

Uintah Basin Teaching American History (UB-TAH) Project

INNOVATION CONFIGURATION

All levels to the *right* of *dashed* lines are considered “unacceptable”.

All levels to the *left* of *dot-dashed* lines are considered “ideal”.

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 United States 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.

Strategies/evidence of historical knowledge and perspective includes (1) knowing and understanding people, events, concepts, themes, movements, contexts, and historical sources; (2) sequencing events; (3) recognizing multiple perspectives and seeing an era or movement through the eyes of different groups; and (4) developing a general conceptualization of U.S. history.

Uintah Basin Teaching American History (UB-TAH) Project

Desired Outcome #3: Engages students in historical analysis and interpretation.

1	2	3	4	5
Integrates at least eight strategies of historical analysis and interpretation in order to engage students.	Integrates at least five strategies of historical analysis and interpretation in order to engage students.	Integrates at least three strategies of historical analysis and interpretation in order to engage students.	Integrates one 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.

Strategies of historical analysis and interpretation include (1) explaining issues, (2) identifying historical patterns, (3) establishing cause-and-effect relationships, (4) finding value statements, (5) establishing significance, (6) applying historical knowledge, (7) weighing evidence to draw sound conclusions, (8) making defensible generalizations, and (9) rendering insightful accounts of the past.

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.

Includes American Indian cultural arts and motifs (i.e., carvings, drawings, paintings, bead work, rugs, baskets, songs, dance, costumes); 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; customs, rites, and traditions; bringing in American Indian community members, artisans, leaders, and elders; etc.

Uintah Basin Teaching American History (UB-TAH) Project

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	5
Uses at least six student-based strategies regularly to engage all students in active learning.	Uses at least four student-based strategies regularly to engage all students in active learning.	Uses at least two student-based strategies regularly to engage all students in active learning.	Uses one student-based strategy regularly to engage all students in active learning.	Does not use student-based strategies.

Active learning strategies include: (1) Reading, Writing, and Comprehension; (2) Research; (3) Simulations/Role Playing; (4) Debates; (5) Cooperative Learning; (6) Incorporating Technology (i.e., audio on demand/ pod casting, UEN’s Smart Tools, webblogs, Internet sites); and (7) Civic Engagement/ Service Learning.

Uintah Basin Teaching American History (UB-TAH) Project

Desired Outcome #7: Integrates local and national (including online/websites) resources/archives, programs, and initiatives into classroom instruction.

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

Examples: Local historic sites or museums, We The People, Project Citizen, National History Day, National Archives and Records Administration, Library of Congress, Utah Historical Society, National Association of History Education, Organization of American Historians, etc.

Desired Outcome #8: Collaborates with other teachers to develop and implement US History curriculum.

1	2	3	4	5
Teacher always collaborates.	Teacher often collaborates.	Teacher occasionally collaborates.	Teacher seldom collaborates.	Teacher does not collaborate.

Collaboration outcomes include: (1) effective interventions for students, (2) individual reflective practice, (3) time for professional development, (4) benchmarking (5) curriculum mapping, (6) creating common assessments, and (7) learning from student work.