

Uintah Basin Teaching American History (UB-TAH) Project

Ute Tribe Education Department, Duchesne County School District, Uintah County School District

Self-Assessment of Key Pedagogical Skills

Instructions: Listed below are 8 outcomes that we are proposing you will attain through your participation in the UB-TAH Project. Please read each Desired Outcome carefully and circle the numbered rating which best describes your current level of implementation in your classroom.

Name: _____, School: _____, Date: ___/___/___

Desired Outcome #1: Aligns content instruction to the USOE Core Curriculum.

1	2	3	4	5
<ul style="list-style-type: none"> Maps and regularly revises curriculum; Teaches all core standards; Each lesson is aligned to Core 	<ul style="list-style-type: none"> Maps curriculum; Teaches all core standards; Each lesson is aligned to Core. 	<ul style="list-style-type: none"> Teaches most of the core standards; Most lessons are aligned to the Core. 	<ul style="list-style-type: none"> Teaches some of the core standards; Some lessons are aligned to the Core. 	<ul style="list-style-type: none"> Does not teach core standards; Lessons are not aligned to the Core.

Desired Outcome #2: Demonstrates accurate historical knowledge and perspective of U.S. history.

1	2	3	4	5
Always engages in activities that facilitate an increase in United States History content.	Often engages in activities that facilitate an increase in United States History content.	Occasionally engages in activities that facilitate an increase in United States History content.	Seldom engages in activities that facilitate an increase in United States History content.	Does not engage in activities that facilitate an increase in US History content.

PLACE A CHECK NEXT TO THE STRATEGIES YOU FEEL YOU HAVE STRENGTH.

<input type="checkbox"/> knowing and understanding people, events, concepts, themes, movements, contexts, and historical sources <input type="checkbox"/> sequencing events	<input type="checkbox"/> recognizing multiple perspectives and seeing an era or movement through the eyes of different groups <input type="checkbox"/> developing a general conceptualization of U.S. history
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Desired Outcome #3: Engages students in historical analysis and interpretation.

1	2	3	4	5
Integrates at least 8 strategies of historical analysis and interpretation in order to engage students.	Integrates 5-7 strategies of historical analysis and interpretation in order to engage students.	Integrates 3-4 strategies of historical analysis and interpretation in order to engage students.	Integrates 1-2 strategies of historical analysis and interpretation in order to engage students.	Does not integrate strategies of historical analysis and interpretation in order to engage students.

PLACE A CHECK NEXT TO THE HISTORICAL ANALYSIS AND INTERPRETATION SKILLS YOU TEACH IN YOUR CLASS:

<input type="checkbox"/> explaining issues <input type="checkbox"/> identifying historical patterns <input type="checkbox"/> establishing cause-and-effect relationships <input type="checkbox"/> finding value statements <input type="checkbox"/> establishing significance	<input type="checkbox"/> applying historical knowledge <input type="checkbox"/> weighing evidence to draw sound conclusions <input type="checkbox"/> making defensible generalizations <input type="checkbox"/> rendering insightful accounts of the past
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Desired Outcome #4: Demonstrates accurate knowledge of the history, legacy, and culture of American Indians.

1	2	3	4	5
Always engages in activities that facilitate an increase in American Indian history content.	Often engages in activities that facilitate an increase in American Indian history content.	Occasionally engages in activities that facilitate an increase in American Indian history content.	Seldom engages in activities that facilitate an increase in American Indian history content.	Does not engage in activities that facilitate an increase in American Indian history content.

PLACE A CHECK NEXT TO THE ACTIVITIES YOU ENGAGE IN:

<input type="checkbox"/> American Indian cultural arts and motifs (i.e., carvings, drawings, paintings, bead work, rugs, baskets, songs, dance, costumes) <input type="checkbox"/> Customs, rites, and traditions	<input type="checkbox"/> Stories (i.e., written and oral, fiction and non-fiction stories, which include anecdotes about exceptional experiences, personal life narratives, sacred stories, dreams, visions, and myths) and the art of story telling <input type="checkbox"/> Brining in American Indian community members, artisans, leaders, and elders
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Desired Outcome #5: Conducts lessons and units based on backward design.

1	2	3	4	5
Posts and uses an enduring understanding, essential questions, assessments, and learning activities for all units.	Posts and uses an enduring understanding, essential questions, assessments, and learning activities for most units.	Posts and uses an enduring understanding, essential questions, assessments, and learning activities for some units.	Thinks about concepts as instruction is planned, but has not formalized enduring understanding and essential questions in writing.	Does not model lessons on backward design.

Desired Outcome #6: Engages students in active learning by using strategies that work.

1	2	3	4	
Uses at least 6 student-based strategies regularly to engage all students in active learning.	Uses 4-5 student-based strategies regularly to engage all students in active learning.	Uses 2-3 student-based strategies regularly to engage all students in active learning.	Uses 1 student-based strategy regularly to engage all students in active learning.	Does not use student-based strategies.

PLACE A CHECK NEXT TO THE ACTIVE LEARNING STRATEGIES YOU USE.

<input type="checkbox"/> Reading, Writing, and Comprehension <input type="checkbox"/> Research <input type="checkbox"/> Simulations/Role Playing <input type="checkbox"/> Debates <input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Technology (i.e., audio on demand/ pod casting, UEN’s Smart Tools, webblogs, Internet sites) <input type="checkbox"/> Incorporating <input type="checkbox"/> Civic Engagement/ Service Learning
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Desired Outcome #7: Integrates local and national (including online/websites) resources/archives, programs, and initiatives into classroom instruction.

1	2	3	4	5
<p>Always uses local and national resources, programs, and initiatives (<i>fully implemented</i>) as part of classroom instruction.</p>	<p>Often uses local and national resources, programs, and initiatives (drawn from, but not implanted fully) as part of classroom instruction.</p>	<p>Occasionally uses local and national resources, programs, and initiatives as part of classroom instruction.</p>	<p>Seldom uses local and national resources, programs, and initiatives as part of classroom instruction.</p>	<p>Does not use local and national resources, programs, and initiatives as part of classroom instruction.</p>

PLACE A CHECK NEXT TO THE HISTORICAL RESOURCES YOU USE IN YOUR CLASSROOM:

<ul style="list-style-type: none"> <input type="checkbox"/> Local historic sites or museums <input type="checkbox"/> We The People <input type="checkbox"/> Project Citizen <input type="checkbox"/> National History Day <input type="checkbox"/> National Archives and Records Administration 	<ul style="list-style-type: none"> <input type="checkbox"/> Library of Congress <input type="checkbox"/> Utah Historical Society <input type="checkbox"/> National Association of History Education <input type="checkbox"/> Organization of American Historians
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Desired Outcome #8: Collaborates with other teachers to develop and implement US History curriculum.

1	2	3	4	5
<p>Teacher always collaborates.</p>	<p>Teacher often collaborates.</p>	<p>Teacher occasionally collaborates.</p>	<p>Teacher seldom collaborates.</p>	<p>Teacher does not collaborate.</p>

PLACE A CHECK NEXT TO YOUR COLLABORATION ACTIVITIES.

<ul style="list-style-type: none"> <input type="checkbox"/> effective interventions for students <input type="checkbox"/> individual reflective practice <input type="checkbox"/> time for professional development <input type="checkbox"/> benchmarking 	<ul style="list-style-type: none"> <input type="checkbox"/> curriculum mapping <input type="checkbox"/> creating common assessments <input type="checkbox"/> learning from student work
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