

**TEACHING AMERICAN HISTORY
TRAINING OBSERVATION SUMMARY
Summer, 2009**

Training Overview

Grantee: _____

City, State: _____

Location of training: _____ Date(s) of visit: _____

Title of session: _____

Length of session (minutes): _____

Provider of session: _____

Part of a series: Y / N _____ Total number of sessions in series: _____

Total duration of activity (in hours): _____

Observation times: _____ Start: _____ End: _____

Format: _____ summer institute _____ conference/symposium
 _____ workshop _____ on-campus college/university course
 _____ distance learning
 _____ other (please describe):

Site (school, college campus, etc): _____

Materials used:

Collected artifacts:

Documents analyzed:

About the participants

Number of participants: _____

Grade levels taught by teacher participants: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Other characteristics observed about teacher participants:

Observed activity in each category (record approximate minutes)

_____ Whole-class, provider-led activity (please indicate):

- | | |
|--|---|
| _____ Professor | _____ Master teacher |
| _____ Curriculum expert | _____ Historical association representative |
| _____ Librarian | _____ Museum educator or curator |
| _____ Technical assistance center representative | |

_____ Whole-class, participant-led activity

_____ Small group or pair activity

_____ Individual activity

Other characteristics of observed activity:

Level of engagement of teachers: _____ low _____ medium _____ high _____ very high

Characteristics of Training Content

	Observed	Not observed	Insufficient evidence
NAEP Chronological Periods			
Three Worlds and Their Meeting In The Americas (Beginnings to 1607)			
Colonization, Settlement, and Communities (1607 to 1763)			
The Revolution and the New Nation (1763-1815)			
Expansion and Reform (1801 to 1861)			
Crisis of the Union: Civil War and Reconstruction (1850 to 1877)			
The Development of Modern America (1865 to 1920)			
Modern America and the World Wars (1914 to 1945)			
Contemporary America (1945 to Present)			
Cross-Cutting Themes (Presented Chronologically)			
Immigration in the Growth of America			
Technological Changes that have Impacted Society			
The Constitution in a Changing America			
America Foreign Policy in a Changing World			
Other:			

Characteristics of Professional Development Observed

	Observed	Not observed	Insufficient evidence
Activity emphasizes collective participation...			
...of groups of teachers from same school			
...of groups of teachers from same grade level			
... in other ways (<i>specify</i>)			
Activity is content-focused			
...through lecture based on trainer notes or textbook			
...through examination of source/authentic documents			
...through use of multi-media (video, internet, etc.)			
...through examination of multiple materials			
...by modeling or discussing historical thinking			
...in other ways (<i>specify</i>)			
Activity offers opportunities for active learning (i.e., meaningful analysis of teaching and learning)			
... by engaging teachers in the discussion of complex issues or use of historical thinking in <i>large</i> groups			
...by engaging teachers in the discussion of complex issues, or use of historical thinking in <i>small</i> groups			
...through teacher-developed historical presentations			
...through teacher-led discussions			
...by including discussion of classroom implementation			
...by providing teachers with the opportunity to plan how new curriculum materials and teaching methods will be used in the classroom.			
...through the opportunity to observe expert teachers			
...by providing teachers with the opportunity to be observed teaching/presenting model lessons			
... through review of student work in the topic areas			
...through discussion of ways to create lesson plans from the content material being presented			
... in other ways (<i>specify</i>)			
Activity promotes coherence in professional development			
... by actively encouraging follow-up communication among teachers			
... by incorporating experiences that are consistent with teachers' expressed goals and student needs			
... by aligning with state standards			
... by recognizing and building on individual teachers' knowledge and experience			
... by sustaining training over time, with ample participant follow-up and teacher support			
... by providing the resources needed by teachers to make changes in the classroom (e.g., time and materials)			
... by providing classroom-based follow-up (e.g., in-class coaching, observation, model lessons)			
... in other ways (<i>specify</i>)			

Other observations and notes: