

Uintah Basin TAH (UB-TAH) Project

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

Evaluation Flowchart

Instrumentation	Treatment Fidelity (Formative Evaluation)					Impact Evaluation (Summative Evaluation)		
	Did the project set up the necessary management and material structures ?	Did the project offer the services and activities it said it would?	Were the services and activities of good and sufficient quality?	Are there appropriate participation rates and involvement of target population	Is there satisfaction with and support for the program?	Goal 1: Increase teachers' American history knowledge, understanding, and interest.	Goal 2: Increase teachers' pedagogical skills and practices	Goal 3: Increase students' American history interest, participation, and achievement
<p>1. Executive Board, Advisory Board, and Development Team Participation Summaries</p> <p>A summary of the meeting times and who was in attendance. Submitted quarterly to the evaluator</p>	X							
<p>2. Subject Matter Experts Participation Summary</p> <p>A summary of which experts were consulted and a brief description of their contribution. Submitted quarterly to the evaluator.</p>	X							
<p>3. UB-TAH Training Curriculum; American and Utah History Instructional Resources</p> <p>A summary of the materials that were purchased and to whom they were distributed. Also, a brief description their intended use. Submitted quarterly to the evaluator</p>	X							
<p>4. Evaluation Plan & Instrumentation</p> <p>A document outlining the evaluation. Provided to the Project Director for review, recommendations, and adoption.</p>	X							

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<p>5. Event Planning Worksheet (EPW)</p> <p>Developed by the instructor with the assistance of the Project Director to ensure that the activity falls within project guidelines and needs.</p> <p>Completed EPW is provided to the evaluator prior to the scheduled activity for review, recording and analysis as well as for the creation of the TESS.</p>	X	X						
<p>6. Activity Observations</p> <p>Project Director (or representative) rates the degree to which the instructor did what was agreed upon and outlined in the EPW as well as the overall quality of the instruction.</p> <p>Completed at the end of each activity and submitted to the evaluator for review, recording, and analysis.</p>	X	X		X				
<p>7. Participant Information & Non-grant Related Training; Teacher Application & Consent Form</p> <p>Completed by the members of the "E" group prior to their first project sponsored activity. Completed by the "C" group after their selection.</p> <p>Used as the basis for identifying a matched comparison group (if not enough teachers are available to create a control group).</p> <p>Submitted to the evaluator for review, recording, and analysis.</p>				X				
<p>8. Attendance Sheet</p> <p>Completed by the project staff present at the activity. Designed to record those present at each training activity. Submitted to the evaluator at the end of the activity.</p>				X	X			

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<p>9. Validity Survey</p> <p>Administered to the comparison group at the end of each project year to track knowledge of and/or use of project-related information and materials.</p>				X				
<p>10. Teacher Expectation and Satisfaction Survey (TESS)</p> <p>Designed to (1) provide the participants with the instructor's summary of what he/she is going to present as well as their expectations for what teachers should be able to demonstrate as a result of their participation, (2) rate the degree to which those things were accomplished and their usability.</p> <p>Contains 5 content knowledge questions that are to be queried at the <u>end</u> of the activity for purposes of establishing a 'baseline' for that specific content information.</p> <p>Distributed and collected by the project staff present at the activity. Completed by the teachers at the end of each activity. Submitted to the evaluator for review, recording, and analysis.</p>			X		X	X	X	
<p>11. End-of-Year TESS Content Knowledge Assessment</p> <p>Utilizes the same questions developed in the EPW and queried on the TESS.</p> <p>For the comparison group, it is administered immediately following the Summer Institute. For both groups, administered at the end of each project year.</p>					X			

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<p>12. Teaching American History Content Knowledge Assessment</p> <p>Used to establish baseline of teacher content knowledge. Administered prior to the Summer Institute. Re-administered the following year.</p>						X		
<p>13. Self-Assessment of Key Pedagogical Skills</p> <p>A self-assessment administered prior to the Summer Institute. By both the "E" and "C" groups. Re-administered the following year. Based on CBAM, teachers rate their level of understanding and implementation of each desired outcome.</p>							X	
<p>14. Mentor-Teacher Assessment of Key Pedagogical Skills</p> <p>A mentor teacher assessment immediately following the Summer Symposium and upon review of the teachers' self-assessment (for "E" and "C" groups only). Re-administered the following year. Based on CBAM, mentor teachers rate a teachers' level of understanding and implementation of each desired outcome.</p>							X	
<p>15. Student Interest in American History Survey</p> <p>Completed by the students of the Experimental and Comparison group teachers both at the beginning and at the end of each academic year.</p>								X
<p>16. Record Extraction (student grades, CRT's)</p> <p>(e.g., History grades, participation rates in the various History classes offered, scores on State Standardized Student Assessments)</p>								X