

The 2004-2005 Teaching American History Survey Report

Overview:

The History Grows in Oakland Project is currently in its first year of implementation serving fifth, eighth, and eleventh grade teachers in the Oakland Unified School District (OUSD). The Project, in partnership with the University of California, Berkeley and the Oakland Museum, is a Teaching American History Grant awarded by the U.S. Department of Education. The main purpose of the Teaching American History Grant program is to promote the teaching of traditional American history by supporting professional development activities. This is the second Teaching American History Grant awarded to the OUSD. The first project, named DeTocqueville's Ghost: Examining the Struggle for Democracy in America, was implemented from 2001-2004.

The History Grows in Oakland Project succeeded the first grant and in November of 2004, the Center for Evaluation and Research, LLC (CER) and project staff developed a survey that would be administered to all participating teachers. The goal of the survey was to provide important information to be used in the planning and evaluation of the project. The survey consisted of three sections. The first section contained general questions about teaching history/social studies. The second section of the survey was designed to elicit information about teaching and student learning as it relates to specific state content standards. The third section asked teachers to list any major history/social studies units being taught that are not part of the standards for their grade level.

Project evaluators distributed a survey packet to eighth and eleventh grade teachers during a meeting held at the Oakland High School Library on October 26, 2004. Two days later, project staff distributed the packets to fifth grade teachers at Glenview Elementary School. Each packet contained a survey that matched the standards with the grade level and a stamped pre-addressed envelope for mailing to CER. From November 3, 2004 through February 2, 2005, 32 teachers completed the survey and received a \$30 stipend check from the evaluators. The following report contains the findings from the survey and the completed results of Sections I and III. All project participants will receive additional Section II survey data that corresponds with their grade level.

Findings

Section I:

General Information

Thirty-two of 46 teachers (69.6%) from fourteen elementary, six middle, and six high schools (26 total) completed the survey. Of the 32, 53.1% currently teach grade five, 25.0% currently teach grade eight, and 21.9% currently teach grade eleven. Elementary teachers instruct history/social studies anywhere from less than one time to five or more times per week, and over 88% reported that a session is longer than 30 minutes. Forty percent of the middle and high school respondents teach two history/social studies classes per day and another 40.0% teach three or more.

Knowledge and Ability (refer to the full report for a breakdown of individual grade levels)

Respondents rated their "knowledge of" four history/social studies categories N=32:

- 1) Standards – Nineteen of 32 respondents (59.4%) rated their knowledge as either good or expert

- 2) Content – Twenty-two of 32 teachers (68.8%) rated their knowledge as good or expert.
- 3) Primary Sources – Twelve of 32 respondents (37.5%) rated their knowledge as adequate.
- 4) Curriculum – Twenty of 32 (62.5%) rated their knowledge as either adequate or good.

Respondents rated their “ability to” in eight history/social studies categories N=32:

- 1) Promote chronological/spatial thinking – Over 85% rated their ability as either adequate or good.
- 2) Engage in the examination of evidence – Seventeen of 32 (53.1%) rated their ability as good.
- 3) Provide diverse perspectives – Slightly over half (51.6%) rated their ability as good.
- 4) Promote student interpretation – Half of all respondents (50.0%) rated their ability as good.
- 5) Assist in determining significance – Twenty of 32 (62.6%) rated their ability as either good (56.3%) or expert (6.3%).
- 6) Use biographies – Results were mixed; 31.3% rated their ability as very limited or limited, 40.6% as adequate, and 28.1% as good.
- 7) Use technology – Results were mixed; 35.5% rated their ability as very limited or limited, 29.0% as adequate, and 35.5% as good or expert.
- 8) Use multiple assessments - Overall, 75.1% of all respondents rated their ability as either adequate (31.3%) or good (43.8%).

Section II:

In order to elicit opinions about history/social studies instruction and student learning as it relates to specific state content standards, respondents evaluated each standard by answering the following three questions: 1) Does your classroom instruction and the curriculum materials you currently use prepare students to do the following? The four choices were not at all, only slightly, moderately well, and well; 2) Why? Explain your response to the previous question. The five choices were time, resources and materials, significance of topic, my content knowledge, and student interest (Check no more than two); and 3) On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?

Fifth Grade Results

History/Social Studies students in grade five study the development of the nation up to 1850. Seventeen fifth grade teachers evaluated 44 content standards in nine groups under the main heading entitled: United States History and Geography: Making a New Nation. Respondents indicated that their current approaches to classroom instruction and the curriculum prepared students to meet 31 of 44 standards (70.5%) “Only Slightly” and 11 of 44 standards (25.0%) “Moderately Well.” Two of 44 standards (4.5%) received equal ratings of “Only Slightly” and “Moderately Well.” When respondents were asked “Why,” the two main reasons cited in 42 of 44 standards (95.5%) were “Time” and “Resources and Materials.” “My Content Knowledge” was the third main reason cited in 34 of 44 standards (75.0%).

Respondents rated each standard in terms of importance to their student’s understanding of American History. Standards grouped with the development and significance of the U.S.

Constitution received the three highest ratings. Respondents, in general, indicated that students in their classrooms were “Moderately Well” prepared to meet the higher rated standards. The lowest rated standards included one about the songs that express American ideals and two in the American Revolution grouping. Respondents indicated that students in their classrooms were “Only Slightly” prepared to meet the lower rated standards. Further details about the highest and lowest rated standards are presented in the following table:

Table A: Three highest and lowest rated standards - Grade Five
Scale of 1 (low) to 5 (high) Mean rating of all standards – 3.99 N=17

Rating	Standard Number	Three Highest Rated Standards
4.65	5.7.4	1. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
4.53	5.7.3	2. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4.53	5.7.5	3. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
Rating	Standard Number	Three Lowest Rated Standards
2.71	5.7.6	1. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").
3.36	5.6.2	2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3.42	5.6.1	3. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

Eighth Grade Results

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. Eight eighth grade teachers evaluated 70 content standards in 12 groups under the main heading entitled: United States History and Geography: Growth and Conflict. Respondents indicated that their current approaches to classroom instruction and the curriculum prepared students to meet 3 of 70 standards (4.3%) “Not at All,” 25 of 70 standards (35.7%) “Only Slightly,” and 30 of 70 standards (42.9%) “Moderately Well.” The remaining twelve standards (17.3%) received equal ratings in two or more categories. When respondents were asked “Why,” the main response given to 24.3% of the standards was “Significance of Topic.” “Time” was the main response addressing 18.6% of the standards, “Resources and Materials” addressed 17.1%, and “My Content Knowledge” addressed 8.6%. Two or more reasons equally addressed 31.4% of all the standards.

Eighth grade teachers rated each standard in terms of importance to their student’s understanding of American History. Standards relevant to African-Americans such as slavery, voting rights, and the fundamental liberties ensured by the Bill of Rights received the highest

ratings. Overall, respondents indicated that students were prepared “Moderately Well” to meet the higher rated standards because of the “Significance of Topic.” The lowest rated standards included one about the aftermath of the American Revolution, famous political speeches, and the common market among the states. Respondents indicated that students in their classrooms were “Only Slightly” prepared to meet the lower rated standards because of a wide range of reasons. Table B offers further details about the highest and lowest rated standards rated by the eighth grade teachers:

Table B: Three highest and lowest rated standards - Grade Eight
Scale of 1 (low) to 8 (high) Mean rating of all standards – 6.03 N=8

Rating	Standard Number	Three Highest Rated Standards
7.75	8.11.5	1. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.
7.63	8.2.6	2. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7.50	8.2.3	3 (tie). Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
7.50	8.7.2	3 (tie). Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
Rating	Standard Number	Three Lowest Rated Standards
3.63	8.1.3	1. Analyze how the American Revolution affected other nations, especially France.
3.78	8.4.2	2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
3.87	8.3.3	3. 8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.

Eleventh Grade Results

Students in grade eleven study the major turning points in American history in the twentieth century. Seven eleventh grade teachers evaluated 81 content standards in 11 groups under the main heading entitled: United States History and Geography: Continuity and Change in the Twentieth Century. Respondents indicated that their current approaches to classroom instruction and the curriculum prepared students to meet 5 of 81 standards (6.2%) “Not at All,” 11 of 81 standards (13.6%) “Only Slightly,” 28 of 81 standards (34.6%) “Moderately Well,” and 18 of 81 standards (25.2%) “Well.” The remaining nineteen standards (23.5%) received equal ratings in two or more of the categories. When respondents were asked “Why,” the main response given to 53.1% of the standards was “Time.” “Significance of Topic” was the main response addressing 16.0% of the standards, “My Content Knowledge” addressed 11.1%, and “Resources and Materials” addressed only 1.2%. Two reasons or more equally addressed 18.5% of all the standards.

Respondents rated each standard in terms of importance to their student’s understanding of American History. The topics that received the three highest ratings were: 1) the roles of civil rights advocates (i.e., MLK, Jr., Thurgood Marshall, and Rosa Parks); 2) the effects of the Civil War, Reconstruction, and the industrial revolution; and 3) the Vietnam War. Topics for the next three highest rated standards included the evolution of civil rights through the legal system and women’s rights (numbers 11.10.2, 11.10.3, and 11.10.7). Respondents indicated that students in their classrooms were “Well” prepared to meet the higher rated standards because of the “Significance of Topic” and “My Content Knowledge.”

The lowest rated standards included one about religious pluralism, U.S. and Allied wartime strategy, job growth in business and government, and Truman’s labor policy. In general, respondents indicated that students in their classrooms were not very prepared to meet the lower rated standards, and “Time” was cited as the major factor. Further details about the highest and lowest rated standards are presented in the Table C:

Table C: Three highest and lowest rated standards - Grade Eleven
Scale of 1 (low) to 8 (high) Mean rating of all standards – 6.12 N=7

Rating	Standard Number	Three Highest Rated Standards
7.86	11.10.4	1. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
7.71	1.1.4	2 (tie). Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.
7.71	11.9.3g	2 (tie). Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: The Vietnam War
Rating	Standard Number	Three Lowest Rated Standards
3.57	11.3.4	1. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
4.29	11.7.2	2 (tie). Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
4.29	11.8.1	2 (tie). Trace the growth of service sector, white collar, and professional sector jobs in business and government.
4.29	11.8.3	2 (tie). Examine Truman's labor policy and congressional reaction to it.

Survey responses to Section I and Section III are detailed in the following pages of the report:

Section I

Table 1: Question 1. What school do you teach at? N=32

	Frequency	Percent	Valid Percent	Cumulative Percent
1. Bella Vista Elementary	1	3.1	3.1	3.1
2. Calvin Simmons Middle	1	3.1	3.1	6.3
3. Castlemont High	1	3.1	3.1	9.4
4. Claremont Middle	1	3.1	3.1	12.5
5. College Prep and Architecture Academy	1	3.1	3.1	15.6
6. Crocker Highlands Elementary	1	3.1	3.1	18.8
7. Edna Brewer Middle	2	6.3	6.3	25.0
8. Elmhurst Middle	1	3.1	3.1	28.1
9. Garfield Elementary	1	3.1	3.1	31.3
10. Glenview Elementary	1	3.1	3.1	34.4
11. Hoover Elementary	1	3.1	3.1	37.5
12. Horace Mann Elementary	1	3.1	3.1	40.6
13. Jefferson Elementary	1	3.1	3.1	43.8
14. Joaquin Miller Elementary	2	6.3	6.3	50.0
15. Lazear Elementary	2	6.3	6.3	56.3
16. Life Academy	1	3.1	3.1	59.4
17. Lowell Middle	1	3.1	3.1	62.5
18. Media Academy High	1	3.1	3.1	65.6
19. Montclair Elementary	2	6.3	6.3	71.9
20. Montera Middle	2	6.3	6.3	78.1
21. Oakland High	1	3.1	3.1	81.3
22. Oakland Technical High	2	6.3	6.3	87.5
23. Prescott Elementary	1	3.1	3.1	90.6
24. Sequoia Elementary	1	3.1	3.1	93.8
25. Thurgood Marshall Elementary	1	3.1	3.1	96.9
26. Whittier Elementary	1	3.1	3.1	100.0
Total	32	100.0	100.0	

History teachers from 26 schools in the Oakland Unified School District participated in the survey. Teachers from fourteen elementary, six middle, and six high schools were represented.

Table 2: Question 2. What grade level(s) do you teach? N=32

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fifth	17	53.1	53.1	53.1
Eighth	8	25.0	25.0	78.1
Eleventh	7	21.9	21.9	100.0
Total	32	100.0	100.0	

Thirty-two of the 46 history teachers (69.6%) participating in the project completed the survey. Of the 46, 68.0% of the fifth grade teachers (17 of 25), 61.5% of the eighth grade teachers (8 of

13), and 87.5% of the eleventh grade teachers (7 of 8) completed the survey. Of the 32 teachers who completed the survey, 53.1% teach fifth grade, 25.0% teach eighth grade, and 21.9% teach the eleventh grade. The two librarians involved in the project were not eligible to complete the survey.

Table 3a: Question 3a. (Elementary School Teachers Only) On average, how many times a week do you teach history/social studies as a separate discipline? N=17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 time	3	17.6	17.6	17.6
	1 time	4	23.5	23.5	41.2
	2 times	3	17.6	17.6	58.8
	3 times	4	23.5	23.5	82.4
	4 times	2	11.8	11.8	94.1
	5 or more times	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

The frequency of history/social studies instruction varied among elementary teachers; however, 41.1% reported teaching history/social studies one time or less as a separate discipline. One teacher commented, “Due to the emphasis and time requirements for OCR [Open Court Reading] & Math, there is too little time to do S.S. or History.”

Table 3b: Question 3b. (Elementary School Teachers Only) How much time is spent in a typical history/social studies session? N=17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 minutes or less	2	11.8	11.8	11.8
	30-45 minutes	7	41.2	41.2	52.9
	45 or more minutes	8	47.1	47.1	100.0
	Total	17	100.0	100.0	

Over 88% of the respondents reported that a typical history/social studies session is longer than 30 minutes. Only 11.8% disclosed that a typical session is 15 minutes or less.

Table 4: Question 4. (Middle and High School Teachers Only) How many classes of history/social studies do you teach? N=15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	1	6.7	6.7	6.7
	1	2	13.3	13.3	20.0
	2	6	40.0	40.0	60.0
	3	1	6.7	6.7	66.7
	4	2	13.3	13.3	80.0
	5	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Forty percent of the middle and high school respondents teach two history/social studies classes per day, while another 40.0% teach three or more. Only 13.3 % reported teaching one class of history/social studies per day.

Question 5. (All Teachers) Please summarize your experiences in learning and teaching American History (e.g. workshops, teacher inservices, higher education, other professional development –use the back of this sheet if needed). N=32

Grade 5 Teachers N=17

1. *Workshops, focus groups, interesting books for personal reading, using literature in the classroom, crafts (2 spin wool, knit, and have made rugs) – I've always loved history – all kinds. I can make it fun!*
2. *None. The only professional development that I've had in social studies is given through this grant. I am a 3rd year teacher.*
3. *No comments*
4. *I have been attending teaching U.S. history workshops for three years. My small group meets once a month, learning from professional presentations. From these lectures, we collaborate in lesson planning. I have the enthusiasm in teaching American history but I need support from all possible resources. I feel that learning history helps students compare and contract events in the past. Through critical thinking process they make connections to the world outside of their classroom.*
5. *I have been teaching American History for about 5 years now as a 5th grade teacher. The only learning or professional development I've had is through textbook in-services, OSUD History Kit training, and the Teaching American History Grant.*
6. *Teaching American History Grant (3 years).*
7. *Twenty-two years at 4th/5th. Mostly 5th U.S. History. Personal interest in native cultures. Workshops at district level. Travel including 5th grade Williamsburg trip for teachers, Smithsonian Institution for California teachers, teacher workshops at bookstores emphasizing social science literature – fiction and non-fiction. I am particularly interested in researching new resources – primary source material, fiction and non-fiction literature, teacher resources including TCI materials.*
8. *In services:*
 - *Foundations, 3 year program*
 - *History Grant, 4th year*
 - *Methods Classes, Teaching SS as an undergraduate*
9. *I have participated every year for seven years in professional development in History instruction: textbook committee, piloting textbooks, engaging in Lesson Study (curriculum development), and analyzing student work.*
10. *My only experience in learning and teaching American History (outside of this current history project) is one class I took in college, which was American History.*
11. *Participated in numerous workshops, teacher in services on Social Science/History standards committee. Developed SS units (6th, 5th and 4th grade).*
12. *I haven't had any formal experience other than high school and college classes (years ago). I have been reading the text, doing my own research and study. This is only my second year teaching 5th grade. Most of my time and energy has gone into language arts and math instruction.*

13. *I took several history courses many years ago in college. I attended the social studies and literacy course at UC Berkeley last summer.*
14. *In 1996-97, I participated in a UCB/OUSD Professional Development Project Institute/History-Social Science Project. I used this 2-year project as a basis for completing a family writing project and a community treasures book, both focused on family and community, I was teaching 3rd grade at that time. For the past 3 1/2 years, I've been teaching 5th grade; however, because I team teach with another 5th grade teacher, I have never taught the social studies/American history component. This year we decided we would each teach American history in our classrooms, so I am on a steep learning curve. Our plan is to integrate social studies with our language arts, using A History Of Us in conjunction with (and at times in place of) Open Court.*
15. *No response*
16. *No response*
17. *Due to the emphasis and time requirements for OCR [Open Court Reading] & Math, there is too little time to do S.S. or History. I do incorporate it into ELD lessons and OCR regularly.*

Grade 8 Teachers N=8

18. *Have never taught American History until this school year; never attended any workshops, in-services, or other professional development. I basically follow the pacing guide provided in the T.E. and my own knowledge.*
19. *College classes in American history, I have been teaching world history for 7 years. First year teaching American history. This is my first professional development in American history.*
20. *I've attended curriculum meetings, many in-services, been part of this grant for 3 years attending two one-week seminars.*
21. *I began teaching last year as an intern. Since, I've earned my preliminary credential. I was a Poli Sci major in college (BA 90). I am actively interested in all facets of the Humanities and have learned a fair, yet limited, amount of U.S. History in the process. Most of what I know I've learned from reading.*
22. *I have a History Single Subject Credential (plus English and multiple subject) that I received by taking the test (nexus?). I didn't take many history classes in college; most of what I learned was through literature (I was an English major). Much of the learning I've acquired was on my own and through various in-services over the last eight years.*
23. *This being my first year, none.*
24. *[Bulleted List]*
 - *Teaching American History Grant 2001-present*
 - *National Endowment for Humanities Summer Institute, "African Americans & the Making of America." July 2004, Tufts University*
 - *Core Values – One week workshop integrating History & Technology, 2000*
25. *Workshops have helped me to develop my history program. The first workshop BUNDLE (using documents) has been great for me. It taught me that ALL students can learn to read documents regardless of their levels. We learned how to teach through choosing a topic for research – connecting it to the standards – both English and*

History. We worked in groups – and we were evaluated by our peers – and given encouragement.

The History Grant project has provided a wealth of knowledge and encouraged me to develop other areas – Jackson – Nat Turner – etc. It was important to do this survey – reminding and suggesting other areas – that are important to History.

Grade 11 Teachers N=7

26. *Participant in OPS first History Grant, Gilder-Letterman Institute, American Democracy-media Seminar at JFK School of Government – Harvard, NEH grant to study women in American history, NEH grant to study rhetoric and American democracy.*
27. *I have attended workshops on teaching literacy, writing, and historical comprehension. I have attended lectures from college professors on American, Russian, and Latin American history. I have been involved in courses on project-based learning, economics, and using technology.*
28. *US history maybe six times in 27 years, but in adult ed. classes for 10 years. First time AP US. Many workshops under “Urban Dreams” Project (ten at least). Hawaii AP Institute Summer 2004. UC Berkeley grad. In US history and drama, Phi Beta Kappa, 1974.*
29. *I have been teaching for seven years. In that time I have been part of the Urban Dreams project and part of the other Teaching History grant. I have also taken several AP workshops and several UCB-Social Studies Project Workshops.*
30. *Because I am only a second year teacher, my professional development for social science has been limited. I have participated in a workshop through the district in the use of primary sources. In addition, in my undergraduate studies, my major was American Studies, where I took many [illegible] American story courses.*
31. *I’ve been part of the Urban Dreams project and now the Teaching American History Project.*
32. *I have learned a very valuable amount of content knowledge in this project; an area in which I was lacking. More importantly, I’ve learned to work with other history teachers not only to talk about our classes, but also to develop effective and engaging lessons.*

Question 6. Place a √ in the column for the response that best describes your knowledge and ability. N=32

Table 6a: My knowledge of the history/social studies standards for the grade level(s) I teach

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	5	3	7	2	17
	% within grade level	29.4%	17.6%	41.2%	11.8%	100.0%
Eighth	Count	0	4	4	0	8
	% within grade level	.0%	50.0%	50.0%	.0%	100.0%
Eleventh	Count	0	1	3	3	7
	% within grade level	.0%	14.3%	42.9%	42.9%	100.0%
Project Total	Count	5	8	14	5	32
	% within all grade levels	15.6%	25.0%	43.8%	15.6%	100.0%

Among fifth grade teachers, 29.4% responded that their knowledge of the history/social studies standards was limited. All eight of the eighth grade teachers (100.0%) responded that their knowledge was adequate or good, while 85.8% of the eleventh grade teachers rated their knowledge as good or expert. Overall, 43.8% of the 32 respondents believed their knowledge of the standards was good.

Table 6b: My knowledge of American history and social studies content for the grade level(s) I teach

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	6	2	5	4	17
	% within grade level	35.3%	11.8%	29.4%	23.5%	100.0%
Eighth	Count	0	2	5	1	8
	% within grade level	.0%	25.0%	62.5%	12.5%	100.0%
Eleventh	Count	0	0	4	3	7
	% within grade level	.0%	.0%	57.1%	42.9%	100.0%
Project Total	Count	6	4	14	8	32
	% within all grade levels	18.8%	12.5%	43.8%	25.0%	100.0%

The knowledge of American history and social studies content varied widely among fifth grade teachers – 35.3% responded that their knowledge was limited while 23.5% rated themselves as expert. Most of the eighth grade teachers (62.5%) described their content knowledge as good, while all seven (100.0%) of the eleventh grade teachers described their content knowledge as good or expert. Overall, 22 of 32 teachers (68.8%) described their content knowledge as good or expert.

Table 6c: My knowledge of appropriate primary sources to use when I am teaching history and social studies

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Fifth	Count	3	5	6	3	0	17
	% within grade level	17.6%	29.4%	35.3%	17.6%	.0%	100.0%
Eighth	Count	0	0	5	3	0	8
	% within grade level	.0%	.0%	62.5%	37.5%	.0%	100.0%
Eleventh	Count	0	1	1	3	2	7
	% within grade level	.0%	14.3%	14.3%	42.9%	28.6%	100.0%
Project Total	Count	3	6	12	9	2	32
	% within all grade levels	9.4%	18.8%	37.5%	28.1%	6.3%	100.0%

Forty-seven percent of the fifth grade teachers responded that their knowledge of appropriate primary sources when teaching history and social studies was very limited or limited. All eight eighth grade teachers rated themselves in the adequate or good classification, and five of seven eleventh grade teachers (71.5%) rated themselves as good or expert. Overall, 12 of 32 teachers (37.5%) responded that their knowledge of sources was adequate.

Table 6d: My knowledge of curriculum and other instructional resources to assist my history/social studies instruction

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	6	6	3	2	17
	% within grade level	35.3%	35.3%	17.6%	11.8%	100.0%
Eighth	Count	1	4	2	1	8
	% within grade level	12.5%	50.0%	25.0%	12.5%	100.0%
Eleventh	Count	0	1	4	2	7
	% within grade level	.0%	14.3%	57.1%	28.6%	100.0%
Project Total	Count	7	11	9	5	32
	% within all grade levels	21.9%	34.4%	28.1%	15.6%	100.0%

Twelve of 17 fifth grade teachers (70.6%) responded that their knowledge of curriculum and other instructional resources to assist their history/social studies instruction was limited or adequate. Half the eight eighth grade teachers (50.0%) rated their knowledge as adequate, and six of seven eleventh grade teachers (85.7%) rated their knowledge as good or expert. Overall, 20 of 32 teachers (62.5%) responded that their knowledge of curriculum and other instructional resources was adequate or good.

Table 6e: My ability to promote chronological/spatial thinking among students in my classroom (e.g. location, sequence)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	0	9	6	2	17
	% within grade level	.0%	52.9%	35.3%	11.8%	100.0%
Eighth	Count	1	2	5	0	8
	% within grade level	12.5%	25.0%	62.5%	.0%	100.0%
Eleventh	Count	0	3	3	1	7
	% within grade level	.0%	42.9%	42.9%	14.3%	100.0%
Project Total	Count	1	14	14	3	32
	% within all grade levels	3.1%	43.8%	43.8%	9.4%	100.0%

Most fifth grade teachers (52.9%) rated their ability to promote chronological/spatial thinking among students in their classroom as adequate, while the majority of sixth grade teachers (62.5%) rated their ability as good. Over 85% of the teachers in the eleventh grade – as well as the entire group – rated their ability to promote chronological/spatial thinking as either adequate or good.

Table 6f: My ability to engage student in the examination of evidence (e.g. examining primary sources, relationship between primary sources and historical/geographical context, author's intentions/perspectives)

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Fifth	Count	0	2	6	9	0	17
	% within grade level	.0%	11.8%	35.3%	52.9%	.0%	100.0%
Eighth	Count	1	2	1	4	0	8
	% within grade level	12.5%	25.0%	12.5%	50.0%	.0%	100.0%

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Eleventh	Count	0	1	0	4	2	7
	% within grade level	.0%	14.3%	.0%	57.1%	28.6%	100.0%
Project Total	Count	1	5	7	17	2	32
	% within all grade levels	3.1%	15.6%	21.9%	53.1%	6.3%	100.0%

Fifteen of 17 fifth grade teachers (88.2%) rated their ability to engage students in the examination of evidence as either adequate or good, and 62.5% of the sixth grade teachers responded similarly. However, 85.6% eleventh grade teachers rated their ability in the good or expert categories. Overall, 53.1% of all project teachers rated themselves as good in their ability to engage students in the examination of evidence.

Table 6g: My ability to provide student diverse and multiple perspectives from the past to promote historical understanding (e.g. influences, empathy)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	1	4	9	2	16
	% within grade level	6.3%	25.0%	56.3%	12.5%	100.0%
Eighth	Count	1	2	4	1	8
	% within grade level	12.5%	25.0%	50.0%	12.5%	100.0%
Eleventh	Count	0	2	3	2	7
	% within grade level	.0%	28.6%	42.9%	28.6%	100.0%
Project Total	Count	2	8	16	5	31
	% within all grade levels	6.5%	25.8%	51.6%	16.1%	100.0%

Eleven of 17 fifth grade teachers (68.8%) responded that their ability to provide student diverse and multiple perspectives from the past to promote historical understanding was good or expert. Half the eight eighth grade teachers (50.0%) rated their ability as good, and five of seven eleventh grade teachers (71.5%) rated their knowledge as good or expert. Overall, slightly over half of all project teachers (51.6%) responded that their ability to provide students diverse and multiple perspectives from the past to promote historical understanding was good.

Table 6h: My ability to promote student interpretation (e.g. constructing/comparing historical accounts, making moral judgments)

Grade Level		Limited	Adequate	Good	Expert	Total
Fifth	Count	3	5	8	1	17
	% within grade level	17.6%	29.4%	47.1%	5.9%	100.0%
Eighth	Count	2	0	6	0	8
	% within grade level	25.0%	.0%	75.0%	.0%	100.0%
Eleventh	Count	1	1	2	3	7
	% within grade level	14.3%	14.3%	28.6%	42.9%	100.0%
Project Total	Count	6	6	16	4	32
	% within all grade levels	18.8%	18.8%	50.0%	12.5%	100.0%

Almost half of all fifth grade respondents (47.1%) rated their ability to promote student interpretation as good, as compared to 75.0% of all eighth grade teachers. Five of seven (71.5%) eleventh grade teachers rated their ability as good or expert. Overall, half of all project teachers (50.0%) rated their ability to promote student interpretation as good.

My ability to assist students in determining historical/geographical significance (e.g. connect past and present, causation, evaluation, and location)

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Fifth	Count	0	2	5	9	1	17
	% within grade level	.0%	11.8%	29.4%	52.9%	5.9%	100.0%
Eighth	Count	1	2	0	5	0	8
	% within grade level	12.5%	25.0%	.0%	62.5%	.0%	100.0%
Eleventh	Count	0	1	1	4	1	7
	% within grade level	.0%	14.3%	14.3%	57.1%	14.3%	100.0%
Project Total	Count	1	5	6	18	2	32
	% within all grade levels	3.1%	15.6%	18.8%	56.3%	6.3%	100.0%

Fourteen of 17 fifth grade teachers (82.3%) rated their ability to assist students in determining historical/geographical significance as either adequate (29.4%) or good (52.9%). Sixty-two percent of all eighth grade teachers rated their ability as good; however, 37.5% rated their ability as very limited or limited. Five of seven (71.5%) of all eleventh grade teachers rated their ability as good or expert. Overall, 18.7% of all project teachers rated their ability to assist students in determining significance as either very limited or limited. In contrast, 20 of 32 (62.6%) rated their ability as either good (56.3%) or expert (6.3%).

Table 6i: My ability to use biographies when teaching history/social studies

Grade Level		Very Limited	Limited	Adequate	Good	Total
Fifth	Count	0	4	7	6	17
	% within grade level	.0%	23.5%	41.2%	35.3%	100.0%
Eighth	Count	2	3	3	0	8
	% within grade level	25.0%	37.5%	37.5%	.0%	100.0%
Eleventh	Count	0	1	3	3	7
	% within grade level	.0%	14.3%	42.9%	42.9%	100.0%
Project Total	Count	2	8	13	9	32
	% within all grade levels	6.3%	25.0%	40.6%	28.1%	100.0%

Thirteen of 17 fifth grade teachers (76.5%) responded that their ability to use biographies when teaching history/social studies as either adequate (41.2%) or good (35.3%). Five of eight eighth grade teachers (62.5%) rated their ability as very limited or limited, and six of seven eleventh grade teachers (85.8%) rated their knowledge as adequate or good. Overall, 31.3% rated their ability to use biographies when teaching history/social studies as very limited or limited, 40.6% rated their ability as adequate, and 28.1% rated their ability as good. No respondents rated their ability in the use of biographies as expert.

Table 6j: My ability to use technology to teach history/social studies

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Fifth	Count	1	4	8	3	1	17
	% within grade level	5.9%	23.5%	47.1%	17.6%	5.9%	100.0%
Eighth	Count	1	3	0	2	1	7
	% within grade level	14.3%	42.9%	.0%	28.6%	14.3%	100.0%
Eleventh	Count	0	2	1	1	3	7
	% within grade level	.0%	28.6%	14.3%	14.3%	42.9%	100.0%
Project Total	Count	2	9	9	6	5	31
	% within all grade levels	6.5%	29.0%	29.0%	19.4%	16.1%	100.0%

Almost half of the fifth grade respondents (47.1%) rated their ability to use technology when teaching history/social studies as adequate. In contrast, more than half of the eighth grade teachers (57.2%) and 28.6% of the eleventh grade teachers rated their ability as very limited or limited. Overall the results for technology usage were mixed, 35.5% rated their ability as very limited or limited, 29.0% as adequate, and 35.5% as good or expert.

Table 6k: My ability to use multiple assessments, including writing projects and collaborative assessments to determine student competency related to history/social studies

Grade Level		Very Limited	Limited	Adequate	Good	Expert	Total
Fifth	Count	1	2	7	6	1	17
	% within grade level	5.9%	11.8%	41.2%	35.3%	5.9%	100.0%
Eighth	Count	0	1	3	4	0	8
	% within grade level	.0%	12.5%	37.5%	50.0%	.0%	100.0%
Eleventh	Count	0	0	0	4	3	7
	% within grade level	.0%	.0%	.0%	57.1%	42.9%	100.0%
Project Total	Count	1	3	10	14	4	32
	% within all grade levels	3.1%	9.4%	31.3%	43.8%	12.5%	100.0%

Thirteen of 17 fifth grade teachers (76.5%) rated their ability to use multiple assessments to determine student competency related to history/social studies as either adequate (41.2%) or good (35.3%). Similarly, seven of eight eighth grade teachers (87.5%) rated themselves as either adequate (37.5%) or good (50.0%). Seven of seven eleventh grade teachers (100.0%) rated themselves as either good (57.1%) or expert (42.9%). Overall, 75.1% of all respondents rated their ability to use multiple assessments to determine student competency related to history/social studies as either adequate (31.3%) or good (43.8%).

Section III

Please list any major history-social studies units (one week or more) you teach that are not part of the standards for your grade level.

Grade 5 Teachers N=17

1. *Mini-units on the Vikings, Cartography; Charles Lindbergh's trans-Atlantic flight; Albert Einstein's importance and impact; Artists' lives; musicians' lives; ancient Greeks, Romans, Egyptians, and Norse World mythology. The current ORC crush has all but stopped Social Studies/history lessons.*
2. *No response*
3. *No response*
4. *Civil Rights movement; Black History Month celebrations*
5. *No response*
6. *No response*
7. *Slavery as an institution; who really discovered America; aspects of Colonial Life*
8. *Civil War/slavery*
9. *Extensions to Frameworks:*
 - *Native American folktales about animals contested with scientific evidence re/adaptations*
 - *Review of California historical eras/natural regions*
 - *History of energy use over time*
 - *Expansion/contraction of concept of freedom in US History through the present*
 - *Adaptation to environment – Native Americans, animals, roots of present day ceremonies/celebrations*
10. *No response*
11. *No response*
12. *No response*
13. *I teach a two-week women's history overview in March. We do a daily women's history bingo to familiarize students with some less well-known women in mostly U.S. history. In past years the students chose one woman to write a short biography about and then they designed a 4'x4' quilt square about the subject of the biography. We sewed a class quilt celebrating women's history. For February, I usually pick a theme for Black History Month. Last year we studied Brown v. Board. I have taught only reading and language arts for the past two years because of our team teaching. This is the first year I have been responsible for social studies curriculum.*
14. *Women in American History – unit culminating in a "Dinner Place Setting" symbolizing the woman's accomplishments; based on biographies.*
15. *No response*
16. *First year at 5th – have not created any*
17. *No response*

Grade 8 Teachers N=8

18. *I follow the book. I am not a history person. But I can see from the materials that I have that they do not provide enough clear and interesting reading for the students that I teach (strategize, non-English speakers, far below base, etc.) I know I am not*

answering your question directly, but given the pressure, I have to follow the standards, or at least connect to them, the best way I know how.

- 19. *No response*
- 20. *No response*
- 21. *No response*
- 22. *No response*
- 23. *No response*
- 24. *No response*
- 25. *No response*

Grade 11 Teachers N=7

- 26. *No response*
- 27. *No response*
- 28. *The Constitution, Bill of Rights and Amendments from a huge chapter in the text. How can you not teach for understanding around that?*
- 29. *No response*
- 30. *No response*
- 31. *No response*
- 32. *a) The Discovery of America (Columbus, etc.)
b) Westward Expansion (post-Civil War)
c) Immigration (1850s-1920s)*