

## Oakland Unified School District Teaching American History Project – Logic Model

Target Populations	Inputs – Project Activities			Intermediate Outcomes	Summative Outcomes
	Year 1	Year 2	Year 3		
Beginning Teachers	Varies according to grade level (see next three rows)			This standard requires new teachers to gain core academic content by attending at least four workshops connected to their subject matter per year.	Same as below
5 <sup>th</sup> grade history and social studies teachers (Target 25 teachers)	Biography: In-depth Examinations of Significant Men and Women in American History	The Road to the Constitution	Enhancing Content For Critical Reading of Historical Fiction	-Changes in teacher knowledge and behavior  -Continuing education units completed by participating teachers	-Increased understanding of American History by students in classrooms of project teachers as measured by performance on the California Standards test in American history
8 <sup>th</sup> grade history and social studies teachers (Target 10-12 teachers)  11 <sup>th</sup> grade history and social studies teachers (Target 10-13 teachers)	Biography: In-depth Examinations of Significant Men and Women in American History	The Constitution: Interpretation and Conflict	Foreign Policy: The History of America's Changing Role in World Affairs	-Participation of teachers in leadership activities  -Additional higher quality research lessons	-Changes in 8 <sup>th</sup> and 11 <sup>th</sup> grade students' ability to write about selected topics in American history (students demonstrate ability to engage in historical thinking)
5 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> Grade Teachers – All participating teachers	<ul style="list-style-type: none"> <li>-School year professional development program (ongoing)</li> <li>-“Research Lessons” support for teachers working collaboratively</li> <li>-Instructional resources (general)</li> <li>- The Oakland Museum of California instructional resources</li> <li>- The Interactive University instructional resources</li> <li>- University of California History-Social Studies Project (UCCHSSP) summer literacy institutes in 2005 and 2006 (twenty-five teachers each summer)</li> </ul>			<ul style="list-style-type: none"> <li>-Increased fidelity to the scope and sequence of state-mandated course of study (ie: 11<sup>th</sup> grade teachers cover the entire 20<sup>th</sup> century)</li> <li>-Increased attention paid by teachers to the district's historical thinking strands (chronology, evidence, diversity, interpretation, and historical significance)</li> </ul>	