

**Oakland Teaching American History Project's
Summer 2007 Teacher Survey Results**

I. Please check (x) the response that best describes your opinion of the quality of the following 2006-2007 Oakland Teaching American History Inservices and Summer Institute Presentations.

Presentation		Very Good	Good	Fair	Poor	N/A
Robin Einhorn N=17 <i>"Foreign Policy in the Early Republic"</i> Date: October 12, 2006	12 70.6%	4 23.5%	1 5.9%			
Bruce VanSledright N=13 <i>"Teaching With Historical Fiction - Challenges, Possibilities, and Questions"</i> Date: October 17, 2006	9 69.2%	1 7.7%	3 23.1%			
Clarence Walker N=13 <i>"Why Slavery?"</i> Date: November 14, 2006	9 69.2%	3 23.1%	1 7.7%			
David Henkin N=13 <i>"The Indian War of 1812"</i> Date: November 30, 2006	9 69.2%	3 23.1%	1 7.7%			
Monica Fitzgerald N=10 <i>"The Salem Witchcraft Trials"</i> Date: December 12, 2006	8 80.0%	1 10.0%	1 10.0%			
Charles Postel N=11 <i>"Seminar on the Spanish-American War"</i> Date: January 18, 2007	5 45.5%	3 27.3%	3 27.3%			
Robin Einhorn N=13 <i>"The American Revolution and Historical Fiction"</i> Date: March 20, 2007	7 53.8%	5 38.5%	1 7.7%			
Beshara Doumani N=10 <i>"The United States and the Middle East"</i> Date: April 19, 2007	5 50.0%	3 30.0%	2 20.0%			
William Wagner N=13 <i>"The Lewis and Clark Expedition and the Making of American Imperialism"</i> Date: April 19, 2007	5 38.5%	5 38.5%	2 15.4%	1 7.7%		
John Smolenski N=10 <i>"French and Indian War": Native Americans and the Seven-Year War</i> Date: May 22, 2007	8 80.0%	1 10.0%	1 10.0%			
Charles Postel N=23 <i>"The Populist Vision and the Politics of History"</i> Date: June 25, 2007	13 56.5%	7 30.4%	3 13.0%			
Tuyen Tran N=23 <i>"Viet Nam War Narratives: The South Vietnamese American Offense"</i> Date: June 26, 2007	6 26.1%	5 21.7%	8 34.8%	4 17.4%		

Presentation 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)	Excellent	Very Good	Good	Fair	Poor	N/A
Caroline Winterer <i>"Women in the American Revolution"</i> Date: June 27, 2007	18 78.3%	4 17.4%	1 4.3%			
David Kennedy <i>"A Tale of Three Cities: How the United States Won World War II"</i> Date: June 27, 2007	17 73.9%	4 17.4%	2 8.7%			

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.

All items: N=24	Excellent	Very Good	Good	Fair	Poor	N/A
• The QUALITY of the visiting historian lectures	16 66.7%	7 29.2%	1 4.2%			
• The USEFULNESS of the content and materials provided by visiting historians	12 50.0%	8 33.3%	4 16.7%			
• The QUALITY of the reading and instructional materials provided by the project staff	13 54.2%	7 29.2%	3 12.5%	1 4.2%		
• The USEFULNESS of the reading and instructional materials provided by the project staff	11 45.8%	5 20.8%	5 20.8%	3 12.5%		
• The USEFULNESS of the lesson study process in assisting you to improve your instructional program	17 70.8%	6 25.0%	1 4.2%			
• The QUALITY of the staff support provided you this past year.	20 83.3%	3 12.5%	1 4.2%			

III. Please explain how the project's activities have changed, if at all, your teaching of American History.

- *It has given me a better understanding of American History and more tools for teaching it.*
- *The project has drastically changed the way I teach history because of the skills I learned in how to bring secondary sources to the classroom and how to integrate them into subject matter. I also gained much from the collaboration of all the teachers.*
- *I make a conscious effort to teach social studies more, with our reading program, it has impacted the time that we have to teach it and science. I now teach history at least 2 days per week. I think that my delivery of the subject has improved because of the knowledge that I have gained.*
- *Detailed info not included in our adopted textbooks; Excellent methods of methodology; Lesson study as respectful, teacher-centered professional development; Stimulating analysis discussion promotes teacher as historian.*
- *Since this is the first year for me as a participant, I can only say that I will definitely integrate what I have learned in future lesson plans.*
- *Inquiry - investigation: allow students to guide their investigations through inquiry questions; Direct teacher-led questions and historical content*
- *I use more primary documents and use more problem-posing units.*

- *Less people = more work*
- *The project has allowed for me to collaborate with colleagues and to gain subject knowledge - both of which have benefited my students.*
- *I am now a National Board Certified Teacher. The project made that accomplishment easier because I was motivated to continue to improve my teaching.*
- *Activities have enhanced my knowledge of history and encouraged me to go more in depth when I teach history. Collaboration when we experienced lesson study is not encouraged in our scripted programs and Lesson Study is such an excellent experience.*
- *The American History Grant has enormously affecting my teaching in three major ways: 1) Access to outstanding historians to build knowledge, 2) time to work with other teachers to plan, practice, collaborate in a truly meaningful way, and 3) drastically change how I present history to students and as a result students thinking and writing at a level I would never thought possible. The best teacher workshops I ever been to.*
- *1) Scaffolding their knowledge by giving them more background on lessons taught. 2) Being conscious about providing a "hook" to get them interested. 3) Using analogies to make better sense of historical ideas. 4) Using and citing primary source documents in their writing. 5) Using more ways to engage students in the relevance of history today. 6) Providing me, the teacher, with more information, resources, to build up knowledge of topic making it more comprehensible. 7) Using a historical argument, thesis statement to present a topic.*
- *I think I have learned to look at the "big picture" in terms of teaching history. It's not just teaching events or facts. History, or the history of teaching should be inclusive. How can we, as teachers, do this? I think that this training has helped me to see how important evidence is in showing historical viewpoints. Also, if there is no "written evidence" looking at the impact an event or decision can effect different classes or different groups of people (Native American, Mexican, women, etc).*
- *My teaching of American History has changed because of this project in a positive nature. Through the lectures it gives me ideas to approach a unit from a different perspective.*
- *1) Many new ideas (unknown) prior to the grant workshop. a) new avenues and questions inspired to satisfy intellectual curiosity (and relevance for student curriculum) b) other topics not necessarily relevant to a packed H.S. curriculum; but deepened understanding of complexity; "complicated" our prior understanding of key turning points. 2) Methodology: process and thought process and historiography much more deepened.*
- *I'm much more prepared, with different perspectives, to present a more rounded history unit in any textbook based content area.*
- *Deeper units with more scaffolding and primary source documents - more student group activity and individual essay writing.*
- *The lectures have given me insights into the curriculum that especially helps me with my AP curriculum which spans all of American history. The lesson study structure has helped me develop more sophisticated lesson plans and reflect more on my own teaching and how to challenge students.*
- *1. It's given me greater range and depth of knowledge so that I'm more certain about materials I use. 2. I use primary sources regularly in my teaching. 3. I'm concerned with the writing of history and the product resulting from student work. 4. I'm more willing to work with colleagues on teaching products that are a consequence of collective effort. 5. I ask better questions about history and this enhances discussions and thinking with my students.*
- *Varied activity types, more in depth understanding of topics taught; greater expertise, lesson study resulted in valuable reflection on planning and students' learning processes.*
- *I am teaching more history in my classroom because of the project and reading more history books.*
- *Allowing me to expand lessons - units of study - beyond classroom resources - adding primary source material provided by project staff - access to materials that I do not have time or*

knowledge to find. Working with like-minded teacher passionate and willing to go beyond...work hard, ask good questions.

- I think more about student/teacher questions. I ask more questions that begin with how, why, do you think, where do you find the evidence, what is the evidence, etc. I include more primary source documents. I provide multiple perspectives.*

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?)

- I really appreciate all the historians coming in to share their knowledge as a way for us to understand various interpretations and perspectives of historical events/periods.*
- Very valuable model for professional development: lectures, analysis/discussion, college readings, profession colleagues and facilitators, support for application*
- I found the whole experience extremely engaging and useful. I sincerely hope that I might participate in the grant in the future.*
- I always appreciate insight into "How this is/or might be applicable to your students. Here is a lesson you might try..." That way, instead of one overall lesson study, it could be broken up into several lessons.*
- What would be most useful would be for the project to continue.*
- Great people, materials, discussions, and resources. Too bad all good things come to an end.*
- The project is excellent! More useful: continued funding.*
- I've enjoyed participating in this project. I learned about the usefulness of a lesson study and how working with other teachers can help in presenting information to the students. I also think that the professionalism involved by our project staff, Shelley and Stan and Phyllis, made me eager to come to the lectures/meetings that were held throughout the year. I feel very luck to have had the opportunity to participate in the history grant project.*
- You are presented with ideas to implement that can transcend across topics. Such as the lectures on Popular View during the 1890s was not only for that period. From that the ideas to look at why people make the decisions they make can be a focus of study in any time period*
- 1) Lesson study process could be given greater = analysis and interrogation to systematize the project. 1) often, the pace of high school and elementary curriculum and student issues conflicts with our ability to participate in the lesson study. Some aspects of lesson study was not quite relevant to the objectives of improving our metacognition and reflection of our teaching. (e.g., design of the lesson to be fit into our current pacing of curriculum: need to be more flexible) Design some lessons to be model, others for actual implementation in school schedule. What about fitting into next year's curriculum? or a shortened mini-version?*
- I think this grant has been extremely valuable. It's a professional tool it has been highly useful.*
- Wish it were continuing!*
- I really feel that every aspect of the project has helped my teaching in many ways. The main way to make it useful in the future would be to find a way for us to continue some of the practices even if we don't have the grant.*
- Emphasize promptness and focus of participants, provide a more classroom ready or adaptable resources, mix up groups a bit more, rather than sticking only to lesson study groups - interacting with other participants during Summer Institute was great.*
- To have DVDs on some of the subjects to teach the children, books to read on their level and websites to find more materials. (The children love Salem Witch)*
- In our present limited system of education - i.e., scripted curriculums, massive amounts of skill based learning to meet pacing guides, this kind of teaching and learning reminds me what is really important: making, meaning, being engaged, honoring thinking, project-based, students responsible for learning.*
- Please encourage lecturers to 1) provide a hard copy of their notes/PowerPoint presentation. 2) Speak to us, don't read notes or a prepared speech.*