



The 2008-2009 Teaching American History Standards Survey Report

Overview:

The U.S. Department of Education awarded a three-year Teaching American History Grant (TAHG) to the Oakland Unified School District (OUSD). The project, entitled “The Oakland History Collaborative: Teaching American History in an Urban School District” intends to raise student achievement by supporting professional development activities for teachers of American History. The project’s professional development activities will focus on a different theme during each of the three years (2008-2011). The theme of Year 1 will be America’s economic history; Year 2 will focus on America’s political history, and Year 3 will emphasize the history of American ideals.

The first year project offers professional development activities to two different teacher strands. The first strand includes elementary teachers of fourth and fifth grade students; the second strand includes secondary teachers of eighth and eleventh grade students. Both strands will attend an after-school speaker series, school-year release days, and summer institutes. Along with content, professional development activities will be devoted to historical inquiry, historical thinking, and post-talk historiographic discussions.

Project staff and the Center for Evaluation and Research, LLC (CER), developed a survey to provide important information to be used in the planning and evaluation of the project. The survey will be administered twice yearly to all participating teachers and includes two sections. Section I solicits general information then teachers self-rate their knowledge and ability levels in 12 key pedagogical categories related to quality instruction. Section II of the survey elicits information about teaching and student learning as it relates to specific state content standards. The content standards included for each grade level emphasize the theme of Year 1, America’s economic history.

Project staff distributed surveys to all teacher participants during the inaugural meeting held at the Oakland Tech High School Library on October 14, 2008. Participants completed the surveys and returned them to the first strand meetings that were held at Mills College. Evaluators collected completed surveys from 12 eighth and 15 eleventh grade teachers on October 28, then collected surveys from 8 fourth and 8 fifth grade teachers on November 6.

The following sub-report contains an overview of the findings from Section I and Section II. A detailed Section I report is presented on page 6. In addition, project participants will receive complete Section II standards data that corresponds with their grade level.

Findings

Section I:

General Information

Forty-three of the 46 history teachers (93.5%) participating in the project completed the survey. Of the 43, 18.6% currently teach grade four, 18.6% teach grade five, 27.9% teach grade eight, and 34.9% teach grade eleven. Results show that elementary teachers (N=16) instruct history/social science anywhere from less than one time to four times per week, and 75% reported that a session is at least 45 minutes long. Of the 27 secondary teachers, 22.2% reported

teaching two history/social science classes, 40.7% taught either four or five classes, and 37% provided no response.

Knowledge and Ability

Respondents (N=43) self-rated their knowledge and ability levels in 12 categories related to quality history/social science instruction. The rating levels included very limited, limited, adequate, good, and expert. The percentage of teachers who rated their “knowledge of” four history/social science categories as either good or expert are presented below:

- a) Standards – 45.3% rated their knowledge as good or expert
- b) Content – 45.2% rated their knowledge as good or expert
- c) Primary Sources – 35.9% rated their knowledge as good or expert
- d) Curriculum – 28.6% rated their knowledge as good or expert

Respondents then rated their “ability to” in eight pedagogical categories:

- e) Promote chronological/spatial thinking – 41.5% rated their ability as good or expert
- f) Engage in the examination of evidence – 36.5% rated their ability as good or expert
- g) Provide diverse perspectives – 51.2% rated their ability as good or expert
- h) Promote student interpretation – 31.7% rated their ability as good or expert
- i) Assist in determining significance – 31.7% rated their ability as good or expert
- j) Use biographies – 25.6% rated their ability as good or expert
- k) Use technology – 32.5% rated their ability as good or expert
- l) Use multiple assessments – 48.8% rated their ability as good or expert

Section II:

Each respondent then evaluated history-social science standards that corresponded to their grade level and the Year 1 economic theme. Respondents rated every 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 included not at all, only slightly, moderately well, and well; 2) Why? Explain your response to the previous question. The five choices for all included time, resources and materials, significance of topic, my content knowledge, and student interest (emphasized on CST was also included for secondary teachers); and 3) On a scale of 1 (low) to 5 (high) How important is this standard to student understanding of American History?

Fourth Grade Results

History/social science students in grade four learn the story of their home state of California. Eight teachers evaluated 17 content standards (of the entire 32) under the main heading entitled: California: A Changing State. Respondents indicated that their current approaches to classroom instruction and the curriculum prepared students to meet 41.2% of standards “Only Slightly” and 23.5% of standards “Moderately Well.” The remaining 35.3% tied between “Only Slightly” and “Moderately Well.” When asked “Why,” respondents cited “Resources and Materials” as the main reason for 88.2% of the standards.

Respondents rated each standard in terms of importance to their student’s understanding of American History. Standards about the Gold Rush (2), the Great Depression, and California’s diverse economy received the four highest ratings. Respondents, in general, indicated that

students in their classrooms were “Only Slightly” to “Moderately Well” prepared to meet the higher rated standards. The topics of the lowest rated standards included the use of the coordinate grid system, the lives of people from the Spanish Mission and Mexican rancho periods, and the lives of women who helped build early California. 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 Four
Scale of 1 (low) to 5 (high) Mean rating of all 17 standards – 4.13 N=8

Mean Rating	Standard Number	Three Highest Rated Standards
4.63	4.4.2	1. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
4.50	4.3.3	2 (tie). Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4.50	4.4.5	2 (tie). Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
4.50	4.4.6	2 (tie). Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
Mean Rating	Standard Number	Three Lowest Rated Standards
2.57	4.1.1	1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
3.75	4.2.5	2. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
3.88	4.3.4	3. Study the lives of women who helped build early California (e.g., Biddy Mason).

Fifth Grade Results

History/Social science students in grade five study the development of the nation up to 1850. Eight teachers evaluated 17 content standards (of the entire 44) 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 5.9% of standards “Not at All,” 23.5% “Only Slightly,” 47.1% “Moderately Well,” and 0.0% “Well.” The remaining 23.5% of standards received equal ratings of “Only Slightly,” and “Moderately Well.” When asked “Why,” respondents most often cited “Time” for 76.5% of the standards and “Resources and Materials” for 17.6% of the standards.

Fifth grade teachers rated each standard in terms of importance to their student’s understanding of American History. Standards that received the three highest ratings included the evolution of slavery in America, causes of the Revolution, and the significance of the Constitution. Students were prepared “Moderately Well” to meet the higher rated standards because of “Resources and Materials” and “Time.” The four lowest rated standards included two from the early explorers and explorations of the Americans grouping, the economies and systems of government that existed in pre-Columbian settlements, and the competition between the new settlers and American Indians for control of North America. Overall, students in their classrooms were “Only Slightly” prepared to meet the lower rated standards mainly because of “Time.”

Additional information about the highest and lowest rated standards rated by the fifth grade teachers are displayed in Table B:

Table B: Three highest and lowest rated standards - Grade Five
Scale of 1 (low) to 5 (high) Mean rating of all 17 standards – 3.97 N=8

Mean Rating	Standard Number	Three Highest Rated Standards
4.75	5.4.6	1. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
4.71	5.5.1	2. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
4.67	5.7.2	3. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
Mean Rating	Standard Number	Three Lowest Rated Standards
3.25	5.2.3	1. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
3.33	5.1.3	2. Explain their [the major pre-Columbian settlements] varied economies and systems of government.
3.50	5.2.1	3 (tie). Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
3.50	5.3.1	3 (tie). Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

Eighth Grade Results

History/social science 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 teachers evaluated 38 content standards (of the entire 70) 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 28.9% of standards "Not at All," 31.6% "Only Slightly," 31.6% "Moderately Well," and 2.6% "Well." The remaining 5.3% of standards received equal ratings in two or more categories. When asked "Why," respondents most often cited "Time" for 52.6% of the standards and "Significance of Topic" for 28.9% of the standards.

Eighth grade teachers rated each standard in terms of importance to their student's understanding of American History. Standards that received the highest ratings included the history of slavery, westward expansion, and the development of the Constitution. Overall, students were prepared "Moderately Well" to "Well" to meet the higher rated standards because of the "Significance of Topic" and "Student Interest." The lowest rated standards included one on Grangerism and Populism, the common market among the states, and the importance of the great rivers. Students in their classrooms were "Not at All" or "Only Slightly" prepared to meet the lower rated standards mainly because of "Time." Table C offers further details about the highest and lowest rated standards rated by the eighth grade teachers:

Table C: Three highest and lowest rated standards - Grade Eight
Scale of 1 (low) to 5 (high) Mean rating of all 38 standards – 3.45 N=12

Mean Rating	Standard Number	Three Highest Rated Standards
4.80	8.7.2	1. 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).
4.70	8.8.2	2 (tie). Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
4.70	8.2.3	2 (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.
Mean Rating	Standard Number	Three Lowest Rated Standards
1.89	8.12.8	1. Identify the characteristics and impact of Grangerism and Populism.
2.30	8.3.3	2. 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.
2.33	8.8.4	3. Examine the importance of the great rivers and the struggle over water rights.

Eleventh Grade Results

Students in grade eleven study the major turning points in American history in the twentieth century. Fifteen teachers evaluated 54 content standards (of the entire 81) 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 7.4% of standards “Not at All,” 29.6% “Only Slightly,” 50.0% “Moderately Well,” and 1.9% “Well.” The remaining 11.1% of standards received equal ratings in two or more categories. When asked “Why,” respondents most often cited “Resources and Materials” for 50.0% of the standards and “My Content Knowledge” for 28.9% of the standards.

Eleventh grade teachers rated each standard in terms of importance to their student’s understanding of American History. The topics that received the three highest ratings included: 1) key events, policies, and court cases in the evolution of civil rights; 2) the effects of the Civil War, Reconstruction, and the industrial revolution; and 3) the Vietnam War. Respondents indicated that students in their classrooms were “Moderately Well” prepared to meet the higher rated standards because of the “Resources and Materials,” “Significance of Topic,” and “My Content Knowledge.”

The lowest rated standards included Truman’s labor policy, the contribution of religious groups to social reform movements, the passage of the Eighteenth Amendment and Prohibition, and job growth in business and government. Students in their classrooms were “Not at All” to “Moderately Well” prepared to meet the lower rated standards mainly because of “Time” and “My Content Knowledge.” Additional information about the highest and lowest rated standards rated by the eleventh grade teachers are displayed in Table D:

Table D: Three highest and lowest rated standards - Grade Eleven
Scale of 1 (low) to 5 (high) Mean rating of all 54 standards – 3.63 N=12

Mean Rating	Standard Number	Three Highest Rated Standards
4.80	11.10.2	1. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and California Proposition 209.
4.75	11.1.4	2. 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.
4.70	11.9.3g	3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: The Vietnam War
Mean Rating	Standard Number	Three Lowest Rated Standards
2.60	11.8.3	1. Examine Truman's labor policy and congressional reaction to it.
2.80	11.3.1	2 (tie). Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2.80	11.5.3	2 (tie). Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
2.80	11.8.1	2 (tie). Trace the growth of service sector, white collar, and professional sector jobs in business and government.

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

Full Report: Section I**Table 1: Q2. What school do you teach at? N=43**

School	Frequency	Percent	Valid Percent	Cumulative Percent
1. ASCEND Elementary	2	4.7	4.7	4.7
2. Bella Vista Elementary	1	2.3	2.3	7.0
3. BEST High	1	2.3	2.3	9.3
4. Business Information & Technology High	1	2.3	2.3	11.6
5. Chabot Elementary	1	2.3	2.3	14.0
6. Claremont Middle	2	4.7	4.7	18.6
7. Coliseum College Prep Academy	1	2.3	2.3	20.9
8. College Prep & Architecture Academy	1	2.3	2.3	23.3
9. Edna Brewer Middle	1	2.3	2.3	25.6
10. Esperanza Elementary	1	2.3	2.3	27.9
11. EXCEL High	1	2.3	2.3	30.2
12. Far West High	1	2.3	2.3	32.6
13. Fruitvale Elementary	1	2.3	2.3	34.9
14. Garfield Elementary	1	2.3	2.3	37.2
15. Glenview Elementary	1	2.3	2.3	39.5
16. Hillcrest Elementary	1	2.3	2.3	41.9
17. Horace Mann Elementary	1	2.3	2.3	44.2
18. International Community Elementary	1	2.3	2.3	46.5
19. Joaquin Miller Elementary	2	4.7	4.7	51.2
20. Kaiser Elementary	1	2.3	2.3	53.5
21. Leadership Preparatory High	1	2.3	2.3	55.8
22. Markham Elementary	2	4.7	4.7	60.5
23. Media College Prep High	1	2.3	2.3	62.8
24. Melrose Leadership Academy	1	2.3	2.3	65.1
25. Montera Middle	2	4.7	4.7	69.8
26. New Highland Academy	1	2.3	2.3	72.1
27. Oakland High	1	2.3	2.3	74.4
28. Oakland Technical High	4	9.3	9.3	83.7
29. Redwood Heights Elementary	1	2.3	2.3	86.0
30. Roosevelt Middle	2	4.7	4.7	90.7
31. Roots International Academy	1	2.3	2.3	93.0
32. Skyline High	3	7.0	7.0	100.0
Total	43	100.0	100.0	

Forty-three teachers from 32 schools located in the Oakland Unified School District participated in the survey.

Table 2: Q3. What grade level(s) do you teach? N=43

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fourth	8	18.6	18.6	18.6
Fifth	8	18.6	18.6	37.2
Eighth	12	27.9	27.9	65.1
Eleventh	15	34.9	34.9	100.0
Total	43	100.0	100.0	

Forty-three of 46 (93.5%) history teachers participating in the project completed the survey. Of the 43 teachers, 18.6% teach fourth grade, 18.6% teach fifth grade, 27.9% teach eighth grade, and 34.9% teach eleventh grade.

Table 3: Q4a. (Elementary School Teachers Only) On average, how many times a week do you teach history/social science as a separate discipline? N=16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 time	2	12.5	12.5	12.5
	1 time	4	25.0	25.0	37.5
	2 times	4	25.0	25.0	62.5
	3 times	5	31.3	31.3	93.8
	4 times	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

Elementary teachers varied in the frequency of history/social science instruction; 37.5% reported teaching history/social science one time or less as a separate discipline.

Table 4: Q4b. (Elementary School Teachers Only) How much time is spent in a typical history/social science session? N=16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 minutes or less	1	6.3	6.3	6.3
	30-45 minutes	3	18.8	18.8	25.0
	45 or more minutes	12	75.0	75.0	100.0
	Total	16	100.0	100.0	

Over 93% of the elementary respondents reported that a typical history/social science session is longer than 30 minutes. Only 6.3% disclosed that a typical session is 15 minutes or less.

Table 5: Q5. (Middle and High School Teachers Only) How many classes of history/social science do you teach? N=27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	10	37.0	37.0	37.0
	2	6	22.2	22.2	59.2
	4	5	18.5	18.5	77.7
	5	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Slightly over 22% of the secondary school teachers instruct two history/social science classes per day; 40.7% report teaching four or more. Over 1 in 3 (37.0%) did not respond to the question.

Q6. (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=43

Grade 4 Teachers N=8

1. *Undergraduate Major in History- no additional anything in American History.*
2. *Workshops, in-services.*
3. *I believe that I took a class in teaching social studies for my credential program. I was on the adoption committee for the last social studies adoption and I think I went to the training for the new program. I took a summer course at Chabot on integrating art and social studies.*
4. *No response*
5. *Teaching American History is essential to all citizens of this country. Emphasis on geography and the use of maps in class instruction. Have not had any recent workshops, in-services or professional development in social sciences. This is my fifteenth year as an elementary school teacher; I do not recall any professional training in social studies since being employed by OUSD that I've taken to enhance instruction.*
6. *I have a major in poly science and econ. I studied a lot of history in general and American History some. Never had professional development in American History.*
7. *I have taught grades 1-3 for 12 years- This is my first time teaching fourth grade! All PD in the past was geared to lower grades. Geography conference. Was part of social studies adoption some years ago. Not much!*
8. *I have enjoyed the history project. It is refreshing to meet with colleagues and discuss curriculum without having been dictated to what and how to teach it. The History Project treats you like a professional and an adult. I team teach with a teacher to provide our students access to the science and history social studies content. I teach science.*

Grade 5 Teachers N=8

9. *Some college courses (undergraduate).*
10. *I have participated in the following: TAHG- 3 years, UC Berkley Teaching Academic Literacy Institutes (2 years- participant; 1 year as a presenter/facilitator; 2 years- co-director of the summer institute).*
11. *During my time at Cal I studied Poli-Sci and Sociology. Most of my classes related in some way to American History, specifically to the struggles of African Americans and Latinos. Since I have been teaching I have participated in one in-service related to American History. My teaching experiences have correlated to the standards of each grade level I've taught, K-3, this is my first year in 5th.*
12. *This is my first experience.*
13. *I've been involved with Foundations, teaching American History Grant Project/Lesson study, History/ Literacy (UCB) for at least 8-9 years overall. These processes have really pushed me to study content area in detail, supported me with college lecturers and analysis and caused me to develop lessons that prioritize depth and breadth with articulated foci on historical thinking and content studies, collaboration with thoughtful/hard-working colleagues and UC Grad students, and use both adopted materials as well as supplemental and research based materials. Student thinking which has been evaluated by writing rubrics has been prioritized over multiple choice and*

close-ended questions. Programs coordinated by Stan Pesick, Shelly Weintraub, Phyllis Goldsmith have been of exceptional quality, inspiring.

- 14. I have previously participated in the Teaching American History Project. The only other professional development involving American History would be the textbook in-service given by the publisher.*
- 15. No experiences since I have been in the classroom. In my credential program we had some brief lessons on social studies.*
- 16. I have not attended any workshops on teaching American History.*

Grade 8 Teachers N=12

- 17. 8th grade US History Pilot, UUSD 2007-2008, 1 American History course in college 1994?*
- 18. I have never taught American History before. I taught Global History for 2 years in New York.*
- 19. I have not taking any formal workshops or classes in higher education specific to American History.*
- 20. B.A. in history; Student teacher - 11th grade U.S. History; Currently in 3rd year teaching 8th grade U.S. History participant, Teaching American History grant, 2008-2009.*
- 21. Historiography group- OUSD in 90's (3 yrs.), Developed 5th grade curriculum with district colleagues using evidence to understand the colonial period.*
- 22. American studies major with history focus from University of Virginia, book group with OUSD, on team to create DBQ assessments for middle school students.*
- 23. BA- history, MAT- Social Studies Ed., FTE- Foundation for teaching economics summer institute, Rethinking history.*
- 24. Have participated in district and county in-services and participated in lesson study for 4 years.*
- 25. TAHG (4 years), Alameda County Lesson Study.*
- 26. B.S. in secondary education with an emphasis in history (2001) -- Since then I have taught mostly Government/ Constitution in Adult Ed. (3years). This is my first year teaching 8th grade American History. Over the summer I participated in OUSD professional development on writing curriculum for 8th grade.*
- 27. Coaching by Stan Pesick, 2007-8 US History Book group, US History Writing Assessment.*
- 28. This is my first year teaching American History. I've taken classes in college; taken the CSET in history and had a great deal of professional development through BAGEP and ORIAS (The US is part of the world, isn't it?) Since this is my first year I'm afraid I can only adequately answer a small portion of these questions. I should have a better idea about resources and content next year.*

Grade 11 Teachers N=15

- 29. I have a BA in history and have not taken classes since college. This is my first year teaching.*
- 30. I minored in history at the undergrad level (graduated '04). Did the week-long US history AP training in July 2008*
- 31. Acquired History Social Science subject course requirements, workshops, conferences, group studies, DBQ project, in-service, 3rd year teaching 11th grade US history.*

32. *I participated in 2004-2007 Teaching American History grant. I majored in American Studies and took my classes examining the experiences of communities of color in the US. Every summer I have participated in some type of professional development related to history including AP seminars and the Coe program in 20th century U.S. History at Stanford University.*
33. *This is my first year teaching. Because I started 3 weeks late into the semester, I have been “catching” up. Though the pacing guide is helpful, it is a constant reminder of how behind I am. The project will be my first experience with Professional Development. Besides my methods classes and the day workshop on the Holocaust I haven’t had much training in any type of history.*
34. *History B.A; 100 hours of PD, workshops, in-service, 3 years of teaching U.S. history*
35. *No response*
36. *I have participated in 3 TAH grants.*
37. *No response*
38. *Education: Boston Latin- AP History '70, Brandeis University- BA History '75, SF State University- MA History '87, Harvard University- Summer '01 Media and American Democracy, UC Berkeley- Social Studies Project '07-'08, Teacher of Middle and High school in OUSD (1982-2008). Papers Written for Master’s Degree: 1) History of Public Education in US; 2) Compromise of 1876/ Decline of Reconstruction; 3) Albert Goodwill Spalding and Immaculate Conception of Baseball; 4) Oakland General State of 1946; 5) Neo-McCarthyism in the 1980s after election of Reagan. Curriculum Developed at Oakland High: a) Social Security and Taxes for Teenagers; b) State and Cite Research guidelines; c) Numismatics in the study of history; d) My educational history essay; e) Senior citizen interview (oral); f) Automobile History; Studebaker as Case Study (1852-1966); g) Communications History Reports (From Ancient to Computer Age).*
39. *Summer PD with OUSD on DBQs.*
40. *Several US History/AP Workshops/Institute; Participant in two previous American History Grants; Participant in two Gilder Lehrman History Institute; Participant in an NEH grant -- Women in American History*
41. *The longer I do it, the more I want to know, the more I want to better myself and my students. So I attend workshops and take college classes on DVD.*
42. *DBQ work this past summer*
43. *I have taught US History for about 5 years- with a 12 year old gap in between. I have taught AP US History for 2 years, 1 summer AP training. My college background is weak on American History.*

Q7. Place a ν in the column for the response that best describes your knowledge and ability.

Table 7a: “My knowledge of” the history/social science standards for the grade level(s) I teach

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		12.5%	50.0%	37.5%		100.0%
Fifth	7			71.4%	28.6%		100.0%
Eighth	12		25.0%	33.3%	41.7%		100.0%
Eleventh	15		6.7%	33.3%	53.3%	6.7%	100.0%
Total	42		11.9%	42.9%	42.9%	2.4%	100.0%

Among elementary teachers (grades 4 and 5 N=15), 93.8% self-rated their knowledge of the history/social science standards as adequate or good. Three of 12 eighth grade teachers (25.0%) reported that their knowledge was limited, while 60.0% of the eleventh grade teachers rated their knowledge as good or expert. Overall, 45.3% of all respondents believed their knowledge of the standards was good or expert.

Table 7b: “My knowledge of” American history and social science content for the grade level(s) I teach

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		37.5%	25.0%	37.5%		100.0%
Fifth	7		14.3%	57.1%	28.6%		100.0%
Eighth	12		16.7%	50.0%	33.3%		100.0%
Eleventh	15		6.7%	26.7%	46.7%	20.0%	100.0%
Total	42		16.7%	38.1%	38.1%	7.1%	100.0%

The knowledge of American history and social science content varied widely among all four grade levels of teachers. Overall, 54.8% reported their content knowledge as limited or adequate, while 45.2% reported their content knowledge as good or expert.

Table 7c: “My knowledge of” appropriate primary sources to use when I am teaching history and social science

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8	12.5%	50.0%	37.5%			100.0%
Fifth	8	12.5%	25.0%	25.0%	25.0%	12.5%	100.0%
Eighth	12	8.3%	16.7%	33.3%	41.7%		100.0%
Eleventh	15		26.7%	26.7%	40.0%	6.7%	100.0%
Total	43	7.0%	27.9%	30.2%	30.2%	4.7%	100.0%

Eight of 16 of the elementary teachers (50.0%) reported that their knowledge of appropriate primary sources was very limited or limited. Only 2 of 8 (25.0%) eighth grade teachers rated themselves as very limited or limited while 75.0% rated themselves at the adequate or good levels. Almost half of the eleventh grade teachers (46.7%) rated themselves as good or expert. Overall the results for primary sources were mixed; 34.9% rated their knowledge as very limited or limited, 30.2% rated their knowledge as adequate, 34.9% rated their knowledge as good or expert.

Table 7d: “My knowledge of” curriculum and other instructional resources to assist my history/social science instruction

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		37.5%	50.0%	12.5%		100.0%
Fifth	8		50.0%	25.0%	25.0%		100.0%
Eighth	12	8.3%	8.3%	41.7%	41.7%		100.0%
Eleventh	14		7.1%	64.3%	21.4%	7.1%	100.0%
Total	42	2.4%	21.4%	47.6%	26.2%	2.4%	100.0%

Seven of 16 elementary teachers (43.8%) reported that their knowledge of curriculum and other instructional resources to assist their history/social science instruction was limited. Ten of 12 eighth grade teachers (83.4%) rated their knowledge as adequate or good, and 13 of 14 eleventh grade teachers (92.9%) rated their knowledge as adequate or better. Overall, 23.8% of all teachers rated their knowledge of curriculum as very limited or limited, 47.6% as adequate, and 28.6% as good or expert.

Table 7e: “My ability to” promote chronological/spatial thinking among students in my classroom (e.g. location, sequence)

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8			75.0%	25.0%		100.0%
Fifth	7			28.6%	71.4%		100.0%
Eighth	12		25.0%	50.0%	25.0%		100.0%
Eleventh	14		7.1%	42.9%	35.7%	14.3%	100.0%
Total	41		9.8%	48.8%	36.6%	4.9%	100.0%

All elementary teachers (100.0%) rated their ability to promote chronological/spatial thinking among students in their classroom as adequate or good; 75.0% of eighth grade teachers rated their ability as adequate or good. Over 90% of the teachers in the eleventh grade – as well as the entire group – rated their ability to promote chronological/spatial thinking as either adequate, good, or expert.

Table 7f: “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	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		50.0%	50.0%			100.0%
Fifth	8		37.5%	25.0%	37.5%		100.0%
Eighth	11		18.2%	45.5%	36.4%		100.0%
Eleventh	14		7.1%	35.7%	50.0%	7.1%	100.0%
Total	41		24.4%	39.0%	34.1%	2.4%	100.0%

Seven of 16 elementary teachers (43.8%) rated their ability to engage students in the examination of evidence as limited, while 81.8% of the eighth grade teachers rated their ability as adequate or good. Over half 57.1% of the eleventh grade teachers rated their ability in the good or expert categories. Overall, 36.5% of all project teachers rated themselves as good or expert in their ability to engage students in the examination of evidence.

Table 7g: “My ability to” provide student diverse and multiple perspectives from the past to promote historical understanding (e.g. influences, empathy)

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		37.5%	37.5%	25.0%		100.0%
Fifth	8		37.5%	12.5%	50.0%		100.0%
Eighth	11	9.1%		36.4%	54.5%		100.0%
Eleventh	14		7.1%	28.6%	57.1%	7.1%	100.0%
Total	41	2.4%	17.1%	29.3%	48.8%	2.4%	100.0%

Results from elementary teachers provide student diverse and multiple perspectives from the past were mixed. However, the majority of secondary teachers (57.7%) rated their ability as good or expert. Overall, over half of all project teachers (51.2%) responded that their ability to provide students diverse and multiple perspectives was good or expert, the highest of any category.

Table 7h: “My ability to” promote student interpretation (e.g. constructing/comparing historical accounts, making moral judgments)

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		50.0%	37.5%	12.5%		100.0%
Fifth	7		14.3%	57.1%	28.6%		100.0%
Eighth	12	8.3%		58.3%	33.3%		100.0%
Eleventh	14		7.1%	50.0%	21.4%	21.4%	100.0%
Total	41	2.4%	14.6%	51.2%	24.4%	7.3%	100.0%

Half of all fourth grade teachers rated their ability to promote student interpretation as limited, while 85.7% of fifth grade teachers rated their ability as adequate or good. Twenty-four of 26 (92.3%) eighth and eleventh grade teachers rated their ability as adequate or better. Overall, 82.9% of all project teachers rated their ability to promote student interpretation as adequate or better.

Table 7i: “My ability to” assist students in determining historical/geographical significance (e.g. connect past and present, causation, evaluation, and location)

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		37.5%	50.0%	12.5%		100.0%
Fifth	7		28.6%	28.6%	42.9%		100.0%
Eighth	12	8.3%	8.3%	66.7%	16.7%		100.0%
Eleventh	14		14.3%	35.7%	28.6%	21.4%	100.0%
Total	41	2.4%	19.5%	46.3%	24.4%	7.3%	100.0%

Five of 15 elementary teachers (33.3%) rated their ability to assist students in determining historical/geographical significance as limited, while 66.7% rated themselves as either adequate or good. Eight of 12 eighth grade teachers rated their ability as adequate, and 7 of 14 eleventh grade teachers (50.0%) rated their ability as good or expert. Overall, 21.9% of all project teachers rated their ability to assist students in determining significance as either very limited or limited. In contrast, 31.7% rated their ability as either good (24.4%) or expert (7.3%).

Table 7j: “My ability to” use biographies when teaching history/social science

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		37.5%	50.0%	12.5%		100.0%
Fifth	8		12.5%	50.0%	37.5%		100.0%
Eighth	12	8.3%	50.0%	25.0%	16.7%		100.0%
Eleventh	15	6.7%	20.0%	40.0%	33.3%		100.0%
Total	43	4.7%	30.2%	39.5%	25.6%		100.0%

Eight of 16 elementary teachers (50.0%) responded that their ability to use biographies when teaching history/social science was adequate, and an equal amount rated their ability as limited (25.0%) or good (25.0%). Seven of 12 eighth grade teachers (58.3%) rated their ability as very limited or limited, and 11 of 15 eleventh grade teachers (73.3%) rated their ability as adequate or good. Overall the results for biography usage were mixed; 34.9% rated their ability as very limited or limited, 39.5% rated their ability as adequate, and 25.6% rated their ability as good. No respondents rated their ability in the use of biographies as expert.

Table 7k: “My ability to” use technology to teach history/social science

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8	25.0%	50.0%	25.0%			100.0%
Fifth	8	12.5%		50.0%	37.5%		100.0%
Eighth	12	8.3%	41.7%	16.7%	33.3%		100.0%
Eleventh	15	6.7%	33.3%	13.3%	40.0%	6.7%	100.0%
Total	43	11.6%	32.6%	23.3%	30.2%	2.3%	100.0%

Only 2 of 8 fourth grade respondents (25.0%) rated their ability to use technology when teaching history/social science as adequate. In contrast, 7 of 8 of the fifth grade teachers (87.5%) rated their ability to use technology as adequate or better. Of the secondary teachers, 12 of 27 (44.4%) rated their ability as very limited or limited and a similar amount (40.7%) rated their ability as good or expert. Overall, 44.2% rated their ability as very limited or limited, 23.3% as adequate, and 32.5% as good or expert.

Table 7l: “My ability to” use multiple assessments, including writing projects and collaborative assessments to determine student competency related to history/social science

Grade	N=	Very Limited	Limited	Adequate	Good	Expert	Total
Fourth	8		37.5%	62.5%			100.0%
Fifth	8	12.5%	25.0%	12.5%	50.0%		100.0%
Eighth	12		16.7%	33.3%	50.0%		100.0%
Eleventh	15		20.0%	6.7%	66.7%	6.7%	100.0%
Total	43	2.3%	23.3%	25.6%	46.5%	2.3%	100.0%

Ten of 16 elementary teachers (62.5%) rated their ability to use multiple assessments to determine student competency related to history/social science as either adequate or good. An even higher percentage of secondary teachers (81.5%) rated themselves as either adequate, good, or expert. Overall, 74.4% of all respondents rated their ability to use multiple assessments as adequate or above.