

**Oakland Teaching American History Project's  
Summer 2006 Teacher Survey Results**

I. Please check (x) the response that best describes your opinion of the quality of the following 2005-2006 Oakland Teaching American History Inservices and Summer Institute Presentations.

<b>Presentation</b> <b>Please note: N=</b> Total number of respondents that rated the presentation (the respondents who did not rate the presentation either left the row blank or marked N/A)	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N/A</b>
<b>Caroline Cox N=24</b> <i>"Original Meanings: Teaching the Ratification of the Constitution"</i> Date: October 18, 2005	11 45.8%	9 37.5%	4 16.7%			
<b>Robin Einhorn N=22</b> <i>"The 19th Century Constitution"</i> Date: November 8, 2005	10 45.5%	10 45.5%	2 9.1%			
<b>Caroline Winterer N=17</b> <i>"Freedom of Expression in 18th-Century America: The Case of Peter Zenger, 1735"</i> Date: November 17, 2005	11 64.7%	5 29.4%	1 5.9%			
<b>Waldo Martin N=10</b> <i>"David Walker: American Patriot?"</i> Date: December 6, 2005.	7 70.0%	2 20.0%	1 10.0%			
<b>Mark Brilliant N=8</b> <i>"Examining 'Asiatic Racialization' through Asian Naturalization Cases and the Legal Campaign Against the Alien Land Laws"</i> Date: December 6, 2005	3 37.5%	4 50.0%	1 12.5%			
<b>Alex Saragoza N=12</b> <i>"Beyond Binary Interpretations: The Mexican War and Constitutional Issues"</i> Date: February 21, 2006	3 25.0%	8 66.7%	1 8.3%			
<b>Robin Einhorn N=22</b> <i>"The Declaration of Independence"</i> Date: February 23, 2006	13 59.1%	8 36.4%	1 4.5%			
<b>Charles Postel N=15</b> <i>"The Historiography of the Salem Witchcraft Trials"</i> Date: May 18, 2006	9 60.0%	5 33.3%	1 6.7%			
<b>Eric Foner N=20</b> <i>"American Freedom: Before and After 9/11"</i> Date: May 20, 2006	19 95.0%	1 5.0%				
<b>Robert Johnston N=11</b> <i>"The Radical Middle Class in American History: John Brown, Martin Luther King and ...Harry Lane"</i> Date: May 23, 2006	1 9.1%	4 36.4%	3 27.3%	3 27.3%		
<b>Robin Einhorn N=29</b> <i>"What is Federalism?"</i> Date: June 26, 2006	19 65.5%	7 24.1%	2 6.9%	1 3.4%		

<b>Presentation</b> <b>Please note: N=Total number of respondents that rated the presentation (the respondents who did not rate the presentation either left the row blank or marked N/A)</b>	Excellent	Very Good	Good	Fair	Poor	N/A
<b>Chris Arriola N=12</b> <i>"Mendez v. Westminster (1947): How Thurgood Mashall and Earl Warren Ended Segregation in California"</i> Date: June 27, 2006	5 41.7%	5 41.7%	2 16.7%			
<b>Caroline Winterer N=16</b> <i>"The Trouble With Tea"</i> Date: June 27, 2006	13 81.3%	3 18.8%				
<b>Clarence Walker N=29</b> <i>"Dred Scott and the Coming of the Civil War"</i> Date: June 28, 2006	8 27.6%	14 48.3%	6 20.7%	1 3.4%		
<b>Kevin Adams N=14</b> <i>"The Fortunes of War: Presidential Authority During the Civil War and Reconstruction."</i> Date: June 29, 2006	3 21.4%	7 50.0%	4 28.6%			
<b>Jennifer Spear N=16</b> <i>"Indians' Old and New Worlds"</i> Date: June 29, 2006	8 50.0%	5 31.3%	3 18.8%			

II. Please rate the following by placing a check (X) next to the response that best describes your opinion of the quality and usefulness (in terms of how useful it is to you for use in your classroom) of the each item.

	Excellent	Very Good	Good	Fair	Poor	N/A
A. The QUALITY of the visiting historian lectures N=30	18 60.0%	12 40.0%				
B. The USEFULNESS of the content and materials provided by visiting historians N=29	12 41.4%	12 41.4%	4 13.8%	1 3.4%		
C. The QUALITY of the reading and instructional materials provided by the project staff N=30	5 16.7%	19 63.3%	6 20.0%			
D. The USEFULNESS of the reading and instructional materials provided by the project staff N=30	4 13.3%	15 50.0%	10 33.3%	1 3.3%		
E. The USEFULNESS of the lesson study process in assisting you to improve your instructional program N=30	14 46.7%	13 43.3%	2 6.7%	1 3.3%		
F. The QUALITY of the staff support provided you this past year. N=29	22 75.9%	6 20.7%	1 3.4%			

III. Please explain how the project's activities have changed, if at all, your teaching of the U.S. Constitution.

- *The many lectures and discussions of the 14<sup>th</sup> have definitely changed my view of the importance of that Amendment throughout the late 1800s and into the 1900s. I intend to bring it into more of the curriculum so that students understand the various interpretations and uses of the 14<sup>th</sup> Amendment.*
- *The changing nature of different historical context and how the constitution issues situate themselves came across clearly. Though I focus considerably on the Bill of Rights issues throughout my year of teaching U.S. History; this project enabled some challenging re-*

*thinking of my approaches. Having colleagues share their experiences made the theoretical work much more grounded in my “real-world practices.”*

- *1) Deepening understandings, connections, context; 2) New readings/info; 3) New ideas/thinking to bring back to class; 4) Meaningful activities, questions, learning; 5) Taking learning to new levels – simulations, writing, discussions, readings, finding artifacts*
- *As a result of our lesson study on Zenger, our group did a series of lessons which caused students to look at constitutional issues in court cases: Chicago v. Morales, Engle v. Vitale, Feiner v. New York. These exercises in applying the Constitution toward issues of rights and justice really brought alive what would otherwise have been a more abstract study of the document.*
- *Because of my participation in the project, my students are expressing themselves more in their writing. I think they are getting a better understanding of History and how things have changed, and they are able to give good reasons for these changes.*
- *The project helped me focus on specific events and how they related to the constitution. I think I taught about the relationship of the event to the Constitution more explicitly.*
- *My teaching of the U.S. Constitution has changed because of the project’s activities in many ways. One of the greatest examples of that is spending time on a focus question in order to obtain the information we desire from our students.*
- *Because I now have a better understanding of the U.S. Constitution – its inception and changes – I can teach the principles, concepts, effects, and interpretations of it better.*
- *The project’s activities have changed the way I think about and how to approach concepts dealing with the constitution. For example, for lesson study we dealt with how the Constitution “protected” slavery. Even though we learned this, it’s another matter to teach this concept to students. The general idea is the Constitution is “protection” for all but here, this was not the case.*
- *I have learned so much and have been able to bring a wealth of knowledge to teaching this subject. The speakers have focused my teaching by stimulating my own thinking about government and the Constitution.*
- *They have helped me contextualize the Constitution, use it as a touchstone, and return to it as a living, breathing document.*
- *The project has reinforced my attempt to spend more class time on the importance of the 14th Amendment in American History.*
- *The project has made me far more knowledgeable and interested in the Constitution, and my participation has allowed me to develop lessons and implement strategies that bring the Constitution alive for my students. Lesson study has also revolutionized how I collaborate with other teachers and experts to continually improve my teaching.*
- *The project’s activities made me look at how I teach history - how the material is presented, what is presented and what I expect students to learn.*
- *Primarily, the project has provided me with a much better understanding of the U.S. Constitution, therefore, helping me better teach about it.*
- *Participating in the project has confirmed but not changed my teaching methods. The project has inspired me to deeply consider what and how I teach.*
- *It has given me insight and depth. Collaboration with other teachers (also w/elementary school) was priceless. We even talked about outreaching from high school to elementary as community or history projects.*
- *I use primary source documents. The lectures we listen to have provided me with excellent background information in order to be able to teach the history of. The study of the Zenger trial leading to 1st Amendment was an excellent way to begin our study of the Constitution.*
- *I now teach the Constitution as a contentious issue of its time. Questions of Federalism are more clearly a strand that runs through the curriculum. In the Constitution unit, I have a clearer set of objectives and am conscious of the distinction between civics and history.*

- *I have the chance to learn, share lecture information and be able to practice through lesson planning and teaching with what I have learned from lesson study projects.*
- *I have more content knowledge; therefore, enabling me to better teach the material. The lesson study provided collaboration with other teachers and creating a lesson that was thoughtful and in-depth. It is an exceptional experience.*
- *I have focused on key concepts from the Constitution, using them to anchor and direct the lessons. I believe this strategy enables the students to better focus on issues and concepts, and that this strategy lends itself to the students mastering and remembering the topics.*
- *I feel much more knowledgeable and comfortable with the subject. I was able to acquire additional information that I did not previously know. The project also provided me with the book that was an annotated constitution ("In Their Words"), which was absolutely a lifesaver for me being that this was my first year of teaching.*
- *I've been able to give different perspectives and teach from various angles. The children have become more aware of interconnections and values.*
- *Being my first year in the project, and my second year teaching, the activities have essentially shaped my teaching - mostly in terms of getting kids to think historically and use historical language.*
- *Applying the Constitutional principles set forth into time and place and see how different segments of the population reacts*
- *1) I know more about the background and people who shaped and changed our country. Therefore, I can teach with more confidence, enthusiasm, and content knowledge. 2) I tell better stories with this background, my students love stories. Our projects and essay reflect this. 3) Talking with historians brings history alive so historical thinking can be a contagious byproduct of my teaching.*

IV. Are there any additional comments you would like to make about the project? (Any ideas on how to make it more useful to you?)

- *This project has been more useful, helpful and influential this year than even last year. I am not sure if the topics are more relevant or that I am more at a place in my teaching where I can incorporate new content and thinking standards.*
- *Continue to focus on conflicting and perhaps opposing analysis of different historical interpretations. The lesson study process is a good method. Yet perhaps more support and re-tooling needs to take place to improve the "teacher challenges" and abilities to fit into a tough urban district schedule.*
- *Next year incorporating writing strategies – expository writing techniques – to support assessments – writing for understanding – the lesson study was so amazing – adding depth, meaning to lessons – always returning to student work – teachers questioning significance – projects – assessments worth student time in our oh-so-tight schedules – respectful to teachers/lesson study. I really like this process!*
- *Well-facilitated, fascinating speakers*
- *It would be more helpful to discuss our writing goals (increased historical thinking) and progress towards that goal at each meeting.*
- *It would be appreciated if the presenters had more visual aids to share with their lectures. Because I am a visual learner, it's easier for me to follow along if I have something to look at.*
- *If we are to analyze student writing then we need to have a better prompt and a rubric to assess.*
- *I love it! It is exceptionally useful!*
- *Yes - the lack of substitute teachers prohibited me from attending some of the workshops - also there was poor communication at times between my principal and the grant's leadership over what I could/should do in this grant.*

- *This project definitely made me a better teacher, one who more carefully assesses the student learning with the opportunity to improve the lesson for "NEXT TIME." It has also helped me to provide better content in that several teachers worked together to prepare the lesson.*
- *This has been the best professional development I've ever been involved with. Lesson Study is the state of the art on curriculum development; my colleagues have been inspirational; the presentations have been absolutely brilliant. Thank you!*
- *The Lesson plan with teachers of same level and sip was very relevant and useful in my own classroom. I feel very 'Positive' and 'Fortunate' to be a part of this.*
- *Teaching is more than a job and as such more than a set of skills. One key component to successful teaching is the passion and commitment a teacher brings to his/her craft. Participation in the project works on this level; by connecting us with historians who care about their craft we are inspired to become teachers who also care deeply about what we do.*
- *Stan and Shelly make this project very valuable and encourage continued professional improvement and interrogation.*
- *I would like the project to move more quickly through more than one lesson study per year. Also, I think the teachers should engage in the writing process themselves. I believe that I would be better able to teach argumentative writing if I participated in the process as a student first.*
- *I wish I had the opportunities to share what I have learned with colleagues at my school site. Due to prescribed language arts program, teachers often give up social studies teaching for other subject areas.*
- *I am so thankful that I joined the project this year. I feel that Stan and Shelly really provided a lot of additional support for me, and the Lesson Study project was challenging, fun and a wonderful experience.*
- *Attending the History Projects make me very aware of how I teach all subject areas and how can I integrate to give students a deeper understanding of content.*
- *1) Perhaps have the beg./end of year writing prompts carry a little more meaning with clear criteria. 2) At times, based upon my lack of teaching experience, I would love to have an experienced 5th grade teacher break down a presentation specifically geared towards 5th grade goals and expectations.*
- *1) Bringing teachers together from different grade levels improves our potential for scaffolding and making our historical goals systematic. 2) Now more than ever, we need our future citizens to become informed consumers of media - to recognize and change our lives and communities through informed and active participation. History teachers have a huge role to fill in making this possible.*