

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

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

1	2	3	4	5
<b>Always</b> engages in activities that facilitate an increase in United States History content.	<b>Often</b> engages in activities that facilitate an increase in United States History content.	<b>Occasionally</b> engages in activities that facilitate an increase in United States History content.	<b>Seldom</b> engages in activities that facilitate an increase in United States History content.	Does <b>not</b> 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 <b>8</b> strategies of historical analysis and interpretation in order to engage students.	Integrates <b>5-7</b> strategies of historical analysis and interpretation in order to engage students.	Integrates <b>3-4</b> strategies of historical analysis and interpretation in order to engage students.	Integrates <b>1-2</b> strategies of historical analysis and interpretation in order to engage students.	Does <b>not</b> 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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<b>Desired Outcome #4: Demonstrates accurate knowledge of the history, legacy, and culture of American Indians.</b>				
1	2	3	4	5
<b>Always</b> engages in activities that facilitate an increase in American Indian history content.	<b>Often</b> engages in activities that facilitate an increase in American Indian history content.	<b>Occasionally</b> engages in activities that facilitate an increase in American Indian history content.	<b>Seldom</b> engages in activities that facilitate an increase in American Indian history content.	Does <b>not</b> engage in activities that facilitate an increase in American Indian history content.
<b>PLACE A CHECK NEXT TO THE ACTIVITIES YOU ENGAGE IN:</b>				
<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			

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

<b>Desired Outcome #6: Engages students in active learning by using strategies that work.</b>				
1	2	3	4	
Uses at least <b>6</b> student-based strategies regularly to engage all students in active learning.	Uses <b>4-5</b> student-based strategies regularly to engage all students in active learning.	Uses <b>2-3</b> student-based strategies regularly to engage all students in active learning.	Uses <b>1</b> student-based strategy regularly to engage all students in active learning.	Does <b>not</b> use student-based strategies.
<b>PLACE A CHECK NEXT TO THE ACTIVE LEARNING STRATEGIES YOU USE.</b>				
<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
<b>Always</b> uses local and national resources, programs, and initiatives ( <i>fully implemented</i> ) as part of classroom instruction.	<b>Often</b> uses local and national resources, programs, and initiatives (drawn from, but not implanted fully) as part of classroom instruction.	<b>Occasionally</b> uses local and national resources, programs, and initiatives as part of classroom instruction.	<b>Seldom</b> uses local and national resources, programs, and initiatives as part of classroom instruction.	Does <b>not</b> use local and national resources, programs, and initiatives as part of classroom instruction.

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

<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	<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
Teacher <b>always</b> collaborates.	Teacher <b>often</b> collaborates.	Teacher <b>occasionally</b> collaborates.	Teacher <b>seldom</b> collaborates.	Teacher does <b>not</b> collaborate.

PLACE A CHECK NEXT TO YOUR COLLABORATION ACTIVITIES.

<input type="checkbox"/> effective interventions for students <input type="checkbox"/> individual reflective practice <input type="checkbox"/> time for professional development <input type="checkbox"/> benchmarking	<input type="checkbox"/> curriculum mapping <input type="checkbox"/> creating common assessments <input type="checkbox"/> learning from student work
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