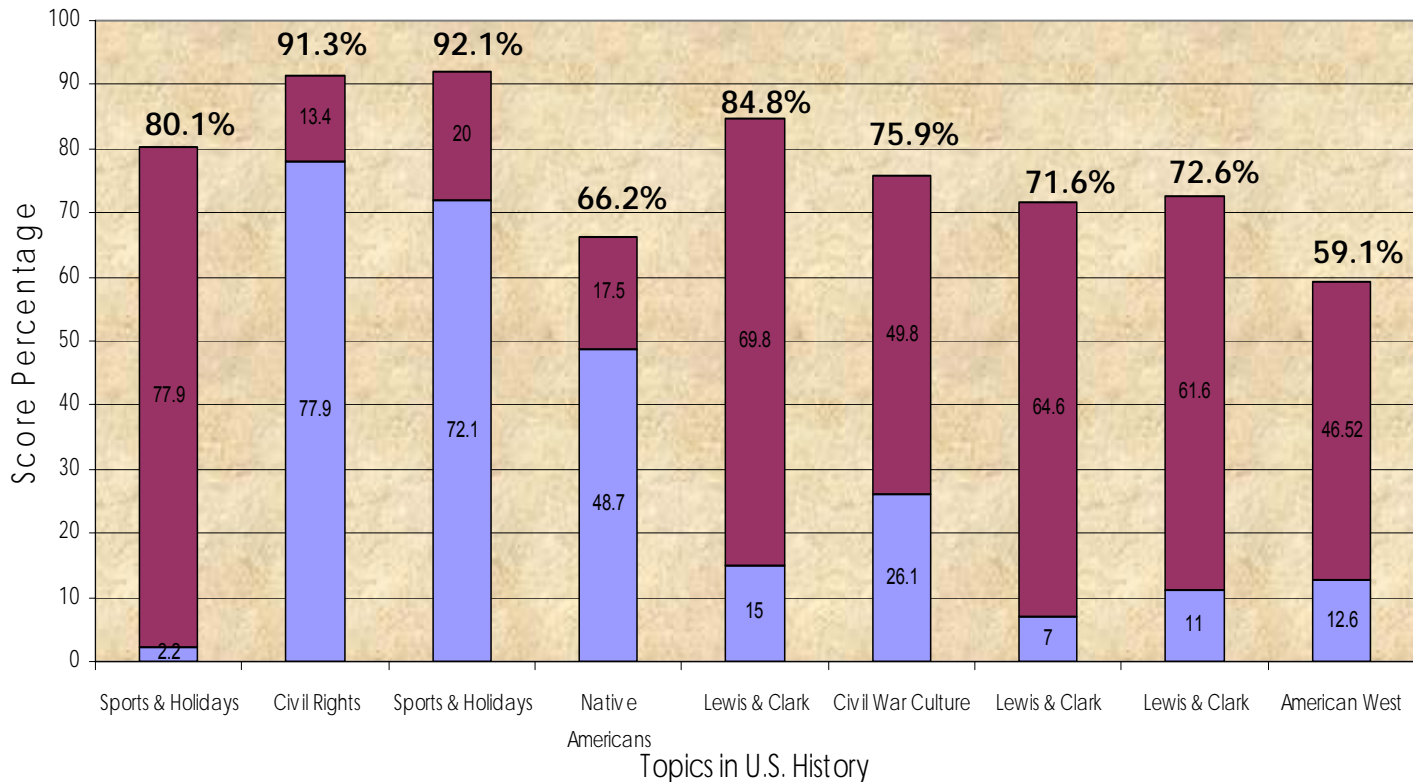
TOP Grant Year 1: Pre-/Post-test Score Results Per Grade

Mean Scores of 11th Grade Classes



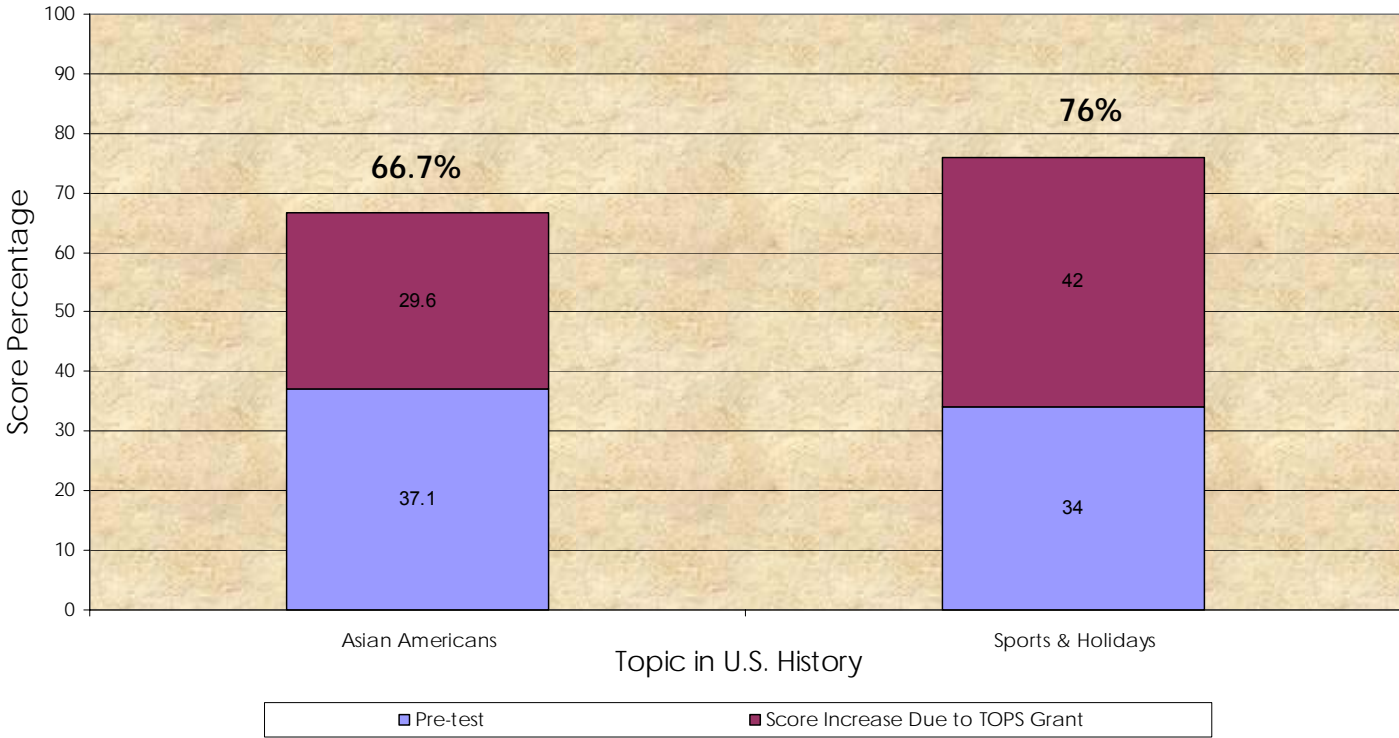
* Percentages denote Post-test Score Means

Mean Scores of 11th Grade Classes



TOP Grant Year 1: Pre-/Post-test Score Results Per Grade

Mean Scores of 12th Grade Classes



* Percentages denote Post-test Score Means

Mean Scores for Combined Classes (9th & 12th; 10th & 12th; 11th & 12th)

