

## Oakland Unified School District Teaching American History Project Evaluation Questions, Intended Outcomes, and Analysis

Evaluation Questions	Intended outcomes	Activities/Timelines
<p>1. How do teacher knowledge, practice, and qualifications change as a result of participating in the project?</p> <p>2. How do teacher participation in leadership activities change as a result of participating in the project?</p> <p>3. What is the long-term impact of the lesson study process on teacher practice?</p> <p>4. How did teachers' use student assessment data to inform their practice?</p> <p>5. The extent to which teachers use information/skills that they learn from one another to inform their practice.</p>	<p>Annually, 90% of the teachers and teacher aides will demonstrate increases in professional knowledge and qualifications related to working in teaching history and social science as demonstrated by teacher changes in the Quality of Personnel Measure, teacher portfolios and classroom observations of teachers.</p>	<ul style="list-style-type: none"> <li>-Initial meetings with project staff to discuss evaluation design (8/04, 9/04, 10/04)</li> <li>-Development of appropriate instruments to measure changes in teacher competencies per the direction of project staff (9/04)</li> <li>-Baseline and follow-up assessments of teacher competencies - (Fall of each year)</li> <li>-Maintenance of data on teacher continuing education units completed and teacher participation in leadership activities (ongoing)</li> <li>-Evaluation (TBD) of teacher lesson process</li> <li>-Maintain data on beginning teacher participation in required workshops (9/04)</li> </ul>
<p>6. How do project students perform in comparison to non-project students in respect to history and social science assessments as measured by standardized and authentic assessments (district writing assessment)?</p> <p>7. What is the relationship of student performance on the districts' history assessment and the California Standards Test?</p> <p>8. What is the relationship of student performance on the district's history assessment and the STAR lang arts assessment?</p> <p>9. What is the longitudinal impact of the project on students' performance on history and social science assessments?</p>	<p>Annually, project students who participated in a project classroom in previous years will demonstrate statistically significantly (<math>p &lt; .05</math>) higher scores in history and social science than non-participating school-age students as measured by the CAT/6 and STAR achievement tests.</p> <p>Annually, project students in 8<sup>th</sup> and 11<sup>th</sup> grade students who participated in a project classroom will demonstrate statistically significantly (<math>p &lt; .05</math>) higher scores on district writing assessments than non-participating students.</p>	<ul style="list-style-type: none"> <li>-Changes in student writing about history topics</li> <li>-Baseline analysis of 2003-4 social studies CAT/6 and California Standards Test scores of project students at the targeted grade levels (Fall 2004)</li> <li>-Follow-up analysis of 2004-5 social studies CAT/6 and California Standards Test scores of project students at the targeted grade levels (Fall 2004)</li> <li>-Correlation study of student performance on writing and CST</li> </ul>