

Utah Basin Teaching American History (UB-TAH) Project

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

Teacher Expectations and Satisfaction Survey

Title:

Date & Time:

Location:

Instructor(s):

Name: _____ School Affiliation: _____

First

Last

Please answer the following questions using the following rating system.

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, n/a=Not Applicable

The information provided in this training...

	SA	A	D	SD	n/a
1. Adds to the content knowledge you had prior to this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 'Inspires' you to seek additional information about this topic or similar topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is relevant to what you should be teaching to your students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The teaching method taught/emphasized in this training...

	SA	A	D	SD	n/a
4. Was <u>described</u> well by the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Was <u>demonstrated</u> and/or <u>modeled</u> well by the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Complements and/or supplements your existing teaching style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your classroom, you are...

	SA	A	D	SD	n/a
7. Confident in your ability to develop lesson plans that can use this material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Likely to integrate this content knowledge into your classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Confident that you have adequate <u>skill</u> to teach this material to your class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This training will improve my ability to...

	SA	A	D	SD	n/a
10. Align content instruction to the USOE Core Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Demonstrate accurate historical knowledge and perspective of U.S. history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Engage students in historical analysis and interpretation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrate accurate knowledge of the history, legacy, and culture of American Indians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Conduct lessons and units based on backward design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Engage students in active learning by using strategies that work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Integrate local and national (including online/websites) resources/archives, programs, and initiatives into classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Collaborates with other teachers to develop and implement U.S. History curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Uintah Basin Teaching American History (UB-TAH) Project

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If you were to teach this material to your students the way it was taught to you, <u>student interest</u> in...	<i>greatly</i> improve	<i>modestly</i> improve	<i>slightly</i> improve	<i>not</i> <i>substantially</i> improve
18. Knowing history & civics through the development of a factual knowledge base and an understanding of the chronology of events would...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Understanding why history & civics are important would...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Applying history & civics to everyday life and decisions as well as in other school subjects would...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Participating in history & civics, such as through conversation and experiential learning, would...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Being entertained through/by history & civics, such as television, books, video gaming, would...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The instructor...	SA	A	D	SD
23. Interacted effectively with the participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Appeared organized and “ready” for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Was responsive to your interests and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Content Knowledge Assessment

Question	Answer
(1) <Insert Instructor’s questions from Event Planning Worksheet.>	
(2) <Insert Instructor’s questions from Event Planning Worksheet.>	
(3) <Insert Instructor’s questions from Event Planning Worksheet.>	