RMC RESEARCH CORPORATION

Great Source Effectiveness Study
ACCESS American History

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I. INTRODUCTION

A. Background

RMC Research Corporation, through a contract with Great Source Education Group, designed and implemented a quasi-experimental research study to test the effects of *ACCESS: American History,* a new supplemental curriculum program for middle school English language learners (ELLs).

In February of 2004, Great Source Education Group, in consultation with RMC Research Corporation, identified several school districts that could serve as viable research sites for the study. Requirements for participation in the study were that districts would provide a sufficient number of schools and classrooms that served intermediate and advanced ELL students and that served a student population where at least 40% students were from disadvantaged backgrounds. We entered into discussions and initial planning efforts with a district leader in the Sacramento, California school district. Unable to secure commitment from that district in April of 2004 we entered into discussions with the Fresno Unified School District (FUSD) in California. Through ongoing discussions with the district's director of social studies and later with school principals, we formalized an agreement for conducting the study in the Fresno Unified School District in June of 2004.

The study was conducted from August 2004 through May 2005 to answer the following two research questions:

1. What are the effects of using *ACCESS American History* on student achievement in history and reading and writing proficiency?
2. What implementation factors are associated with student achievement outcomes?

Following FUSD procedure, middle schools that met the criteria for the study were invited to participate in the study. Three schools were identified to provide the treatment and a matched set of three schools was selected for participation as control schools. A total of 194 ELL students served by four teachers in seven classes were represented in the treatment condition. Control conditions included 180 students served by three teachers in six classes. Measures used in the study included pre- and post- language assessments, a pre-test history assessment using items from prior state assessments, an end-of-year state history assessment, classroom observations, teacher surveys, and teacher implementation logs.

B. About ACCESS: Building Literacy through Learning *American History*

ACCESS American History is one of five curriculum resources designed specifically for middle school intermediate and advanced English language learners. Other ACCESS resources for middle school students include ACCESS *English,* ACCESS *Science,* ACCESS *Math,* and ACCESS *Newcomers* for students with little or no English language skills. *American History* was created to fill a void in programs that teach both standards-based content and language development and was designed based on research about second language learning and best practices in instruction for English language learners. In order for second language learners to be successful in today's standards-driven academic environment, they need curricular materials and instruction that provide multiple ways for them to grasp content and that specifically teach the

academic language skills of their school subjects. Over the past several years, instruction for English language learners in this country has shifted to a primarily English only learning environment. Availability of curricular materials to teach academic content in this environment has lagged behind and schools, by and large, struggle to provide their ELL students with interesting and accessible material.

ACCESS American History makes content comprehensible and provides teachers with a range of strategies shown to be effective in teaching second language learners. As indicated by research on effective practices for middle school second language learners (Echevarria and Graves, 2003; Short, 2004) the program incorporates the following research based strategies:

- Use of visual aids
- Hands-on activities
- Modeling and demonstration
- Use of graphic organizers
- Vocabulary previews
- Use of comprehensible input
- Focus on communicative and academic language
- Multi-cultural content
- Building on background knowledge and prior experience

ACCESS American History engages students in learning standards-based American history concepts and content through accessible lessons that include visual models and examples and a variety of hands-on activities. Each unit includes relevant language lessons that are designed to build students' vocabulary, oral, reading, writing, and comprehension skills. Program components include:

- A Student Book – a hardcover text with a clear, age-appropriate design and accessible content;
- Teacher's Edition – provides step-by-step teaching support, guidelines for differentiating instruction, and a variety of activities and ideas for engaging students;
- Student Activity Journal – provides content, vocabulary, and skills practice.

  A Student Activity Journal Teacher's Annotated Edition is also available;
- Assessment Book – provides content area and vocabulary assessment and progress records; and
- Overhead transparencies – provide tools for whole group instruction.

Because English as a second language (ESL) is taught in a variety of settings, the ACCESS program was developed to meet a wide range of teaching situations. It can be used in pull-out ESL programs, self contained ESL classes, and content area classes. The middle schools in Fresno, California that participated in this study used the program in their 8th grade history classes predominately consisting of intermediate and advanced level English language learners. Teachers were advised to plan for its use based on the standards and sequence of their respective district and state standards.

II. RESEARCH METHODS

A. Research Design

This study used a quasi-experimental research design in which the treatment condition (*ACCESS American History)* was implemented and studied in three middle schools in California's Fresno Unified School District (FUSD): Fort Miller, Sequoia, and Tehipite. The control condition was studied in a matched set of three middle schools: Scandinavian, Wawona, and Yosemite. Students were intermediate and advanced English language learners enrolled in American History classes.

Through consultation with the district administration in Fresno, California, schools were selected for the study that met the criteria for participation, that is:

- They were middle schools;
- They taught American history to intermediate and advanced English language learners;
- More than half of their student body was reported as low-income; and
- They were willing to participate as treatment or control schools.

The treatment and control schools were matched using student demographic data including number of eighth grade students, percentage of low-income students, and percentage of students identified as limited English proficient.

Table 1 below shows the number of teachers, classes, and students for both treatment and control schools. These data reflect numbers of students in the August 2004-2005 school year. Table 2 provides the percentage of low-income and limited English proficient students in each school.

Table 1: Numbers of Teachers, Classes, and Students in Treatment and Control Schools

Condition	School	Teachers	Classes	Students
ACCESS	Sequoia	1	2	43
	Fort Miller	1	2	56
	Tehipite	1	2	64
		1	1	31
Treatment Totals		4	7	194
Control	Scandinavian	1	2	55
	Yosemite	1	1	24
	Wawona	1	3	101
Control Totals		3	6	180

Table 2: Treatment and Control School Characteristics

School	Grades	8th Grade Enrollment	ELL Enrollment	Free/Reduced Percentages
Fort Miller (treatment)	7-8	447	143	89%
Sequoia (treatment)	7-8	402	229	95%
Tehipite (treatment	7-8	402	197	95%
Scandinavian (control)	7-8	435	187	90%
Wawona (control)	6-8	422	115	89%
Yosemite (control)	7-8	409	245	97%

B. Data Collection

Descriptions of all instruments used in the study are provided below and copies are included in the Appendix.

Student Tests

Two standardized measures of student achievement were used in the study. Achievement in reading and writing was measured by a standardized assessment of language proficiency – the Language Assessment Scale (LAS): Reading and Writing. This test was administered near the end of the school year. It was also administered at the beginning of the school year to allow for the statistical control of possible differences between students in ACCESS and control schools. To measure student performance in history, the study used data from the spring eighth grade California State Test (CST) social studies state assessment. In order to control for differences between ACCESS and control students in the beginning of the year, RMC constructed and administered a measure using nineteen American history test items from prior CST assessments.

Student Characteristics

The Fresno Unified School District provided RMC with a data file of all the students enrolled in the treatment and control classes. Demographic data, including gender, age, and ethnic background, and English Language Development levels (ELD) were included in the file. ELD levels are determined by a student portfolio assessment system administered by the school district. These levels range from pre-production (1) to advanced fluency (5).

Teacher Survey

Beginning- and end-of-year teacher surveys were completed by teachers in the ACCESS and control schools. The beginning-of-year teacher survey collected data about teachers, including educational degrees and certification, experience teaching ESL and social studies, and professional development in teaching ESL and social studies. The survey also asked teachers to report on the curricular materials they planned to use and which were to be used as core and which were to be used as supplemental. Two open-ended items provided opportunities for teachers to offer thoughts or concerns about the year. The end-of-year survey focused on teachers' use of materials over the year, the types of materials used, the frequency and purpose of

this use, and asked teachers to report on relevant professional development activities during the year. Two forms of the survey were used, with the form for treatment teachers including ACCESS specific items.

Teacher Logs

Teacher logs were used to collect data from teachers about the instructional practices and materials used in treatment and control classes and to collect data about the implementation of the ACCESS curriculum. Logs were completed for five consecutive days (one week) four times during the school year. The logs collected data about lesson objectives, key concepts and content, time spent on lesson and topics, teaching strategies used during lesson, instructional materials (both core and supplemental) used for the lesson, and assessment strategies used. As with the teacher survey, two forms were used, one for treatment teachers and one for control teachers.

Teacher Focus Group

An end-of-year focus group was conducted on May 19th, 2005 with three of the four treatment teachers to solicit feedback and information from them about the program. Teachers provided their views about the programs effectiveness with students, the quality of its components, and the extent to which it provided depth and breadth of coverage needed for them to meet the district and state standards.

Classroom Observations

The study's trained onsite coordinator conducted 45 minute classroom observations four times over the course of the year in all treatment and control classrooms. Observations were conducted to collect objective data about instructional practices and materials used in treatment and control classes and, in treatment classrooms, to observe and collect data about implementation of the ACCESS curriculum. The instrument included items to document purposes and aims of lessons, concepts and content of lessons, time spent by type of activity, teaching strategies used during lessons, instructional materials (both core and supplemental) used for lessons, assessment strategies used, teacher instructional practices, student-teacher interaction, student engagement, and features of classroom management.

C. Data Analysis Methods

Analysis Variables

A number of variables, based on the data collected in the different instruments described above, were identified to be included in the analyses. These variables fall into several groups: student characteristics, student academic performance, teacher preparation, and classroom instruction. Student characteristic and teacher preparation variables represent pre-existing factors determined by the selection of treatment and control schools. These factors could have an impact on the student and teacher outcomes of the study. Accordingly, they are treated as control variables in the analyses of treatment effects. On the other hand, student academic performance and classroom instruction represent outcomes that can be affected by the curriculum resources being used in the study schools. The general hypothesis being tested by this study is that classroom instruction and student achievement in reading, writing, and American history will be better in

schools using ACCESS *American History*. Table 3 lists these variables and their source instruments. An explanation of these variables follows Table 3.

Table 3: Variables Included in the Data Analyses

Variable	Source
Student Characteristics	
Gender	School Records
English Language Development Level	School Records
Student Academic Performance	
Standardized Score in Reading (Pre and Post)	LAS
Standardized Score in Writing (Pre and Post)	LAS
Raw Score in American History (Pre)	American History Test
Scale Score in Social Studies (Post)	California State Test
Teacher Preparation	
Years Teaching 8th Grade Social Studies	Teacher Survey I
Years Teaching ESL Students	Teacher Survey I
Hours of Professional Development in Social Studies	Teacher Survey I
Hours of Professional Development in ESL Instruction	Teacher Survey I
Familiarity with Language Acquisition	Teacher Survey I
Familiarity with American History	Teacher Survey I
Highest Degree	Teacher Survey I
Classroom Instruction	
Overall Classroom Instruction Quality	Observations
Weekly Use of Supplemental Materials	Teacher Survey II
Number of Higher Level Language Functions Used	Logs & Observations
Number of Strategies Used to Build Background Knowledge	Logs & Observations
Number of Scaffolding Techniques Used	Logs & Observations
Number of Grouping Practices Used	Logs & Observations
Number of Activities Used to Integrate Lesson Concepts	Logs & Observations
Number of Different Assessments Used	Logs & Observations

Student Variables. There were two student characteristics that were potentially related to student performance and, therefore, included in the analyses: gender and English language development[1]. Student academic performance was measured in two areas: English language arts (reading and writing) and knowledge of American history. Language arts were assessed with the LAS: Reading and Writing. The LAS was administered at the beginning and end of the school year. The California State Test in History-Social Science, administered in the spring to 8th grade students, was used as the measure of student performance in history. Knowledge of American

[1] English language development is measured on a five-point scale, ranging from pre-production (1) to advanced fluency (5).

history at the beginning of eighth grade was assessed with the history test constructed for this study, described earlier. Pretest scores on the LAS and the American history test were treated as control variables in the analyses of the effect of the treatment condition on student outcomes in English language arts and history, respectively.

Teacher Preparation. In the pretest administration of the teacher survey, several items represent different levels of teacher preparation for instructing ESL students in American history. Teachers were asked four questions about their years of experience. Total years of experience correlated very highly (0.90) with years teaching ESL students. Years teaching in the school correlated very highly (0.88) with years teaching 8th grade social studies. It was decided to use only years teaching ESL students and years teaching 8th grade social studies as variables representing teacher experience. Teachers were also asked about the hours of professional development they had received in social studies and ESL instruction over the past two years. Both items were included in the analyses. Teachers also indicated their level of familiarity with language acquisition, multi-cultural education, and American history. The first two items correlated very highly (0.91). Familiarity with language acquisition and American history were included in the analyses. Finally, the highest degree received was included in the set of variables representing teacher preparation.

Classroom Instruction. Three items in the classroom observation form assessed three different aspects of classroom instruction quality: teacher behavior, climate, and use of resources. Responses to these items were very highly correlated (>0.93), so their mean was used to measure overall classroom instruction quality. There were two sets of three items on the posttest administration of the teacher survey designed to assess the frequency of use of core and supplemental materials. The three items within the core and supplemental sets, respectively, were highly intercorrelated (>0.82). Since they were not all measured on the same scale, one item in each set—the percentage of time core or supplemental materials were used each week—was used. However, since these two items are redundant, only the percentage of time for supplemental materials was included in the analyses. Finally, the extent to which teachers used 1) some or all of higher level language functions, strategies for building knowledge, 2) scaffolding techniques, 3) grouping practices, 4) activities for integrating lesson concepts, and 5) methods of assessment were measured by both the teacher logs and the classroom observations. These two sources were combined to represent the number of methods used in each category.

D. Data Analyses

Descriptive Analyses. The first step in the data analysis was to describe the students, teachers, and classrooms based on the variables listed above. Also, because the research design called for assignment to treatment and control conditions based on matched schools, it was important to compare the students and teachers in treatment and control schools on the control variables (i.e., student gender, English language development, and pretest scores, and teacher preparation variables).

Analyses of Treatment Effects for Classroom Instruction and Student Outcomes. The second step in the data analysis was to test the effect of ACCESS *American History* on classroom instruction and student outcome variables. Analysis of covariance was used to test the impact of the treatment condition on classroom instruction, controlling for classroom size, mean gender, and mean English language development, and for different aspects of teacher preparation. Since the ACCESS and control school classrooms could differ systematically on

these control variables, and since these variables could have some relationship to classroom instruction outcomes, it was important to compare ACCESS and control classroom instruction using means that were adjusted to reflect equal status on the control variables.

Multi-level regression analysis (HLM) was used to test the impact of the treatment condition on student reading and writing posttest scores, controlling for student gender, English language development, pretest scores, and for classroom size and teacher preparation. Since the treatment and control conditions were assigned at the school level, the analysis included variables at three levels: student, classroom, and school[2]. A separate 3- level analysis, including only those control variables that were statistically significant in the first 3-level analysis, was conducted to study to what extent classroom instruction variables moderated the treatment effect on student reading, writing, and history posttest scores.

[2] Since each teacher only taught one or two classrooms, it was not appropriate to include both teacher and classroom as levels of analysis.

III. IMPLEMENTATION

A. Key Implementation Activities

Recruitment and Commitment of Participating District and Schools (February – June, 2004)

RMC, working from recommendation of Great Source Education Group, began discussions with a district administrator in Sacramento, California in February of 2004 to ascertain their interest and viability in serving as a research site for the study. Printed materials were sent to the assistant superintendent for curriculum and instruction and a telephone conference was subsequently held to discuss the study and their potential involvement. Despite the district's stated interest, persistent efforts to follow-up did not succeed in gaining district commitment to participate. A subsequent recommendation from Great Source led to discussions with district administrators in Fresno, California. For the next three months, RMC engaged in discussions and information sharing with the district's director of social studies in order to gain district and school interest and commitment to participation in the study.

In order to gain district and school commitment to the study, RMC worked with the FUSD director of social studies to enlist the involvement of district and school staff whose support was critical to gaining the commitment needed to move forward. The district did not mandate participation in the study but rather invited schools to participate. The social studies director sent out communications to all middle schools that met with the study's criteria for participation. Ten middle schools met these criteria.

In June, RMC led a conference call meeting with Fresno district administrators and school principals, Great Source staff, and the ACCESS product developer. This meeting included: 1) discussion of the study purposes and design, 2) orientation to the theory and features of the ACCESS curriculum, 3) discussion of the requirements, roles, and responsibilities of each respective entity, 4) review of the procedures for school, teacher, and student selection, and 5) school and teacher incentives for participation. Schools who successfully completed their work to support the study received $2,000 in Great Source gift certificates, and each participating teacher received $200 worth of gift certificates.

From June through July, RMC communicated on a regular basis with the district's social studies director to confirm school and teacher participation. He frequently reported it was difficult to get schools to respond to communications, with some schools being more responsive than others. While the district had some information about potential teacher participants, student participation would not be confirmed until after the start of school due to their procedures for enrolling, testing, and placing ESL students. By mid July, we confirmed the participation of six schools and seven teachers in the study. Three schools were identified to serve as treatment schools and three as control.

Instrument Development and Site Preparation (July – August, 2004)

RMC engaged an external consultant with expertise in middle and social studies education and English as a second language curriculum and instruction to provide assistance in the identification and development of measures for the study. In order to support and oversee research activities in Fresno, RMC recruited an on-site coordinator based on recommendations

from the district's social studies director. This position, which started on August 1st, was created to support planning and implementation of all research activities at the local level. The onsite coordinator was hired to1) coordinate and communicate all research activities with FUSD district and school contacts, 2) oversee scheduling and implementation of all research activities including testing, classroom observations, teacher implementation logs, teacher training, and the collection of student demographic data, 3) conduct classroom observations and teacher interviews, and 4) collect research data according to timelines provided. Plans were made during this time to conduct a training for teachers in the implementation of the study's curriculum and for completing all of the required surveys and logs. Arrangements were also made for the delivery of all pre-assessment materials to the schools.

Training for Research Participation and Curriculum Implementation (August, 2004)

Training was provided to all participating teachers to orient them to the purposes of the study, the research design, and to instruct them in completion of all implementation tasks. In August, one week prior to the start of school, treatment teachers participated in a three hour *ACCESS American History* curriculum training session provided by Great Source. A second training was held in late November however, only one of four teachers participated.

Provision of Curriculum and Research Materials (September 2004 – May 2005)

There are five components of the *ACCESS: American History* curriculum program: a student text, a teacher edition, a student activity journal, assessment book, and overhead transparencies. Teachers did not receive a full complement of materials at the onset of the study due to delays in production. Draft teacher and pupil editions were used for purposes of training. Pupil editions were received by teachers in mid-September and additional orders had to be placed at that time due to changes in student enrollment. Teachers started the year with incomplete draft teacher editions and received the final bound editions in early January. Also provided at that time were the student activity journals with teacher editions, student activity journals, and assessment books.

Each treatment and control teacher received Language Assessment Scales: Reading and Writing materials (LAS: R/W Form A for the pre-test and LAS: R/W Form B for the post-test) including individual student test booklets, teacher administration manuals, and score sheets. History assessments were also provided for administration at the beginning of the year. Copies of data collection forms, including beginning and end-of-year teacher surveys and quarterly logs (Treatment Form or Control Form), were provided to each participating teacher. Treatment and control observation forms were provided to the Onsite Coordinator for quarterly classroom observations.

Onsite Coordination and Data Collection (August 2004 – May 2005)

The onsite coordinator, a recently retired social studies teacher who had worked in the district for many years, coordinated all study activities including training, materials management, testing and observation schedules, and data collection. She also conducted formal classroom observations in all treatment and control classrooms four times over the course of the year.

B. Limitations

Several unanticipated events occurred over the course of the study that affected the ability to fully implement the research design. Consequently, four key limitations should be considered in interpreting the study's findings.

Lack of Random Selection

The Fresno Unified School District had a sufficient number of middle schools to enable the random assignment of treatment and control conditions. However, not all schools enrolled sufficient numbers of eighth grade intermediate and advanced students to be considered as viable sites, and only schools who responded to requests for participation were considered for participation. Only three schools were interested in participating as treatment schools. Therefore, three control schools were identified by matching demographic characteristics to schools that volunteered to serve as treatment sites. Only six schools participated in the study.

Teacher Absence

Two of the treatment teachers were absent for a portion of the school year. In one case, a teacher went out on maternity leave for six weeks and in the other case, the teacher was absent one day a week for several weeks to attend to a family matter.

Late Provision of Materials

As described earlier in the report, teachers did not receive a full complement of materials until half way through the school year.

Lack of School and Teacher Accountability

By and large, school principals did not take responsibility for ensuring that participating teachers carried out their respective responsibilities for the study. The onsite coordinator spent an inordinate amount of time sending reminders to teachers about training, for example, and in one case, only one teacher attended.

IV. RESULTS

A. Descriptive Results

1. Student Demographics

The school district provided school record data on 374 students from the 13 classrooms in the six study schools. However, in order for a student to be included in the study, at a minimum both pre- and post-test measures must be available for reading, writing, or history. Table 4 shows the number of students in the ACCESS and control schools, along with the number of students with complete measurement scores for each content area. Each classroom had incomplete data whether it was a treatment or control school.

Table 4: Total Number of Students and Number of Students Included in the Study

	ACCESS	Control	Both
Total Number of enrolled Students	194	180	374
Number of Students with Pre-test and Post-test Reading Scores	125 (64%)	129 (72%)	254 (68%)
Number of Students with Pre-test and Post-test Writing Scores	125 (64%)	92 (51%)	217 (58%)
Number of Students with Fall and Spring History Scores	146 (75%)	113 (63%)	259 (69%)

Comparisons between students with pre- and post-test scores and those without both scores were carried out. There is no difference with regards to gender, ethnic background, ELD levels, and pre-test averages for students with complete data compared to those who are excluded from the study due to incomplete data. Older students (14-15 years old) were more likely to have incomplete data.

Table 5 on the following page shows the demographic profile of students with history scores from both the beginning of the school year and end of the year. Almost 70% of enrolled students had pre and post-test history scores. Students with both scores were comparable across conditions, except for ELD levels. Significantly more students in the ACCESS classes were at a lower ELD level at the beginning of school.

Table 5: Distributions of Student Gender, Age, Ethnic Background, and English Language Development Level for Students with Fall and Spring History Scores

	ACCESS N =144	Control n =110	Total n =254
Gender			
Male	60%	56%	58%
Female	40%	44%	42%
Age			
12-13	83%	90%	86%
14-15	17%	10%	14%
Ethnic Background			
White	1	3	2
Hispanic	72	66	69
African American		3	1
Asian	26	28	27
Filipino	1		1
ELD Level*			
Pre production	1	3	2
Early production	3	4	3
Speech Emergence	43	8	29
Intermediate fluency	48	78	60
Advanced fluency	5	6	6

*The distribution of low (1-3) versus high levels (4-5) of ELD was significantly different for ACCESS and control students ($\chi^2 = 24.69$, df = 1, $p < 0.01$).

Almost 60% of the enrolled students on record had both pre-test and post-test scores for writing. Although there were more students in the ACCESS schools with complete writing measures, students were comparable in demographic characteristics, except for ELD levels. Table 6 on the following page shows the distribution of students by age, gender, ethnic background, and ELD levels across conditions.

Table 6: Distributions of Student Gender, Age, Ethnic Background, and English Language Development Level for Students with Pre and Post Writing Scores

	ACCESS N = 125	Control n = 92	Total n = 217
Gender			
Male	59%	62%	60%
Female	41%	38%	40%
Age			
12-13	83%	90%	86%
14-15	17%	10%	14%
Ethnic Background			
White	0	1%	1%
Hispanic	70%	68%	69%
African American	0	3%	1%
Asian	28%	28%	28%
Filipino	2%	0	1%
ELD Level*			
Pre production	1%	0	<1%
Early production	3%	4%	4%
Speech Emergence	44%	12%	32%
Intermediate fluency	46%	78%	58%
Advanced fluency	6%	6%	6%

*The distribution of low (1-3) versus high levels (4-5) of ELD was significantly different for ACCESS and control students ($\chi^2 = 22.60$, df = 1, $p < 0.01$).

Table 7 on the following page presents the demographic information along with the English Language Development Level for study participants in the ACCESS and control schools with pre and post reading scores. Students were evenly distributed across the treatment and control schools and were comparable in their demographic characteristics. The students from the control schools did differ from those in the ACCESS schools in their ELD levels. There were significantly more lower-level ELD students in the ACCESS schools (50%) than in the control schools (36%).

Table 7: Distributions of Student Gender, Age, Ethnic Background, and English Language Development Level for Students with Pre and Post Reading Scores

	ACCESS N = 125	Control n = 129	Both n = 254
Gender			
Male	58%	58%	58%
Female	42%	42%	42%
Age			
12-13	82%	87%	84%
14-15	18%	13%	16%
Ethnic Background			
White	0%	2%	1%
Hispanic	73%	73%	73%
African American	0	2%	1%
Asian	26%	23%	24%
Filipino	2%	0%	1%
ELD Level*			
Pre production	1%	7%	4%
Early production	3%	8%	6%
Speech Emergence	46%	21%	34%
Intermediate fluency	44%	59%	51%
Advanced fluency	6%	5%	6%

*The distribution of low (1-3) versus high (4-5) levels of ELD was significantly different for ACCESS and control students ($\chi^2 = 8.42$, df = 1, $p \leq 0.01$).

2. Teacher Preparation

At the beginning of the school year, the seven teachers participating in the study were asked to respond to a survey which included questions about their educational and teaching background. Teaching American history to English Language Learners can require a background in language acquisition as well as history. Table 8 on the following page describes the preparation of treatment and control teachers. Most of the teachers have a BA in History and one ACCESS teacher has a Master's in Linguistics.

Table 8: Preparation of the Treatment and Control Teachers

	ACCESS n = 4	Control n = 3	Both n = 7
Highest Degree Obtained			
Number with BA/BS	3	3	6
Number with MA/MS	1	0	1
Total Years Teaching			
Mean (SD)	4.6 (4.6)	9.3 (9.5)	6.6 (6.8)
Range	.5-11	2-20	.5-20
Total Years Teaching at this School			
Mean	4.4 (4.9)	4.3 (2.2)	4.4 (3.6)
Range	.5-11	2-20	.5-20
Years Teaching ESL Students			
Mean	1.9 (1.5)	5.0 (4.4)	3.2 (3.2)
Range	.5-4	2-10	.5-10
Years Teaching Social Studies			
Mean	3.9 (4.9)	2.0 (1.0)	3.1 (3.6)
Range	.5-11	1-3	.5-11
Hours of Professional Development in ESL instruction over past 2 years			
Mean	13.0 (6.2)	6.0 (5.3)	10.0 (6.5)
Range	6-20	0-10	0-20
Hours of Professional Development in Social Studies instruction over past 2 years			
Mean	17 (19.0)	9.3 (10.1)	13.7 (15.2)
Range	0-40	0-20	0-40

Teachers were asked to rate themselves in terms of how knowledgeable they were with language acquisition, multi-cultural education, and American History. On a scale from 1 (not at all familiar) to 5 (very familiar), control teachers rated themselves at least familiar with all three areas as shown in Table 9 on the following page. All ACCESS teachers were very familiar with American History, where as some ACCESS teachers were a little familiar with language acquisition.

Table 9: Teacher's Familiarity with Instructional Content

How familiar with....	ACCESS n = 4	Control n = 3	Both n = 7
language acquisition			
Mean (SD)	3.8 (1.3)	4.3 (.6)	4.0 (1.0)
Range	2-5	4-5	2-5
multi-cultural education			
Mean (SD)	4.3 (1.0)	4.3 (.6)	4.3 (.8)
Range	3-5	4-5	3-5
American History			
Mean (SD)	5.0 (0)	4.3 (.6)	4.7 (.5)
Range	5-5	4-5	4-5

3. Classroom Logs and Observation findings

Teacher's daily logs and classroom observations were combined in order to obtain classroom-level factors representing the diversity of instructional practices. Using the ACCESS program lends itself to many different classroom practices. It is assumed for this study that using many different strategies, techniques, and activities leads to more effective instruction. Scope variables were created to measure how many different high level functions, strategies for building knowledge, scaffolding techniques, grouping practices, activities, and assessments were reported at least once by a teacher or observer. Table 10 on the following page presents the average number or "scope" for each area of practice. Each area had a different number of possibilities, which is indicated in the first column of the table. See Appendix for the log and observation instruments. The scope of the classroom practices is no different between the ACCESS and Control classrooms, except for the number of activities used to integrate lesson concepts. Clearly, the ACCESS classrooms used more activities over the year than the Control classes.

Table 10: Comparison of Classrooms on Scope of Instructional Practices

	ACCESS n = 7	Control n = 6
4 High Level Language Functions		
Mean (SD)	3.3 (.5)	2.8 (1.0)
Range	3-4	1-4
4 Strategies used for building knowledge		
Mean (SD)	4.0 (0)	3.8 (.4)
Range	4-4	3-4
7 Scaffolding techniques		
Mean (SD)	4.3 (.5)	4.2 (1.0)
Range	4-5	3-5
5 Grouping practices		
Mean (SD)	4.3 (.8)	3.8 (.4)
Range	3-5	3-4
11 Activities used for integrating lesson concepts		
Mean (SD)	7.0 (2.2)	4.8 (.8) *
Range	4-10	4-6
4 Assessment methods		
Mean (SD)	2.6 (.8)	2.3 (.5)
Range	2-4	2-3

* $t=2.25$ ($df=11$) $p<.05$

The ACCESS teachers were consistently higher on all the other instructional scope measures, but the differences were not statistically significant. Also, these comparisons are based on average results not adjusted for differences on teacher control variables (i.e., the teacher preparation variables). It is quite possible that the differences observed in Table 10 are due to differences in teacher preparation instead of whether or not they used ACCESS materials. Results bases on adjusted averages are presented later in this section.

The on-site coordinator observed each of the 13 classrooms at least four times over the school year. The observer was presented with a set of statements describing quality teacher behavior, productive classroom climate, and effective use of resources. The scale from 1 (strongly disagree) to 5 (strongly agree) reflected the extent to which the observer agreed with the statement. The higher the score, the more quality observed. Table 11 on the following page presents the summary of findings for the treatment and control classrooms. The ACCESS

classes were rated significantly higher in the quality of teacher behaviors, use of resources, and the overall classroom quality.

Table 11: Quality Instruction Ratings by Observer

	ACCESS n = 7	Control n = 6	Both n = 13
Teacher Behaviors in Classroom			
Mean (SD)	4.6 (.1)	4.1 (.6) *	4.4 (.5)
Range	4.5-4.8	3.5-4.8	3.5-4.8
Classroom Climate			
Mean (SD)	4.6 (.3)	3.8 (.9)	4.2 (.8)
Range	4.0-4.9	2.6-4.8	2.6-4.9
Use of Resources			
Mean (SD)	4.6 (.1)	4.0 (.6) **	4.3 (.5)
Range	4.4-4.7	3.4-4.9	3.4-4.9
Overall Classroom Quality			
Mean (SD)	4.6 (.2)	3.9 (.8) ***	4.3 (.6)
Range	4.2-4.8	3.0-4.8	3.0-4.8

* t=-2.52 (df=11) p<.05
** t= -2.27 (df=11) p<.05
*** t=-2.26 (df=11) p<.05

4. ACCESS Implementation and Teacher Reactions

In the end of the school Teacher Survey, ACCESS teachers were asked how they used their core materials and the ACCESS materials as well as how frequently they used them during a typical week. All four ACCESS teachers reported the use of materials was dependent on lesson objectives. Table 12 on the following page presents the findings on the use of materials. On average, teachers used the ACCESS materials almost 40% of the time. On a scale from 1 (not at all) to 5 (very often), teachers were asked how often they made use of materials for the different dimensions of social study instruction. The teachers reported using the ACCESS materials most often for teaching language functions and building background knowledge. ACCESS and other materials were used equally for meeting social study objectives.

Table 12: Use of Materials in Teaching Different Dimensions of Instruction

	ACCESS Materials Mean (SD)	Other Materials Mean (SD)
Percent of Week's time using…	39% (22.5)	61% (22.5)
Teaching Language Functions	4.0 (3.6)	2.0 (1.2)
Meeting Social Study Objectives	3.5 (.6)	3.5 (1.3)
Building Background Knowledge	3.3 (1.7)	3.0 (1.4)
Meeting Language Objectives	2.8 (1.0)	1.8 (1.0)
Reviewing and Assessing	2.8 (1.3)	2.8 (1.3)

ACCESS teachers rated the effectiveness of the ACCESS materials in teaching their students and helping their students demonstrate language skills and knowledge of history. On a scale from 1 (not at all effective) to 5 (very effective) teachers rated the effectiveness of each of the ACCESS materials as it related to history and language instruction. Table 13 below shows the mean ratings for each material across areas. Generally, teachers feel the materials are more effective for students to understand social studies concepts than developing their language skills, especially the student handbook and student guide. None of the four ACCESS teachers rated the materials as effective in the area of language skills, noted by the range of the ratings (1.3-3), however teachers did report that 30-100% of their students benefited from the ACCESS program.

Table 13: Teachers' Perceptions of ACCESS Materials Helping Students

	Understand Social Studies Concepts	Develop Language Skills
	Mean (SD)	Mean (SD)
Student Handbook	4.3 (.6)	3.0 (1.4)
Student Guide	3.8 (1.3)	3.0 (1.0)
Student Activity Journal	2.3 (1.2)	2.0 (1.7)
Student Test Book	2.0 (0)	2.0 (0)
Overheads	1.5 (.7)	1.3 (.6)
Overall	3.1 (1.2)	2.7 (1.2)
	Demonstrate Knowledge in Social Studies	Demonstrate Language Skills
ACCESS Program	3.3 (.5)	2.5 (.6)

Three of the four teachers who implemented the program offered their assessments of the program during the May 2005 focus group discussion. Teachers overall described the *ACCESS American History* as a valuable supplement. The discussion included reflections about five

aspects of the program and its implementation: accessibility and interest for students, use across ELL levels, quality of program features and components, history content, and language features.

Accessibility and interest. The teachers praised the program for its accessibility for ELL students. The readability level, presentation, and use of visuals enabled students with limited English skills to effectively use the text and materials. One teacher said, "I hoped it was accessible and would cover the standards. It is easily accessible for low ELLs and gets in more deeply than other supplements." Another said, "I wanted a textbook my kids would read. ACCESS is a book they can read." Teachers also commented on the visual presentation and format of the book as one that excited students. "My kids were excited by the format, color, style – they enjoyed looking at it," said one teacher.

Use across ELL levels. While intended to serve as a supplement for intermediate and advanced students, these teachers reported it to be most adequate and appropriate for lower level students. Teachers reported having to extend and enrich it for the more advanced students. "I have 4's and 5's – I had to add more for them. They got through the activities too quickly. It is good for 1s, 2s, and 3s."

Quality of program features and components. Teachers liked the features of the text, particularly the use of visuals, and the inclusion of language lessons within each lesson. A teacher said. "The visuals, language, and content – together helped kids make connections. I was surprised at the ability of my students to make the connections." Another said. "The pictures are great. You can take any of the visuals- blow them up – and use them. They are great for communicating concepts." The third teacher reiterated, "The students can get a lot of meaning from the visuals. The pictures and concepts at the beginning of the lesson are very good. The vocabulary is good too. Students don't have to ask the teachers, it is right there for them – they responded well to that." Teachers said the student take home text was a very valuable component. As described by the teacher who commented, "The take home text was awesome." One teacher reported that she used the activity sheets for homework – that they would start them in class and students would finish them for homework.

The assessment book was viewed as limited. One teacher described it as too short and another said that they were too easy. A couple of teachers reported that the program would benefit by adding other materials as resources, such as maps and primary sources. "I had to go outside for maps and other resources," said one teacher. Another said, "It needs more primary sources. A CD ROM with other materials would be great. ELLs need a lot of hands on materials." Teachers all commented on the late delivery of components. "I wanted to use the whole program but we didn't get the materials well into the school year."

History content. Teachers reported that, in general, they liked the way content was presented and reinforced with visuals and language supports. Teachers strongly criticized the placement of the Constitution "at the back" of the text. "Constitution is in the back. This is terrible. The Constitution needs to be taught chronologically." Others commented on insufficient coverage of the Constitution and the Civil War. "13 colonies went deep but Civil War didn't, I had to go back to the [core] text. ACCESS helps them get the concepts but not all the nuances like what led up to wars." Another teacher added that she thought it did a good job of setting up the war.

Language features. Teachers all thought that the inclusion of language supports in each lesson were a valuable asset in the program. "Vocabulary is great! No flipping back and forth. You

can stop and discuss," offered one teacher. Another said, "I liked the way it included language items – grammar, language, mechanics. In a normal history class, I would not be bringing these things in." One teacher reported that the grammar spotlight and vocabulary served to develop comfort with the language involved with the lesson providing for easier engagement with the history content.

5. Student Test Scores

There were 146 grade 8 students with complete history data that were in the ACCESS classrooms and 113 students in the control classrooms. The history test administered in the fall was comprised of 19 items and the raw score was used to measure student performance. The scaled scores for the 8th grade CST-History test given in the spring were calculated from five components of history/social studies. Correlations were performed on the five components and 8 out of 10 pairs are significantly correlated with each other, ranging from 0.16-0.35, which suggests little variation across the components and supports using the scaled score as the single measure of student performance for post-test scores.

There were 125 grade 8 students with complete writing data that were in the ACCESS classrooms and 92 students in the control classrooms. The standardized score for the LAS writing measure was calculated from two measures of writing, What's Happening and Let's Write. Correlations were performed on the two components for pre- and post-test and all measures are significantly correlated with each other, ranging from 0.31-0.41 which suggests little variation across the components and supports using the standardized score as the single measure of student performance for writing.

There were 125 grade 8 students with complete reading data that were in the ACCESS classrooms and 129 students in the control classrooms. The standardized score for the LAS reading measure was calculated from five elements of reading: synonyms, fluency, antonyms, mechanics and usage, and reading for information. Correlations were performed among the five components for pre- and post-test. All measures are significantly correlated with each other, ranging from 0.36-0.72 which suggests little variation across the components and supports using the standardized score as the single measure of student performance for reading.

At the beginning of the school year, the scores for the American History test were identical for ACCESS and control students. By the end of the school year, the ACCESS students scored slightly higher on the CST- History but no significant difference across conditions.

ACCESS students scored significantly higher in writing at the beginning of the school year. There continued to be a significant difference in writing scores at post-test time. The control group decreased in their scores (-3 points) and the ACCESS group slightly increased (1 point).

At the beginning of the school year, the ACCESS students scored higher than the control students in reading. The mean post-test scores show no difference in reading between the treatment and control groups. The control group shows a bigger gain from pre-test to post-test (12 points) than the ACCESS group (8 points).

Table 14 on the following page presents the average test scores, along with the standard deviations and range of scores for before and after treatment across groups.

Table 14: Comparisons of Student Scores at Pre-Test and Post-Test

	ACCESS	Control
History	n=146	n=113
Pre-test (Amer. Hist. Test)		
Mean	.35	.35
Std. Dev.	.13	.13
Range	.1-.8	.1-.7
Post-test (CST-History)		
Mean	279.3	277.0
Std. Dev.	27.3	23.6
Range	210-369	210-343
Writing	n=125	n=92
Pre-test	68.4	66.5*
Mean	10.7	13.6
Std. Dev.	22-89	0-91
Range		
Post-test		
Mean	69.5	63.8**
Std. Dev.	13.1	12.0
Range	22-96	22-82
Reading		
Pre-test	n=125	n=129
Mean	72.4	67.3***
Std. Dev.	13.4	17.9
Range	35-96	13-96
Post-test		
Mean	80.4	79.0
Std. Dev.	13.5	16.5
Range	33-100	24-96

*t=-2.03, (df=209), p=<.05
**t=-3.26, df=209, p=<.01
***t=-2.57, (df=252), p=<.05

Up until this point, all of the analyses have been descriptive and have not taken into account any covariates from student-level or classroom-level data, which may interact with or explain differences between the treatment and control groups. The next section addresses the differences in classroom instruction and student achievement, controlling for student and teacher influences.

B. Differences in Classroom Instruction Between ACCESS and Control Schools

In order to test whether there were differences in instruction in ACCESS and control classrooms, analyses of covariance were carried out for each of the eight classroom instruction variables described earlier. These analyses tested the null hypothesis of no difference in the adjusted means of ACCESS and control classrooms. The means were adjusted for treatment group differences on several control variables: class size, mean student gender, mean student English language development, years teaching 8th grade social studies, years teaching ESL students, professional development in social studies, professional development in ESL instruction, and familiarity with language acquisition[3]. The results of these analyses are presented in Table 15.

Table 15: Adjusted Means for Each Classroom Instruction Measure Comparing ACCESS and Control Classrooms

Classroom Instruction Measure	ACCESS	Control
Overall Classroom Instruction Quality	4.084	4.506
Weekly Use of Supplemental Materials	40.209	34.756
Number of Higher Level Language Functions Used	3.344	2.766
Number of Strategies Used to Build Background Knowledge	3.805	4.061
Number of Scaffolding Techniques Used	3.418	5.179 *
Number of Grouping Practices Used	3.868	4.321
Number of Activities Used to Integrate Lesson Concepts	6.521	5.392
Number of Different Assessments Used	1.860	3.163

* Difference in means is statistically significant ($p < 0.05$).

The difference between adjusted means for the ACCESS and control schools was statistically significant for only one of the classroom instruction measures. The adjusted mean number of scaffolding techniques used for the control schools was higher than for the ACCESS schools. Disregarding statistical significance, classrooms in ACCESS schools were higher than in control schools on the weekly use of supplemental materials and on the number of higher level language functions and activities integrating lesson concepts used.

C. Differences in Student History Achievement Between ACCESS and Control Schools

A 3-level hierarchical linear model was also used to test the null hypothesis that the adjusted mean student scale scores on the California Standards History-Social Science Test (CST-History) in ACCESS and control schools were equal. The CST-History means were adjusted (a) for student differences in gender, English language development, and scores on the history test administered at the beginning of the school year, and (b) for classroom differences in class size,

[3] There was no variation in responses to familiarity with American history and highest degree within one of the treatment groups, precluding their inclusion in these analyses.

mean gender, mean English language development, years teaching 8th grade social studies, years teaching ESL students, professional development in social studies, professional development in ESL instruction, and familiarity with language acquisition.[4] The results of this analysis are presented in Table 16.

Table 16: Adjusted Effects of the Treatment Condition and All Control Variables on Mean CST-History Scale Scores

Level	Fixed Effect Source	Effect Size *	t Ratio
School	Treatment Condition (ACCESS minus Control)	7.802	0.916
Classroom	Mean Gender (per 10% increase in females)	2.080	0.474
	Mean English Language Development	-16.979	-2.226
	Class Size	-0.088	-0.147
	Years Teaching 8th Grade Social Studies	-1.965	-1.338
	Years Teaching ESL Students	1.031	1.045
	Hours of Professional Development in Social Studies	0.506	1.736
	Hours of Professional Development in ESL Instruction	0.328	0.330
	Familiarity with Language Acquisition	7.595	2.595
Student	Gender	2.452	0.794
	English Language Development	5.548	2.046 **
	Fall History Test	2.761	4.317 **

* The effect size represents the ACCESS adjusted mean minus the control adjusted mean.
** Effect size is statistically significant ($p < 0.05$).

Although students in ACCESS schools did better on the state history test than students in control schools, this difference was not large enough to reject the null hypothesis of no difference. The effect of being a student in an ACCESS school on the CST-History scale score—adjusted for differences on the student and classroom control variables—was to raise it on average by almost eight points. However, since the effect was not statistically significant, this difference could be due to chance. Most of the control variables had expected effects on the CST-History scores. For example, females and students in classrooms with more females did better. However, most of these effects were also not statistically significant. The exceptions were the student's English Language Development level and the student's fall history score. Students with higher fall history scores performed significantly better on the CST-History test, and students with higher ELD levels did significantly better as well.

[4] The inclusion of gender and English language development (ELD) at both the student and classroom levels was intentional. A student's gender or ELD may have an impact on that individual's LAS posttest score. A classroom's gender distribution or average student ELD level may also have a separate impact on the average LAS posttest score in that classroom.

D. Moderator Effects of Classroom Instruction Measures for Reading and Writing Achievement

Although the positive effects of ACCESS on reading and writing achievement were not statistically significant, additional multi-level analyses were carried out to explore whether instructional practices may have moderated or interacted with the effect of ACCESS. That is, were there different treatment effects in schools depending on the quality and nature of instruction in the ACCESS and control classrooms? A 3-level hierarchical linear model was used to test the null hypothesis that the difference between the ACCESS and control schools adjusted[5] posttest means was the same regardless of how high or low the classroom instruction measures were in those schools.

The limited number of schools in this study did not allow testing the interaction of treatment effect with all classroom instruction measures in the same model. The interaction with each instruction measure was tested separately. Tables 17 and 18 present the results for seven of the eight classroom instruction measures for reading and writing, respectively.[6] Only the school level interaction effects are presented.

Table 17: Adjusted Effects of the Interaction Between the Treatment Condition and Classroom Instruction Measures on Mean LAS Standardized Reading Posttest Scores

Classroom Instruction Measure	Interaction Effect Size *	t Ratio
Overall Classroom Instruction Quality	1.990	0.145
Weekly Use of Supplemental Materials	-0.103	-0.624
Number of Higher Level Language Functions Used	-0.379	-0.163
Number of Scaffolding Techniques Used	-2.123	-0.747
Number of Grouping Practices Used	9.697	2.178
Number of Activities Used to Integrate Lesson Concepts	-2.112	-0.564
Number of Different Assessments Used	5.092	1.246

* The interaction effect size represents the increase in the treatment effect (ACCESS minus control) resulting from a single unit increase in the classroom instruction measure. For example, if the number of grouping practices used increased by one, the treatment effect would increase almost 10 points.
** Effect size is statistically significant ($p < 0.05$).

[5] As noted in the earlier description of data analyses, this secondary analysis adjusted posttest scores only for differences on control variables that were statistically significant in the primary analysis of treatment effects. Thus, reading posttest scores were adjusted for pretest scores and the teacher's familiarity with language acquisition, and writing posttest scores were adjusted for pretest scores and student gender.

[6] The model testing the interaction of treatment effect with number of strategies used to build background knowledge would not converge due to the lack of variation in this variable in one of the treatment groups.

Table 18: Adjusted Effects of the Interaction Between the Treatment Condition and Classroom Instruction Measures on Mean LAS Standardized Writing Posttest Scores

Classroom Instruction Measure	Interaction Effect Size *	t Ratio
Overall Classroom Instruction Quality	3.474	0.361
Weekly Use of Supplemental Materials	-0.029	-0.230
Number of Higher Level Language Functions Used	-0.353	-0.130
Number of Scaffolding Techniques Used	-4.255	-1.454
Number of Grouping Practices Used	-1.310	-0.343
Number of Activities Used to Integrate Lesson Concepts	0.177	0.090
Number of Different Assessments Used	3.664	1.026

* The interaction effect size represents the increase in the treatment effect (ACCESS minus control) resulting from a single unit increase in the classroom instruction measure. For example, if the number of grouping practices used increased by one, the treatment effect would decrease slightly over one point.
** Effect size is statistically significant ($p < 0.05$).

For reading and writing, none of the classroom instruction measures interacted significantly with the treatment effect. One instruction measure, the number of different grouping practices used, had what appears to be a substantial interaction with the reading treatment effect (almost 10 points). Yet, strictly speaking, the observed significance level of $p < 0.054$ for the t-ratio did not meet the criterion used in this study. Nevertheless, there is a suggestion that the ACCESS materials may be relatively more effective for supporting reading achievement in schools where teachers use a greater variety of grouping practices.

E. Differences in Student Reading and Writing Achievement Between ACCESS and Control Schools

A 3-level hierarchical linear model was used to test the null hypothesis that the adjusted mean student LAS posttest scores in ACCESS and control schools were equal. This analysis was performed for reading and writing standardized scores. The posttest means were adjusted (a) for student differences in gender, English language development, and pretest scores, and (b) for classroom differences in class size, mean gender, mean English language development, years teaching 8th grade social studies, years teaching ESL students, professional development in social studies, professional development in ESL instruction, and familiarity with language acquisition.[7] The results of reading and writing analyses are presented in Tables 19 and 20, respectively.

[7] The inclusion of gender and English language development (ELD) at both the student and classroom levels was intentional. A student's gender or ELD may have an impact on that individual's LAS posttest score. A classroom's gender distribution or average student ELD level may also have a separate impact on the average LAS posttest score in that classroom.

Table 19: Adjusted Effects of the Treatment Condition and All Control Variables on Mean LAS Standardized Reading Posttest Scores

Level	Fixed Effect Source	Effect Size *	t Ratio
School	Treatment Condition (ACCESS minus Control)	3.621	0.972
Classroom	Mean Gender (per 10% increase in females)	2.296	1.260
	Mean English Language Development	3.585	1.127
	Class Size	-0.363	-1.506
	Years Teaching 8th Grade Social Studies	-0.868	-1.380
	Years Teaching ESL Students	0.646	1.459
	Hours of Professional Development in Social Studies	0.143	1.139
	Hours of Professional Development in ESL Instruction	-0.052	-0.129
	Familiarity with Language Acquisition	3.880	3.262 **
Student	Gender	1.529	1.248
	English Language Development	-0.872	-0.925
	LAS Pretest Score	0.587	12.307 **

* The effect size represents the ACCESS adjusted mean minus the control adjusted mean.
** Effect size is statistically significant ($p < 0.05$).

Although students in ACCESS schools did better in reading than students in control schools, this difference was not large enough to reject the null hypothesis of no difference. The effect of being a student in an ACCESS school on the LAS reading posttest score—adjusted for differences on the student and classroom control variables— was to raise it on average by over three and one-half points. However, since the effect was not statistically significant, this difference could be due to chance. Most of the control variables had expected impacts on the reading posttest scores. For example, females and students in classrooms with more females did better. However, most of these effects were also not statistically significant. The exceptions were the teacher's familiarity with language acquisition and the student's pretest score. Students with higher pretest scores performed significantly better on the posttest, and students in classrooms with teachers relatively more familiar with language acquisition did significantly better as well.

Table 20: Adjusted Effects of the Treatment Condition and All Control Variables on Mean LAS Standardized Writing Posttest Scores

Level	Fixed Effect Source	Effect Size *	t Ratio
School	Treatment Condition (ACCESS minus Control)	1.035	0.246
Classroom	Mean Gender (per 10% increase in females)	1.785	0.841
	Mean English Language Development	3.643	0.992
	Class Size	-0.012	-0.042
	Years Teaching 8th Grade Social Studies	1.372	1.896
	Years Teaching ESL Students	-0.116	-0.230
	Hours of Professional Development in Social Studies	-0.238	-1.652
	Hours of Professional Development in ESL Instruction	0.113	0.233
	Familiarity with Language Acquisition	-0.895	-0.644
Student	Gender	3.823	2.474 **
	English Language Development	2.099	1.613
	LAS Pretest Score	0.256	3.802 **

* The effect size represents the ACCESS adjusted mean minus the control adjusted mean.
** Effect size is statistically significant ($p < 0.05$).

The effect of being in an ACCESS school was also positive on LAS writing posttest scores. It was also not statistically significant. The difference of almost two points—adjusted for differences on the student and classroom control variables— could be due to chance. Again, most of the control variables were related to writing performance in expected directions. Student gender had a statistically significant effect, females performing almost four points better than males. Pretest scores were also significantly related to posttest scores.

F. Moderator Effects of Classroom Instruction Measures for History Achievement

Although the positive effects of ACCESS on history achievement were not statistically significant, additional multi-level analyses were carried out to explore whether instructional practices may have moderated or interacted with the effect of ACCESS. That is, were there different treatment effects in schools depending on the quality and nature of instruction in the ACCESS and control classrooms? A 3-level hierarchical linear model was used to test the null hypothesis that the difference between the ACCESS and control schools adjusted[8] CST-History means was the same regardless of how high or low the classroom instruction measures were in those schools.

Again, the limited number of schools in this study did not allow testing the interaction of treatment effect with all classroom instruction measures in the same model. The interaction with

[8] As noted in the earlier description of data analyses, this secondary analysis adjusted CST-History scores only for differences on control variables that were statistically significant in the primary analysis of treatment effects. Thus, spring CST-History scores were adjusted for fall history scores and the student's ELD level.

each instruction measure was tested separately. Table 21 presents the results for seven of the eight classroom instruction measures for reading and writing, respectively.[9] Only the school level interaction effects are presented.

Table 21: Adjusted Effects of the Interaction Between the Treatment Condition and Classroom Instruction Measures on Mean CST-History Scale Scores

Classroom Instruction Measure	Interaction Effect Size *	t Ratio
Overall Classroom Instruction Quality	50.398	3.431 **
Weekly Use of Supplemental Materials	-0.218	-1.354
Number of Higher Level Language Functions Used	3.562	0.481
Number of Scaffolding Techniques Used	9.426	1.366
Number of Grouping Practices Used	2.520	0.277
Number of Activities Used to Integrate Lesson Concepts	9.521	2.519 **
Number of Different Assessments Used	15.459	2.370 **

* The interaction effect size represents the increase in the treatment effect (ACCESS minus control) resulting from a single unit increase in the classroom instruction measure. For example, if the number of grouping practices used increased by one, the treatment effect would increase about 2 ½ points.
** Effect size is statistically significant ($p < 0.05$).

Three of the seven classroom instruction measures—overall classroom instruction quality, number of integrating activities, and number of different assessments—had a statistically significant interaction with the size of the treatment effect (the difference between ACCESS and control school adjusted CST-History scale score means). All three measures had a positive impact on the treatment effect. For example, for every one-point increase in the overall classroom quality, there is a 50-point increase in the treatment effect size.

[9] The model testing the interaction of treatment effect with number of strategies used to build background knowledge would not converge due to the lack of variation in this variable in one of the treatment groups.

V. CONCLUSIONS

The findings of this study offer useful information about the effectiveness of the ACCESS American History curriculum for middle school ELL students. A summary of these results is provided below. As we consider these findings in light of the limitations described earlier in this report (Section III B), we offer conclusions and suggest some implications and considerations for future research.

A. Summary of Results

Comparability of Groups

- Although there was a substantial number of students who were not included in the study because of missing pre- or post-test data, the missing students were not significantly different with regard to gender, ethnic background, ELD levels, and pre-test scores in reading, writing, and history.
- ACCESS and control students were quite similar on these control variables, with the exception of ELD levels. There were significantly more ACCESS students than control students at low ELD levels. ELD level, gender, and pre-test scores were included as control variables in the analyses of differences between ACCESS and control students on the LAS post-test and the CRT-History test.
- Some differences were noted in the preparation of ACCESS and control teachers. ACCESS teachers were less experienced in general and in teaching ESL students, but were more experienced in teaching social studies. Consistently, they were less familiar with instruction in language acquisition, but were more familiar with instruction in American History. ACCESS teachers also had more professional development recently in ESL and social studies instruction. Teacher preparation measures were also included as control variables in the analyses of differences between ACCESS and control students on the LAS post-test and the CRT-History test.

Classroom Instruction Measures

- After controlling for class size, mean gender, mean ELD level, experience and professional development in teaching ESL and social studies instruction, and familiarity with ESL instruction, significant differences between ACCESS and control classrooms were found for only one of the eight measures of classroom instruction. The number of scaffolding techniques used was higher in control classrooms.

Reading, Writing, and History Achievement

- After controlling for student gender, ELD level, and pre-test achievement level, and for teacher preparation variables, students in ACCESS schools did better than control students on post-tests in reading, writing and history achievement. However, none of the differences were statistically significant. Post-test scores were significantly related to pre-test scores in all three areas of achievement. Reading post-test scores were significantly and positively related to the teacher's familiarity with language acquisition

instruction. Writing post-test achievement was significantly related to student gender (girls scoring higher), and performance on the CST-History test was significantly and positively related to student ELD level.

- The reading and writing treatment effects (ACCESS minus control adjusted post-test means) were not significantly increased or decreased by variations on any of the classroom instruction measures. The history treatment effect, however, was significantly moderated by three classroom instruction measures. The treatment effect was increased for higher levels of quality of classroom instruction, higher number of activities used to integrate lesson concepts, and higher number of different assessments used.

Teacher Assessment of ACCESS American History

- Teachers used ACCESS more often than other materials for teaching language functions, building background knowledge, and meeting language objectives. They used it an equal amount of time for meeting social studies objectives.
- Teachers rated ACCESS student text as more effective in developing students' social studies concepts and rated about equally the student activity journal and assessment book for helping students develop their language skills.

VI. REFERENCES

Echevarria, J., & Graves, A. (2003). *Sheltered content instruction : Teaching English language learners with diverse abilities.* 2nd Ed. Boston, MA: Allyn & Bacon.

Short, D. (2004). Expanding middle school horizons: Integrating language, culture, and social studies. *TESOL Quarterly, 28(3),* 581-608.

APPENDIX

ACCESS American History Classroom Teacher 2004-2005 - Daily Log - Control

ACCESS American History Classroom Teacher 2004-2005 - Daily Log - Treatment 1

ACCESS American History Classroom Teacher 2004-2005 - Observation Form – Control

ACCESS American History Classroom Teacher 2004-2005 - Observation Form – Treatment

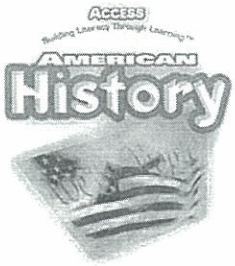
ACCESS American History Classroom Teacher Survey I – Control

ACCESS American History Classroom Teacher Survey I - Treatment

ACCESS American History Classroom Teacher Survey II – Control

ACCESS American History Classroom Teacher Survey II – Treatment

ACCESS American History Focus Group Protocol – Treatment Teachers



INSTRUCTIONS FOR COMPLETING
Social Studies Classroom Teacher
Daily Log 2004-2005

- **Complete the daily logs for four weeks during the school year as scheduled by your onsite coordinator. Ideally, logs should be completed during a typical school week at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May).**

- **Each log will be filled out for each research social studies class you teach for each day during the one-week period.**

- **For each daily period of social studies instruction, please do the following:**

    - **Include the Date, Period within the Day, ESL Level, Attendance, Number of other adults in the class that day, and length of class time. If no social studies instruction took place, indicate zero minutes at the top of the form and explain in Question 12.**

    - **Write out the purpose or objective of today's lesson.**
    - **If a check list is not all inclusive, add your comments under "Other".**
    - **Check off all social studies and\or language concepts taught.**
    - **Check off all language functions taught.**
    - **Check off all strategies used in building background knowledge.**
    - **Check off all teaching strategies used and activities students engaged in**
    - **Check off all materials you made use of in today's class. Specify the program name or publisher under OTHER MATERIALS USED, if not listed.**
    - **Indicate the percent of class time you made use of materials.**
    - **Rank the effectiveness of the Access materials used today.**
    - **Reflect on any classroom experiences.**

- **Please hand in your daily logs after each week to your onsite coordinator.**

Thank you for taking the time to complete these logs!

Confidentiality- All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by professionals engaged in and for the purpose of the Great Source Access Evaluation, and will not be released to others for any purpose, as required by law.

Social Studies Classroom Teacher
Daily Log 2004-2005

Teacher Initials:	_____	ESL Level:	_____
Day of Week:	M T W Th F	# of Students Today:	_____
Date:	_____	# of Other Professionals in Class Today:	_____
Period #:	_____	# of Aides/Volunteers in Class Today:	_____
		Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify _____
		_____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
		_____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies used today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
	_____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities used today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ None

7. Assessment – check all areas you assessed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. Use of Materials – check all materials you or your students made use of today.

Prentice Hall

- ☐ a. American Nation

History Alive

- ☐ a. Teacher Guide
- ☐ b. Transparencies
- ☐ _____
- ☐ _____
- ☐ _____

OTHER SUPPLEMENTAL MATERIALS

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Specify the name of any other text book and published materials used not listed above.

_____

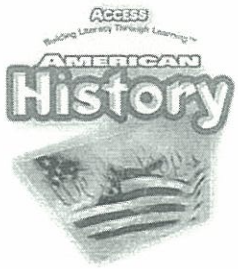
_____

_____

9. **Approximately what percentage of today's class time did you make use of the ACCESS materials and/or other published materials?**

_____% American Nation
_____% History Alive
_____% Other published materials

10. **Class Reflections – Please note any challenges, highlights, or atypical events you or your students experienced during today's class time.**



INSTRUCTIONS FOR COMPLETING
Social Studies Classroom Teacher
Daily Log 2004-2005

- **Complete the daily logs for four weeks during the school year as scheduled by your onsite coordinator. Ideally, logs should be completed during a typical school week at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May).**

- **Each log will be filled out for each ACCESS treatment class you teach for each day during the one-week period.**

- **For each daily period of social studies instruction, please do the following:**

    - **Include the Date, Period within the Day, ESL Level, Attendance, Number of other adults in the class that day, and length of class time. If no social studies instruction took place, indicate zero minutes at the top of the form and explain in Question 12.**

    - **Write out the purpose or objective of today's lesson.**
    - **If a check list is not all inclusive, add your comments under "Other".**
    - **Check off all social studies and\or language concepts taught.**
    - **Check off all language functions taught.**
    - **Check off all strategies used in building background knowledge.**
    - **Check off all teaching strategies used and activities students engaged in**
    - **Check off all materials you made use of in today's class. Specify the program name or publisher under OTHER MATERIALS USED.**
    - **Indicate the percent of class time you made use of materials.**
    - **Rank the effectiveness of the Access materials used today.**
    - **Reflect on any classroom experiences.**

- **Please hand in your daily logs after each week to your onsite coordinator.**

Thank you for taking the time to complete these logs!

Confidentiality- All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by professionals engaged in and for the purpose of the Great Source ACCESS Evaluation, and will not be released to others for any purpose, as required by law.

Social Studies Classroom Teacher
Daily Log 2004-2005

Teacher Initials:	_____	ESL Level:	_____
Day of Week:	M T W Th F	# of Students Today:	_____
Date:	_____	# of Other Professionals in Class Today:	_____
Period #:	_____	# of Aides/Volunteers in Class Today:	_____
		Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify _____
		_____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
		_____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies used today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
	_____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities used today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ None

7. Assessment – check all areas you assessed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. Use of Materials – check all materials you or your students made use of today.

Prentice Hall

- ☐ a. American Nation

History Alive

- ☐ a. Teacher Guide
- ☐ b. Transparencies
- ☐ _____
- ☐ _____
- ☐ _____

ACCESS MATERIALS USED

- ☐ a. Teacher Guide
- ☐ b. Text book
- ☐ c. Student handbook
- ☐ d. Student activity journal
- ☐ e. Student test book
- ☐ f. Overheads

Specify the name of any other text book and published materials used not listed above.

_____

_____

_____

9. **Approximately what percentage of today's class time did you make use of the ACCESS materials and/or other published materials?**

_____% American Nation
_____% History Alive
_____% ACCESS (include teacher guide and other materials)
_____% Other published materials

10. **On a scale from 1 to 5, overall, how effective were the ACCESS materials used today in helping your students understand the concepts and functions you taught?**

Very Effective				Not At All Effective	Did not use materials
5	4	3	2	1	0

11. **On a scale from 1 to 5, overall, how effective were the ACCESS materials used today in helping your teaching strategies or practices?**

Very Effective				Not At All Effective	Did not use materials
5	4	3	2	1	0

12. **Class Reflections – Please note any challenges, highlights, or atypical events you or your students experienced during today's class time.**

_____
_____
_____
_____
_____
_____
_____
_____

INSTRUCTIONS FOR COMPLETING
Social Studies Control Classroom
Observation Form

- **Complete an observation form four times over the school year for each participating classroom period as specified by the evaluation. Ideally, observations should be done during a typical class period at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May). Avoid observing during the week the teacher is filling out the daily logs.**

- **Each observation will require a running narrative of what is being taught, the strategies the teacher is using, the grouping of students during any instructional or activity time, the activities the students are participating in, and what materials are used during class. This information will be transferred onto the observation form after the class is done. Information must be detailed in order to capture all the possibilities on the form checklists. Become very familiar with the observation form and the checklist options before observing.**

- **In addition to what is happening in the class, the observer must record the quality of the instruction, classroom management, and teacher-student interactions. The observer will quantify the quality of the classroom in the observation form under Question 9.**

Social Studies Classroom
Observation Form 2004-2005

Observer:	_____	ESL Level:	_____
Teacher:	_____	# of Students Today:	_____
Day of Week:	M T W Th F	# of Other Professionals in Class Today:	_____
Date:	_____	# of Aides/Volunteers in Class Today:	_____
Period #	_____	Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify: _____
		_____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
		_____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies observed today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
	_____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities observed today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ None

7. Assessment – check all assessments observed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. **Use of Materials – check all materials you observed the teacher or students using today.**

Prentice Hall	History Alive	OTHER SUPPLEMENTAL MATERIALS
☐ a. American Nation	☐ a. Teacher Guide	☐
	☐ b. Transparencies	☐
	☐ _____	☐
	☐ _____	☐
	☐ _____	☐
		☐

Specify the name of any other text book and published materials used not listed above.

_____

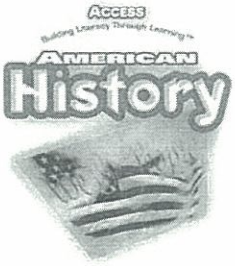
_____

_____

9. **Quality of Classroom instruction, management, and climate.**
To what extent do you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Observed
a. The teacher's speech is slow and sentences are clear and simple.	5	4	3	2	1	0
b. The teacher's explanation of academic tasks is clear.	5	4	3	2	1	0
c. The teacher uses a variety of techniques to make content concepts clear.	5	4	3	2	1	0
d. The quality of interaction between teacher and students is respectful and productive.	5	4	3	2	1	0
e. The teacher manages the students well and holds high standards for classroom behavior.	5	4	3	2	1	0
f. The teacher is engaged and enthusiastic in presenting today's lesson.	5	4	3	2	1	0
g. Students receive appropriate responses to homework assignments or assessments (i.e. praise, support, encouragement).	5	4	3	2	1	0
h. Classroom assistants are utilized effectively.	5	4	3	2	1	0
i. The teacher is well organized in instructing the lesson.	5	4	3	2	1	0
j. The interaction between students is respectful and productive.	5	4	3	2	1	0
k. The teacher attends to the needs of all students.	5	4	3	2	1	0
l. Students make appropriate use of computer equipment.	5	4	3	2	1	0
m. Students are engaged in their learning activities.	5	4	3	2	1	0
n. Behavior and discipline was not an issue in today's class.	5	4	3	2	1	0
o. The classroom is "resource rich" (i.e. computers, books, visuals).	5	4	3	2	1	0

10. **Class Reflections – Please note any challenges, highlights, or atypical events you observed during today's class time.**



INSTRUCTIONS FOR COMPLETING
Social Studies Classroom
Observation Form

- **Complete an observation form four times over the school year for each participating classroom period as specified by the evaluation. Ideally, observations should be done during a typical class period at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May). Avoid observing during the week the teacher is filling out the daily logs.**

- **Each observation will require a running narrative of what is being taught, the strategies the teacher is using, the grouping of students during any instructional or activity time, the activities the students are participating in, and what materials are used during class. This information will be transferred onto the observation form after the class is done. Information must be detailed in order to capture all the possibilities on the form checklists. Become very familiar with the observation form and the checklist options before observing.**

- **In addition to what is happening in the class, the observer must record the quality of the instruction, classroom management, and teacher-student interactions. The observer will quantify the quality of the classroom in the observation form under Question 9.**

Social Studies Classroom
Observation Form 2004-2005

Observer:	_____	ESL Level:	_____
Teacher:	_____	# of Students Today:	_____
Day of Week:	M T W Th F	# of Other Professionals in Class Today:	_____
Date:	_____	# of Aides/Volunteers in Class Today:	_____
Period #	_____	Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify: _____
		_____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
		_____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies observed today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
	_____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities observed today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ None

7. Assessment – check all assessments observed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. Use of Materials – check all materials you observed the teacher or students using today.

Prentice Hall	History Alive	ACCESS MATERIALS USED
☐ a. American Nation	☐ a. Teacher Guide	☐ a. Teacher Guide
	☐ b. Transparencies	☐ b. Text book
	☐ _____	☐ c. Student handbook
	☐ _____	☐ d. Student activity journal
	☐ _____	☐ e. Student test book
		☐ f. Overheads

Specify the name of any other text book and published materials used not listed above.

_____

_____

_____

9. **Quality of Classroom instruction, management, and climate.**
To what extent do you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Observed
a. The teacher's speech is slow and sentences are clear and simple.	5	4	3	2	1	0
b. The teacher's explanation of academic tasks is clear.	5	4	3	2	1	0
c. The teacher uses a variety of techniques to make content concepts clear.	5	4	3	2	1	0
d. The quality of interaction between teacher and students is respectful and productive.	5	4	3	2	1	0
e. The teacher manages the students well and holds high standards for classroom behavior.	5	4	3	2	1	0
f. The teacher is engaged and enthusiastic in presenting today's lesson.	5	4	3	2	1	0
g. Students receive appropriate responses to homework assignments or assessments (i.e. praise, support, encouragement).	5	4	3	2	1	0
h. Classroom assistants are utilized effectively.	5	4	3	2	1	0
i. The teacher is well organized in instructing the lesson.	5	4	3	2	1	0
j. The interaction between students is respectful and productive.	5	4	3	2	1	0
k. The teacher attends to the needs of all students.	5	4	3	2	1	0
l. Students make appropriate use of computer equipment.	5	4	3	2	1	0
m. Students are engaged in their learning activities.	5	4	3	2	1	0
n. Behavior and discipline was not an issue in today's class.	5	4	3	2	1	0
o. The classroom is "resource rich" (i.e. computers, books, visuals).	5	4	3	2	1	0

10. **Class Reflections – Please note any challenges, highlights, or atypical events you observed during today's class time.**

APPENDIX

ACCESS American History Classroom Teacher 2004-2005 - Daily Log - Control

ACCESS American History Classroom Teacher 2004-2005 - Daily Log - Treatment

ACCESS American History Classroom Teacher 2004-2005 - Observation Form – Control

ACCESS American History Classroom Teacher 2004-2005 - Observation Form – Treatment

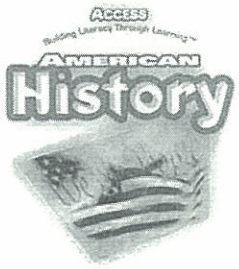
ACCESS American History Classroom Teacher Survey I – Control

ACCESS American History Classroom Teacher Survey I - Treatment

ACCESS American History Classroom Teacher Survey II – Control

ACCESS American History Classroom Teacher Survey II – Treatment

ACCESS American History Focus Group Protocol – Treatment Teachers



INSTRUCTIONS FOR COMPLETING
Social Studies Classroom Teacher
Daily Log 2004-2005

- **Complete the daily logs for four weeks during the school year as scheduled by your onsite coordinator. Ideally, logs should be completed during a typical school week at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May).**

- **Each log will be filled out for each research social studies class you teach for each day during the one-week period.**

- **For each daily period of social studies instruction, please do the following:**

    - **Include the Date, Period within the Day, ESL Level, Attendance, Number of other adults in the class that day, and length of class time. If no social studies instruction took place, indicate zero minutes at the top of the form and explain in Question 12.**

    - **Write out the purpose or objective of today's lesson.**
    - **If a check list is not all inclusive, add your comments under "Other".**
    - **Check off all social studies and\or language concepts taught.**
    - **Check off all language functions taught.**
    - **Check off all strategies used in building background knowledge.**
    - **Check off all teaching strategies used and activities students engaged in**
    - **Check off all materials you made use of in today's class. Specify the program name or publisher under OTHER MATERIALS USED, if not listed.**
    - **Indicate the percent of class time you made use of materials.**
    - **Rank the effectiveness of the Access materials used today.**
    - **Reflect on any classroom experiences.**

- **Please hand in your daily logs after each week to your onsite coordinator.**

Thank you for taking the time to complete these logs!

Confidentiality- All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by professionals engaged in and for the purpose of the Great Source Access Evaluation, and will not be released to others for any purpose, as required by law.

Social Studies Classroom Teacher
Daily Log 2004-2005

Teacher Initials:	_____	ESL Level:	_____
Day of Week:	M T W Th F	# of Students Today:	_____
Date:	_____	# of Other Professionals in Class Today:	_____
Period #:	_____	# of Aides/Volunteers in Class Today:	_____
		Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify _____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies used today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities used today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ None

7. Assessment – check all areas you assessed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. Use of Materials – check all materials you or your students made use of today.

Prentice Hall

- ☐ a. American Nation

History Alive

- ☐ a. Teacher Guide
- ☐ b. Transparencies
- ☐ _____
- ☐ _____
- ☐ _____

OTHER SUPPLEMENTAL MATERIALS

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Specify the name of any other text book and published materials used not listed above.

_____

_____

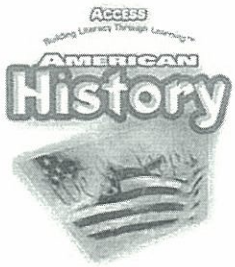
_____

9. **Approximately what percentage of today's class time did you make use of the ACCESS materials and/or other published materials?**

_____% American Nation
_____% History Alive
_____% Other published materials

10. **Class Reflections – Please note any challenges, highlights, or atypical events you or your students experienced during today's class time.**

_____
_____
_____
_____
_____
_____
_____
_____



INSTRUCTIONS FOR COMPLETING
Social Studies Classroom Teacher
Daily Log 2004-2005

- **Complete the daily logs for four weeks during the school year as scheduled by your onsite coordinator. Ideally, logs should be completed during a typical school week at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May).**

- **Each log will be filled out for each ACCESS treatment class you teach for each day during the one-week period.**

- **For each daily period of social studies instruction, please do the following:**

    - **Include the Date, Period within the Day, ESL Level, Attendance, Number of other adults in the class that day, and length of class time. If no social studies instruction took place, indicate zero minutes at the top of the form and explain in Question 12.**

    - **Write out the purpose or objective of today's lesson.**
    - **If a check list is not all inclusive, add your comments under "Other".**
    - **Check off all social studies and\or language concepts taught.**
    - **Check off all language functions taught.**
    - **Check off all strategies used in building background knowledge.**
    - **Check off all teaching strategies used and activities students engaged in**
    - **Check off all materials you made use of in today's class. Specify the program name or publisher under OTHER MATERIALS USED.**
    - **Indicate the percent of class time you made use of materials.**
    - **Rank the effectiveness of the Access materials used today.**
    - **Reflect on any classroom experiences.**

- **Please hand in your daily logs after each week to your onsite coordinator.**

Thank you for taking the time to complete these logs!

Confidentiality- All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by professionals engaged in and for the purpose of the Great Source ACCESS Evaluation, and will not be released to others for any purpose, as required by law.

Social Studies Classroom Teacher
Daily Log 2004-2005

Teacher Initials:	_____	ESL Level:	_____
Day of Week:	M T W Th F	# of Students Today:	_____
Date:	_____	# of Other Professionals in Class Today:	_____
Period #:	_____	# of Aides/Volunteers in Class Today:	_____
		Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify _____
		_____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
		_____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies used today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
	_____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities used today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ None

7. Assessment – check all areas you assessed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. Use of Materials – check all materials you or your students made use of today.

Prentice Hall

- ☐ a. American Nation

History Alive

- ☐ a. Teacher Guide
- ☐ b. Transparencies
- ☐ _____
- ☐ _____
- ☐ _____

ACCESS MATERIALS USED

- ☐ a. Teacher Guide
- ☐ b. Text book
- ☐ c. Student handbook
- ☐ d. Student activity journal
- ☐ e. Student test book
- ☐ f. Overheads

Specify the name of any other text book and published materials used not listed above.

_____

_____

_____

9. **Approximately what percentage of today's class time did you make use of the ACCESS materials and/or other published materials?**

_____% American Nation
_____% History Alive
_____% ACCESS (include teacher guide and other materials)
_____% Other published materials

10. **On a scale from 1 to 5, overall, how effective were the ACCESS materials used today in helping your students understand the concepts and functions you taught?**

Very Effective				Not At All Effective	Did not use materials
5	4	3	2	1	0

11. **On a scale from 1 to 5, overall, how effective were the ACCESS materials used today in helping your teaching strategies or practices?**

Very Effective				Not At All Effective	Did not use materials
5	4	3	2	1	0

12. **Class Reflections – Please note any challenges, highlights, or atypical events you or your students experienced during today's class time.**

_____
_____
_____
_____
_____
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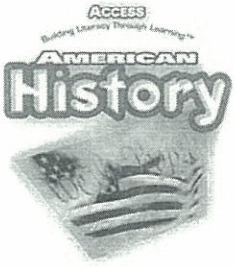
_____
_____



INSTRUCTIONS FOR COMPLETING
Social Studies Control Classroom Observation Form

- **Complete an observation form four times over the school year for each participating classroom period as specified by the evaluation. Ideally, observations should be done during a typical class period at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May). Avoid observing during the week the teacher is filling out the daily logs.**

- **Each observation will require a running narrative of what is being taught, the strategies the teacher is using, the grouping of students during any instructional or activity time, the activities the students are participating in, and what materials are used during class. This information will be transferred onto the observation form after the class is done. Information must be detailed in order to capture all the possibilities on the form checklists. Become very familiar with the observation form and the checklist options before observing.**

- **In addition to what is happening in the class, the observer must record the quality of the instruction, classroom management, and teacher-student interactions. The observer will quantify the quality of the classroom in the observation form under Question 9.**

Social Studies Classroom
Observation Form 2004-2005

Observer:	_____	ESL Level:	_____
Teacher:	_____	# of Students Today:	_____
Day of Week:	M T W Th F	# of Other Professionals in Class Today:	_____
Date:	_____	# of Aides/Volunteers in Class Today:	_____
Period #	_____	Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify: _____
		_____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
		_____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies observed today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
	_____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities observed today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ _____
- ☐ None

7. Assessment – check all assessments observed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. Use of Materials – check all materials you observed the teacher or students using today.

Prentice Hall	History Alive	OTHER SUPPLEMENTAL MATERIALS
☐ a. American Nation	☐ a. Teacher Guide ☐ b. Transparencies ☐ _____ ☐ _____ ☐ _____	☐ ☐ ☐ ☐ ☐ ☐

Specify the name of any other text book and published materials used not listed above.

_____

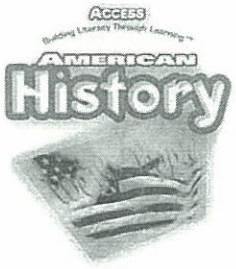
_____

_____

9. **Quality of Classroom instruction, management, and climate.**
To what extent do you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Observed
a. The teacher's speech is slow and sentences are clear and simple.	5	4	3	2	1	0
b. The teacher's explanation of academic tasks is clear.	5	4	3	2	1	0
c. The teacher uses a variety of techniques to make content concepts clear.	5	4	3	2	1	0
d. The quality of interaction between teacher and students is respectful and productive.	5	4	3	2	1	0
e. The teacher manages the students well and holds high standards for classroom behavior.	5	4	3	2	1	0
f. The teacher is engaged and enthusiastic in presenting today's lesson.	5	4	3	2	1	0
g. Students receive appropriate responses to homework assignments or assessments (i.e. praise, support, encouragement).	5	4	3	2	1	0
h. Classroom assistants are utilized effectively.	5	4	3	2	1	0
i. The teacher is well organized in instructing the lesson.	5	4	3	2	1	0
j. The interaction between students is respectful and productive.	5	4	3	2	1	0
k. The teacher attends to the needs of all students.	5	4	3	2	1	0
l. Students make appropriate use of computer equipment.	5	4	3	2	1	0
m. Students are engaged in their learning activities.	5	4	3	2	1	0
n. Behavior and discipline was not an issue in today's class.	5	4	3	2	1	0
o. The classroom is "resource rich" (i.e. computers, books, visuals).	5	4	3	2	1	0

10. **Class Reflections – Please note any challenges, highlights, or atypical events you observed during today's class time.**



INSTRUCTIONS FOR COMPLETING
Social Studies Classroom
Observation Form

- **Complete an observation form four times over the school year for each participating classroom period as specified by the evaluation. Ideally, observations should be done during a typical class period at the beginning of school, during a couple of mid-year school months, and toward the end of the school year (i.e. November, January, March, and May). Avoid observing during the week the teacher is filling out the daily logs.**

- **Each observation will require a running narrative of what is being taught, the strategies the teacher is using, the grouping of students during any instructional or activity time, the activities the students are participating in, and what materials are used during class. This information will be transferred onto the observation form after the class is done. Information must be detailed in order to capture all the possibilities on the form checklists. Become very familiar with the observation form and the checklist options before observing.**

- **In addition to what is happening in the class, the observer must record the quality of the instruction, classroom management, and teacher-student interactions. The observer will quantify the quality of the classroom in the observation form under Question 9.**

Social Studies Classroom
Observation Form 2004-2005

Observer:	_____	ESL Level:	_____
Teacher:	_____	# of Students Today:	_____
Day of Week:	M T W Th F	# of Other Professionals in Class Today:	_____
Date:	_____	# of Aides/Volunteers in Class Today:	_____
Period #	_____	Length of Class Today:	_____min.

1. Purpose or objective of today's lesson:

_____

_____

2. Social Studies Objectives – check all concepts taught today

☐ a. Interpreting historical events	☐ f. Compare/contrast	☐ l. Reading bar/circle graphs
☐ b. Evaluating events in history	☐ g. Cause/effect	☐ m. Reading primary sources
☐ c. Summarizing events in history	☐ h. Time order	☐ n. Reading political cartoons
☐ d. Identifying outcomes	☐ i. Fact/opinion	☐ o. Reading timelines
☐ e. Analyzing propaganda	☐ j. Chain of events	☐ p. Reading maps
	☐ k. Taking notes	☐ x. Other, Specify: _____

3. Language Objectives – check all concepts taught today

☐ a. Use of grammar spotlight, such as verb tenses, pronouns, adjectives	☐ f. Meaning of confusing word phrases
☐ b. Use of signal words	☐ g. Meaning of homophones
☐ c. Use of multiple meanings	☐ h. Use and meaning of figurative language
☐ d. Meaning of verb phrases	☐ x. Other, Specify: _____
☐ e. Meaning and use of idioms	

4. Language Functions – check all functions taught today

☐ a. Explaining	☐ e. Summarizing	☐ i. Identifying
☐ b. Comparing	☐ f. Responding	☐ j. Paraphrasing
☐ c. Synthesizing	☐ g. Analyzing	☐ x. Other, Specify: _____
☐ d. Persuading	☐ h. Interpreting	☐ None

5. Building Background Knowledge – check all strategies observed today

☐ a.. Link concepts to students' personal experiences and cultural background	☐ d. Use questioning strategies to predict what is happening in illustrations
☐ b. Explicitly link past learning and new concepts	☐ x. Other, Specify: _____
☐ c. Emphasize key vocabulary	☐ None

6. Instructional Strategies – check all strategies and activities observed today

Scaffolding techniques such as:

- ☐ a. Think alouds
- ☐ b. Graphic organizers
- ☐ c. Overhead visuals
- ☐ d. Word walls
- ☐ e. Webbing of ideas
- ☐ f. Modeling of T charts
- ☐ g. Use of a variety of questioning techniques from literal to analytical
- ☐ x. Other, Specify: _____

Grouping Practices:

- ☐ a. Whole class instruction
- ☐ b. Small group
- ☐ c. Student pairs
- ☐ d. Individual
- ☐ e. Student/Teacher Conference
- ☐ x. Other, Specify: _____

Activities that integrate lesson concepts:

- ☐ a. Writing assignments
- ☐ b. Simulation/Role play
- ☐ c. Dialogues
- ☐ d. Talk/Pair/Share
- ☐ e. Cooperative learning
- ☐ f. Peer tutoring
- ☐ g. Computer/Internet use
- ☐ h. Group discussion
- ☐ i. Partner practice
- ☐ j. Interviews
- ☐ k. Games
- ☐ x. Other, Specify: _____
- ☐ None

7. Assessment – check all assessments observed today

- ☐ a. Assessment of vocabulary
- ☐ b. Assessment of key social studies concepts
- ☐ c. Assessment of key language objectives
- ☐ d. Assessment of language functions
- ☐ x. Other, Specify: _____
- ☐ None

8. Use of Materials – check all materials you observed the teacher or students using today.

Prentice Hall	History Alive	ACCESS MATERIALS USED
☐ a. American Nation	☐ a. Teacher Guide	☐ a. Teacher Guide
	☐ b. Transparencies	☐ b. Text book
	☐ _____	☐ c. Student handbook
	☐ _____	☐ d. Student activity journal
	☐ _____	☐ e. Student test book
		☐ f. Overheads

Specify the name of any other text book and published materials used not listed above.

_____

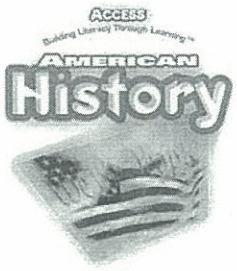
_____

_____

9. **Quality of Classroom instruction, management, and climate.**
To what extent do you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Observed
a. The teacher's speech is slow and sentences are clear and simple.	5	4	3	2	1	0
b. The teacher's explanation of academic tasks is clear.	5	4	3	2	1	0
c. The teacher uses a variety of techniques to make content concepts clear.	5	4	3	2	1	0
d. The quality of interaction between teacher and students is respectful and productive.	5	4	3	2	1	0
e. The teacher manages the students well and holds high standards for classroom behavior.	5	4	3	2	1	0
f. The teacher is engaged and enthusiastic in presenting today's lesson.	5	4	3	2	1	0
g. Students receive appropriate responses to homework assignments or assessments (i.e. praise, support, encouragement).	5	4	3	2	1	0
h. Classroom assistants are utilized effectively.	5	4	3	2	1	0
i. The teacher is well organized in instructing the lesson.	5	4	3	2	1	0
j. The interaction between students is respectful and productive.	5	4	3	2	1	0
k. The teacher attends to the needs of all students.	5	4	3	2	1	0
l. Students make appropriate use of computer equipment.	5	4	3	2	1	0
m. Students are engaged in their learning activities.	5	4	3	2	1	0
n. Behavior and discipline was not an issue in today's class.	5	4	3	2	1	0
o. The classroom is "resource rich" (i.e. computers, books, visuals).	5	4	3	2	1	0

10. **Class Reflections – Please note any challenges, highlights, or atypical events you observed during today's class time.**



Social Studies Classroom Teacher

Beginning of Year Survey
2004

INSTRUCTIONS

- **Complete the Beginning of Year Teacher Survey within the first three weeks of school.**
- **Indicate the ESL Level and number of enrolled students for each social studies research class you are teaching.**
- **Please answer all questions about your educational and professional teaching background.**
- **For this research, it is important to know what other published materials you plan to use, how you will use them, and your previous experience using them.**
- **Return your completed survey to your onsite coordinator.**

Confidentiality- All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by professionals engaged in and for the purpose of the Great Source ACCESS Evaluation, and will not be released to others for any purpose, as required by law.

Social Studies Classroom Teacher Survey I
Beginning of School Year 2004-2005

Teacher:_____	Period # ___ ESL Level: ____ #Students Enrolled _____
School: _____	Period # ___ ESL Level: ____ #Students Enrolled _____
Date: _____	Period # ___ ESL Level: ____ #Students Enrolled _____

1. Your Educational Background

a. What degrees have you completed (or working toward) and in what field of study?

Degree	Field/Major	Year completed	Not completed # credits toward degree
BA/BS			
MA/MS			
Other Specify: _____			

b. What teacher certifications do you hold?

Certification Area(s)	Grade Level	Year completed

c. How much formal coursework do you have in the teaching of ESL students?

Number of courses: _____

Specify: _____

_____

_____

2. Your Professional Teaching Experience

a. Total number of years teaching: _____
b. Number of years teaching at this school: _____
c. Total number of years teaching social studies at this grade level: _____
d. Total number of years teaching ESL students: _____

3. Your Professional Development Training Over the Past 2 Years

Approximately, how many professional development hours have you had in teaching social studies or in teaching ESL students over the past two years?

a. Social Studies Instruction _____ hrs.
b. ESL Instruction _____ hrs.

4. On a scale from 1 to 5, how familiar are you with the following:

Circle the best response

	Very Familiar	Familiar		A Little Familiar	Not At All Familiar
a. Language acquisition	5	4	3	2	1
b. Multi-cultural education	5	4	3	2	1
c. American History	5	4	3	2	1

5. Classroom materials

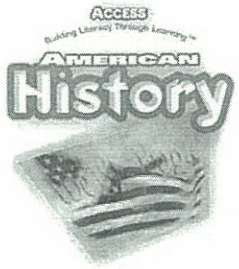
a. What published materials do you plan to use this year? List all programs/texts, publisher and date published.
b. Will you use them as your core materials or supplemental?
c. Have you used these materials before?

a. Programs/Texts	Publisher	Date Published	b. Utilize as:	c. Used Before:
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No

6. **What aspect(s) of teaching American History to your ESL students are you looking forward to this year? Please explain.**

7. **What concerns, if any, do you have about teaching this year? Please explain.**

Thank you for your time and participation in this research project!
If you have any questions, please contact your onsite coordinator.



Social Studies Classroom Teacher

Beginning of Year Survey
2004

INSTRUCTIONS

- **Complete the Beginning of Year Teacher Survey within the first three weeks of school.**
- **Indicate the ESL Level and number of enrolled students for each social studies period you are teaching and using the ACCESS materials.**
- **Please answer all questions about your educational and professional teaching background.**
- **For this research, it is important to know what other published materials you plan to use, how you will use them, and your previous experience using them.**
- **Return your completed survey to your onsite coordinator.**

Confidentiality- All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by professionals engaged in and for the purpose of the Great Source ACCESS Evaluation, and will not be released to others for any purpose, as required by law.

Social Studies Classroom Teacher Survey I
Beginning of School Year 2004-2005

Teacher:_____	Period # ___ ESL Level: ____ #Students Enrolled _____
School: _____	Period # ___ ESL Level: ____ #Students Enrolled _____
Date: _____	Period # ___ ESL Level: ____ #Students Enrolled _____

1. Your Educational Background

a. What degrees have you completed (or working toward) and in what field of study?

Degree	Field/Major	Year completed	Not completed # credits toward degree
BA/BS			
MA/MS			
Other Specify: _____			

b. What teacher certifications do you hold?

Certification Area(s)	Grade Level	Year completed

c. How much formal coursework do you have in the teaching of ESL students?

Number of courses: _____

Specify: _____

_____

_____

2. **Your Professional Teaching Experience**

a. Total number of years teaching: _____
b. Number of years teaching at this school: _____
c. Total number of years teaching social studies at this grade level: _____
d. Total number of years teaching ESL students: _____

3. **Your Professional Development Training Over the Past 2 Years**
Approximately, how many professional development hours have you had in teaching social studies or in teaching ESL students over the past two years?

a. Social Studies Instruction _____ hrs.
b. ESL Instruction _____ hrs.

4. **On a scale from 1 to 5, how familiar are you with the following:**
Circle the best response

	Very Familiar	Familiar		A Little Familiar	Not At All Familiar
a. Language acquisition	5	4	3	2	1
b. Multi-cultural education	5	4	3	2	1
c. American History	5	4	3	2	1

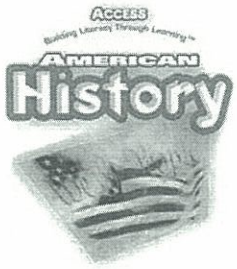
5. **Classroom materials**
a. What published materials do you plan to use this year? List all programs/texts, publisher and date published.
b. Will you use them as your core materials or supplemental?
c. Have you used these materials before?

a. Programs/Texts	Publisher	Date Published	b. Utilize as:	c. Used Before:
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No

6. **What aspect(s) of teaching American History to your ESL students are you looking forward to this year? Please explain.**

7. **What concerns, if any, do you have about teaching this year? Please explain.**

Thank you for your time and participation in this research project!
If you have any questions, please contact your onsite coordinator.



Social Studies Classroom Teacher

End of Year Survey
2005

INSTRUCTIONS

- **Complete the End of Year Teacher Survey during the last month of school.**
- **Indicate the ESL Level and number of currently enrolled students for each research social studies class you taught.**
- **Please answer all questions about your educational and professional development experiences over the past school year.**
- **For this research, it is important to know if you made any changes to the materials you used over the school year. Please indicate if and what materials were dropped and if you added any to your curriculum.**
- **We are interested in knowing how you used your materials in class and how frequently you used materials to cover different areas of instruction.**
- **Return your completed survey to your onsite coordinator.**

Social Studies Classroom Teacher Survey II
End of School Year 2004-2005

Teacher:_____	Period # ___ ESL Level: ____	#Students Enrolled_____
School: _____	Period # ___ ESL Level: ____	#Students Enrolled_____
Date: _____	Period # ___ ESL Level: ____	#Students Enrolled_____

1. **Education and Professional Development over the past school year**
   Did you attend any courses or trainings in social studies or ESL instruction during the school year?

a. Credited Course(s)	Specify courses:
b. Professional development training(s), workshop(s)	Specify area and hours attended:

2. **Classroom materials dropped during the course of the school year**
   Did you discontinue using any published materials during the year?
   1. Yes Please specify which one(s)_____
   2. No

3. **Classroom materials added during the course of the school year**
   a. Did you add any published materials to your curriculum since the beginning of the year? 1. Yes 2. No
   b. If yes, what published materials did you add this year? List all programs/texts, publisher and date published for materials added below.
   c. Did you use them as your core materials or supplemental?
   d. Have you used these materials before?

b. Programs/Texts	Publisher	Date Published	c. Utilize as:	d. Used Before:
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No

4. Use of Instructional Materials

What best describes how you used your core and supplemental materials during a typical social studies class?

Check only one

☐ 1. Used core materials only
☐ 2. Used supplemental materials only
☐ 3. Use of materials was dependant on lesson objective
☐ 4. Used core materials for dedicated length of time (_____min.) and used supplemental materials for dedicated length of time (_____min.)
☐ 5. Other Specify:_____

5. Frequency of Using Instructional Materials

a. How often during a typical week, did you make use of the History Alive materials in teaching each of the following dimensions of social studies instruction?

	Very Often	Often		Rarely	Not At All
1. Building Background Knowledge	5	4	3	2	1
2. Meeting Social Study Objectives	5	4	3	2	1
3. Meeting Language Objectives	5	4	3	2	1
4. Teaching Language Functions	5	4	3	2	1
5. Reviewing and Assessing	5	4	3	2	1

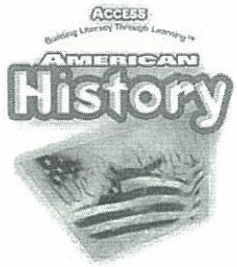
b. How often during a typical week did you make use of other materials in teaching each of the following dimensions of social studies instruction?

	Very Often	Often		Rarely	Not At All
1. Building Background Knowledge	5	4	3	2	1
2. Meeting Social Study Objectives	5	4	3	2	1
3. Meeting Language Objectives	5	4	3	2	1
4. Teaching Language Functions	5	4	3	2	1
5. Reviewing and Assessing	5	4	3	2	1

c. During a typical week, what percentage of the time did you use the History Alive materials and other materials?

Used History Alive materials _____% of the time
Used other materials _____% of the time

Thank you for participating in this research project!
Please return your completed survey to your onsite coordinator.



Social Studies Classroom Teacher

End of Year Survey
2005

INSTRUCTIONS

- **Complete the End of Year Teacher Survey during the last month of school.**
- **Indicate the ESL Level and number of currently enrolled students for each social studies period you are teaching and using the ACCESS materials.**
- **Please answer all questions about your educational and professional development experiences over the past school year.**
- **For this research, it is important to know if you made any changes to the materials you used over the school year. Please indicate if and what materials were dropped and if you added any to your curriculum.**
- **We are interested in knowing how you used your materials in class, how frequently you used materials to cover different areas of instruction, and how effective you thought the ACCESS materials were.**
- **Return your completed survey to your onsite coordinator.**

Social Studies Classroom Teacher Survey II
End of School Year 2004-2005

Teacher:_____	Period # ___ ESL Level: ____	#Students Enrolled_____
School: _____	Period # ___ ESL Level: ____	#Students Enrolled_____
Date: _____	Period # ___ ESL Level: ____	#Students Enrolled_____

1. **Education and Professional Development over the past school year**

   Did you attend any courses or trainings in social studies or ESL instruction during the school year?

a. Credited Course(s)	Specify courses:
b. Professional development training(s), workshop(s)	Specify area and hours attended:

2. **Classroom materials dropped during the course of the school year**

   Did you discontinue using any published materials during the year?

   1. Yes Please specify which one(s)_____
   2. No

3. **Classroom materials added during the course of the school year**

   a. Did you add any published materials to your curriculum since the beginning of the year? 1. Yes 2. No
   b. If yes, what published materials did you add this year? List all programs/texts, publisher and date published for materials added below.
   c. Did you use them as your core materials or supplemental?
   d. Have you used these materials before?

b. Programs/Texts	Publisher	Date Published	c. Utilize as:	d. Used Before:
			1.Core 2. Supplemental	1. Yes 2. No
			1.Core 2. Supplemental	1. Yes 2. No

4. Use of Instructional Materials

What best describes how you used your core and supplemental materials during a typical social studies class?

Check only one

☐ 1. Used core materials only
☐ 2. Used supplemental materials only
☐ 3. Use of materials was dependant on lesson objective
☐ 4. Used core materials for dedicated length of time (_____min.) and used supplemental materials for dedicated length of time (_____min.)
☐ 5. Other Specify:_____

5. Frequency of Using Instructional Materials

a. How often during a typical week, did you make use of the ACCESS materials in teaching each of the following dimensions of social studies instruction?

	Very Often	Often		Rarely	Not At All
1. Building Background Knowledge	5	4	3	2	1
2. Meeting Social Study Objectives	5	4	3	2	1
3. Meeting Language Objectives	5	4	3	2	1
4. Teaching Language Functions	5	4	3	2	1
5. Reviewing and Assessing	5	4	3	2	1

b. How often during a typical week did you make use of other materials in teaching each of the following dimensions of social studies instruction?

	Very Often	Often		Rarely	Not At All
1. Building Background Knowledge	5	4	3	2	1
2. Meeting Social Study Objectives	5	4	3	2	1
3. Meeting Language Objectives	5	4	3	2	1
4. Teaching Language Functions	5	4	3	2	1
5. Reviewing and Assessing	5	4	3	2	1

c. During a typical week, what percentage of the time did you use the ACCESS materials and other materials?

I used ACCESS materials _____% of the time

I used other materials _____% of the time

Other Certified Teachers within the classroom # _____

Used ACCESS materials _____ % of the time

Used other materials _____% of the time

Paraprofessionals within the classroom #_____

Used ACCESS materials _____% of the time

Used other materials _____% of the time

6. How effective was each of the following ACCESS materials in helping your students understand the social studies concepts you taught over the year?

	Very Effective	Effective		Somewhat Effective	Not At All Effective
a. Teachers Guide	5	4	3	2	1
b. Student Handbook	5	4	3	2	1
c. Student Activity Journal	5	4	3	2	1
d. Student Test Book	5	4	3	2	1
e. Overheads	5	4	3	2	1

7. How effective was each of the following ACCESS materials in helping your students develop their language skills over the year?

	Very Effective	Effective		Somewhat Effective	Not At All Effective
a. Teachers Guide	5	4	3	2	1
b. Student Handbook	5	4	3	2	1
c. Student Activity Journal	5	4	3	2	1
d. Student Test Book	5	4	3	2	1
e. Overheads	5	4	3	2	1

8. Overall, how effective was the ACCESS program in helping your students demonstrate the following:

	Very Effective	Effective		Somewhat Effective	Not At All Effective
a. their knowledge in social studies	5	4	3	2	1
b. their language skills	5	4	3	2	1

9. In your opinion, what percent of your students benefited from using the ACCESS program?

_____%

10. Did the ACCESS program have any influence on your classroom practices?

1. Yes 2. No

If yes, please explain:

_____

_____

_____

11. How well did the ACCESS program compliment your core materials?
Please explain:

_____

_____

_____

_____

12. Please describe any particular challenges this year in any of the classes that you used the ACCESS program? Please note which class(es).

_____

_____

_____

_____

_____

_____

_____

_____

13. Please describe successes you had this year in any of the classes that you used the ACCESS program? Please note which class(es).

_____

_____

_____

_____

_____

_____

_____

_____

14. How many [PRODUCT NAME] trainings (in person or by conference call) have you attended or taken part in over the past year? _____

Additional Comments Regarding [PRODUCT NAME].

_____

_____

_____

_____You may have my permission to use any comments on this page for advertising or marketing purposes.

_____

Signature

Thank you for participating in this research project!
Please return your completed survey to your onsite coordinator.

Great Source Curriculum Efficacy Study
ACCESS American History

Treatment Teachers
Focus Group Protocol
May 19, 2005

1. Introduce self and purpose of the focus group: to gain insight about the curriculum through teacher reflection and discussion. We have collected a lot of data through logs and surveys but this will offer an opportunity to share your experiences with this curriculum.

2. Participant data – record teachers' names, schools, grade levels, and ELL levels taught.

3. When you were first introduced to this curriculum, what were you hoping it would offer you and your students?

4. Having worked with this curriculum for a year now, to what extent did it meet your expectations? (state various responses from #3)

5. How did each of you use ACCESS in your classes? (Primary, secondary) What else did you use?

6. What does ACESS American History offer that other curricula you have used do not provide?

7. What particular features or qualities of the curriculum were most helpful for your students?

   b. For you as a teacher?

8. Did the curriculum lack any essential features or qualities?

9. What aspects of student learning was the curriculum most helpful in developing?

10. Can you describe any examples of how the curriculum helped individual students?