

ONE COMMUNITY ONE NATION

Year 1 Pilot
2010-2011

Evaluation Report

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Executive Summary

One Community One Nation (OCON) is a newly developed social studies curriculum designed to empower students to be effective, inquisitive, participatory citizens with an ethic of care and service. OCON was implemented at 5 JCPS elementary schools in 3rd and 4th grade. This evaluation report includes findings from various sources of qualitative and quantitative data collected throughout the year on the implementation and outcomes of OCON for pilot year 1 (2010-2011).

Major Findings

- **Professional Development and Teacher Knowledge:** The ongoing OCON professional development resulted in significant increases in teacher knowledge of how to infuse key OCON strategies and concepts, as well as how to address sensitivity issues.
- **Teacher buy-in and perception of curriculum:** Teachers maintained a strong level of enthusiasm for the curriculum and its ability to engage students. Their perceived value of the curriculum increased with respect to the ways it helps students make sense of the world around them and facilitates their demonstration of several civic dispositions.
- **Implementation:** Overall, there was a high level of implementation of the curriculum content, though there was some variation by school and classroom. The key challenges with implementation included difficulty keeping pace, length of lessons, absence of some core content, and level of vocabulary in some lessons. The key adaptations teachers made during implementation included shortening lessons and adding additional core content.
- **Student Impact:** Students experienced high levels of engagement and responsiveness to the curriculum units and activities. Students were able to articulate the civic dispositions and both teachers and students reported transference of concepts into behavior changes (e.g., increased negotiation/fairness, cleaning up environment around them). The students' experiences with the service-learning project had a positive impact on their self-efficacy and belief that they can make a difference, connected them with an aspect of their community, and increased student learning about various social issues. OCON students showed significantly higher gains than the district average on conflict resolution skills, community service and discussion climate.
- **Recommendations:** Reduce length of lessons and required activities; increase alignment with specific KY core content academic standards; revisit level of vocabulary to allow for wide range of ability levels; enhance "user friendliness" of curriculum materials (reduce paper use, provide "at a glance summary of lessons" and ensure usability of web tools); maintain ongoing support and PD for implementing teachers, and provide opportunities for teachers to observe each teaching specific lessons with which they may be struggling.

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Introduction

The *One Community, One Nation* K-5 social studies curriculum is designed to create knowledgeable, inquisitive, participating citizens. The core development team created a curriculum framework based on the three themes of community, culture and civic participation.

The curriculum began in pilot form in 5 elementary schools for 3rd and 4th grade beginning in August 2010. OCON is aligned with the district's CARE for Kids initiative and as such, reflects the interlocking nature of social, emotional, ethical, and academic growth. Key elements of the OCON philosophy include:

"I learned that even though we are young and small we can still make a big difference"

-3rd grade OCON student

- a respectful, classroom "community" in which students are given voice and choice.
- a spirit of in-class reflection and critical thinking about important ethical concerns and social realities.
- an awareness of the meaning and value of community, along with respect for cultural diversity and civic engagement, applied to the pursuit of civil and human rights and the common good.
- a learning process that encourages students to make sense of their world and to determine how they can make a difference in it.
- a collaborative classroom organized to engage students in inquiry and service.
- a classroom connection to the wider community in which children live, it serving as a laboratory for students' exercising their ideas, voice, and civic-mindedness.

OCON requires the use of the skills and habits of citizenship, among them seeking solutions to real-world problems, followed by a genuine attempt to apply identified solutions. Such "service-learning" is a capstone for the integrated social, emotional, ethical, and academic learning OCON is designed to promote — imbuing students with a sense of purpose, fostering in them a connection to the community, promoting their self-confidence, providing them opportunities to employ civic dispositions, and enlarging their intellectual powers (Graseck, 2010).

Organization of the Report

The report is organized by research question divided into the following sections: (a) description of OCON schools; (b) The impact of the OCON professional development on teacher knowledge; (c) Implementation dynamics including buy-in, levels, challenges, successes and adaptations; (d) student perceptions and outcomes, and (e) teacher impact, specifically the impact on teachers' personal demonstration of the dispositions. This evaluation report provides aggregate data on all schools and participants regardless of grade. However, any significant differences by grade are noted and grade specific data is located in Appendix A.

Evaluation Design

Evaluation Objectives

In alignment with the overarching goals and vision of OCON, the objectives of this evaluation were three-fold. First, the evaluation plan was designed to understand implementation dynamics throughout the school year to aid in the identification of successes and barriers and effective strategies for replication in other settings. The second objective of the evaluation was to assess the impact of the training and implementation on teacher outcomes, perceptions and experiences. The third objective was to ascertain the impact of the program on participating student outcomes, perceptions and experiences. The evaluation was designed to employ several key approaches in research and evaluation, including the use of participatory evaluation methods, and mixed methodology. Importantly, this evaluation also incorporates the principles of culturally responsive research throughout the evaluation process.

Evaluation Questions

Based on the evaluation objectives, the evaluation questions about the program and its impact are as follows:

1. What are the characteristics of the OCON pilot schools?
2. What is the impact of the OCON professional development on teacher knowledge?
3. What are the teachers' perceptions of the curriculum and what is their level of "buy-in"?
4. What is the level of implementation of curriculum components?
5. What challenges and successes do teachers experience with implementation?
6. What adaptations to the curriculum by teachers are occurring?

7. What are the participating students' perceptions of the curriculum including their service-learning experiences?
8. What is the impact of the curriculum on students' reporting of a sense of belonging, school discussion climate, school political discussion, conflict resolution, positive character, and civic engagement.
9. What is the impact of the curriculum implementation on teachers' civic dispositions?
10. What is the impact of the curriculum on student performance on the state social studies assessment? ***note: due to testing grade for social studies, this cannot be determined until 2012.**

Methodology, Data Collection and Analyses

A mixed methodology including classroom observations, surveys, focus groups, and existing district databases was used to collect data. This mixed method approach allows for not only more valid and reliable data, but a richer understanding of the process of change. The evaluator developed the observation rubric, teacher surveys, student surveys, and student focus group protocols to collect timely data during each phase of the program.

The evaluation methodology employs the use of qualitative and quantitative analytic techniques. While both are utilized, the evaluation design necessitated a heavier use of qualitative methods. The Data analysis includes descriptive (frequencies) and inferential statistics (Analysis of Variance, dependent sample t-tests) for observational and survey data, and narrative summaries for focus groups, PD field notes, and open-ended questions. Reliability of survey data was assessed to ensure internal consistency. The triangulation of data using teacher reports, classroom observations, focus groups and existing databases is widely noted to increase validity and reliability in evaluation projects.

Evaluation Findings

OCON Pilot Schools

Research Question 1: What are the characteristics of the OCON pilot schools?

OCON was implemented in 5 JCPS elementary schools in 3rd and 4th grade classrooms during the 2010-2011 school year. As shown in Table 1 below, a total of 14 3rd grade teachers and 9 4th grade teachers started implementing the curriculum. Throughout the course of the year, some circumstances prevented some teachers from completing implementation (e.g., maternity leave, leave due to illness) and one school discontinued the professional development and implementation was halted in the Spring 2011.

As demonstrated in Table 1, the pilot schools represent a range of JCPS school types with respect to performance on the 2010 KCCT in social studies where scores range from 21% to 55% proficient/distinguished. The schools also vary in terms of student population lunch status from 34% to 92% free/reduced lunch. Four of the five schools have implemented CARE for Kids, a Social Emotional Learning curriculum, between 2-3 years, and three of the five schools participated in the formative assessment pilot project.

Table 1: Characteristics of OCON Pilot Schools

School	N 3 rd grade Teachers	N 4 th grade Teachers	% Free/Reduced	2010 KCCT Social Studies	CARE for Kids	Formative Assessment Pilot
D	3	1	85.7%	21% PD	3	0
K	5	5	59.9%	39% PD	0	0
L	3	1	52.2%	29% PD	3	2
M	2	1	92.4%	54% PD	2	2
W	1	1	34.8%	55% PD	2	2
Total/Avg.	14	9	65.0%	39% PD	2	1.2

Professional Development and Teacher Knowledge

Research Question 2: What was the impact of the OCON professional development on teacher knowledge?

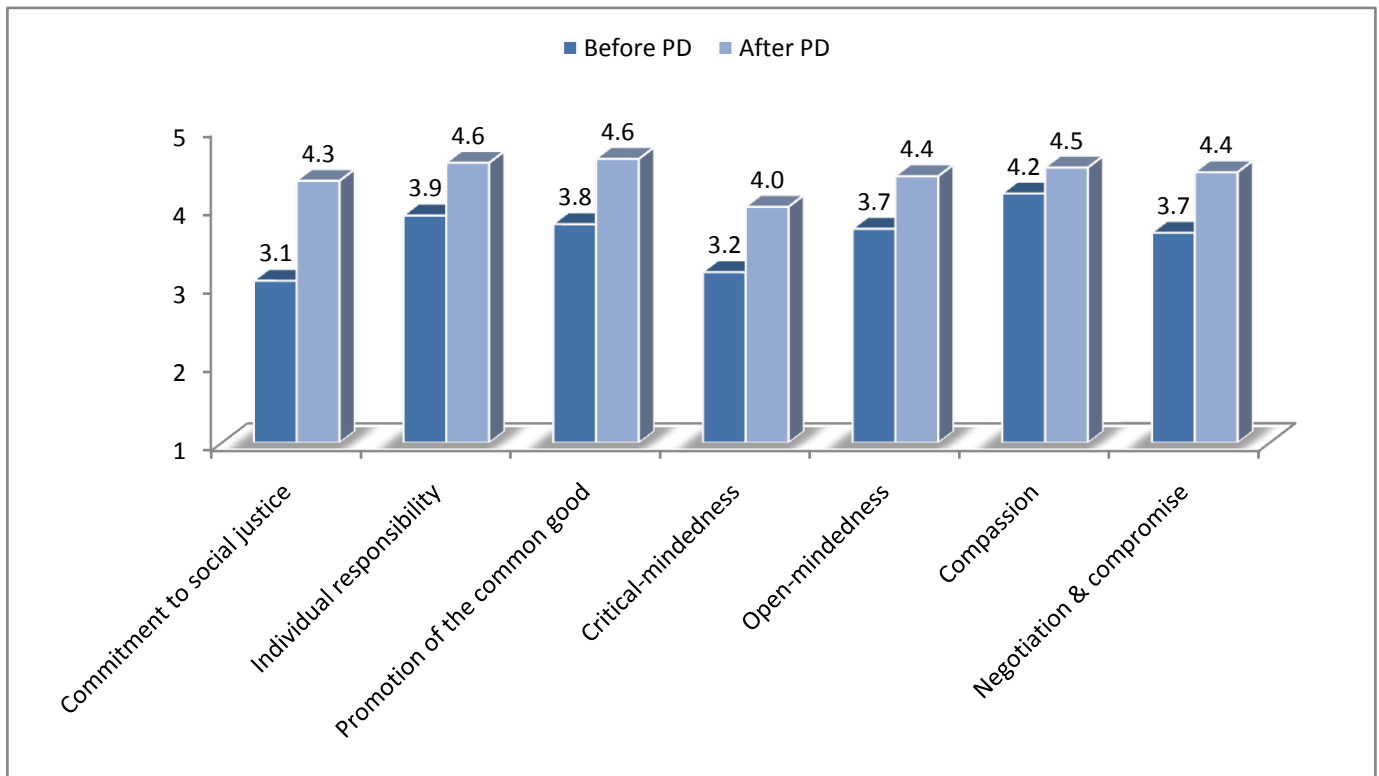
The OCON team conducted a 4 day intensive summer professional development (PD) for pilot teachers to learn the key principles, strategies, materials, and activities associated with implementing OCON. In order to ensure ongoing learning, development and support while implementing OCON, there were four all-day PD sessions and 5 after-school sessions spread throughout the school year.

A retrospective survey was administered to teachers at the end of the summer PD to determine changes in teacher knowledge and understanding of how to infuse key OCON principles and strategies in their teaching. In order to gain a repeat measure of teacher knowledge, a survey was administered to teachers at the close of the PD mid-year and end-year. The impact of the PD on teacher knowledge is presented in the section below in terms of the initial Summer PD and over the course of the ongoing PD during the year.

Change in Teacher Knowledge during Summer Professional Development

The teachers were asked to rate their level of knowledge/understanding of how the dispositions can be infused into their teaching BEFORE this week of PD and NOW (end of institute) on a scale of 1 (very low) to 5 (very high). As illustrated in Figure 1, while the teachers reported that their knowledge was already above average before the PD, the results demonstrate that they experienced significant growth in their knowledge/understanding of how each disposition can be infused into teaching. The largest gain was in their understanding of how “commitment to social justice” can be infused into their teaching. Their knowledge of how to infuse compassion into their teaching was the area with the smallest gain; however, this is likely due to the fact that they perceived themselves as having the greatest understanding of this concept prior to the PD.

Figure 1: Teacher Knowledge Growth on Teaching Civic Dispositions



All changes are statistically significant at $p < .01$ with exception of compassion ($p < .05$)

A full summer PD evaluation report was shared with the OCON team that presented summaries of the teacher blog discussions and full survey results. The top three things teachers found most valuable in the summer PD were (a) Opportunity to explore the curriculum units and how they are constructed, (b) learning about teaching of civic dispositions, and (c) binder/materials provided. The one recommendation that emerged from the summer PD evaluation was to allow more interaction with other teachers within same grade levels, not just within same school. The OCON team implemented the recommendation in all the following PD sessions that occurred. The full summer PD evaluation summary is available.

Change in Teacher Knowledge during school year

In order to assess change in teacher knowledge after PD during the year, the teachers were asked to assess their level of knowledge and understanding of how the OCON classroom practices, and also

sensitivity, can be infused into their teaching on a scale of 1 (very low) to 5 (very high). Data were collected via teacher survey mid-year (December) and end-of-year (April) to determine any changes in teacher understanding during different stages of implementation.

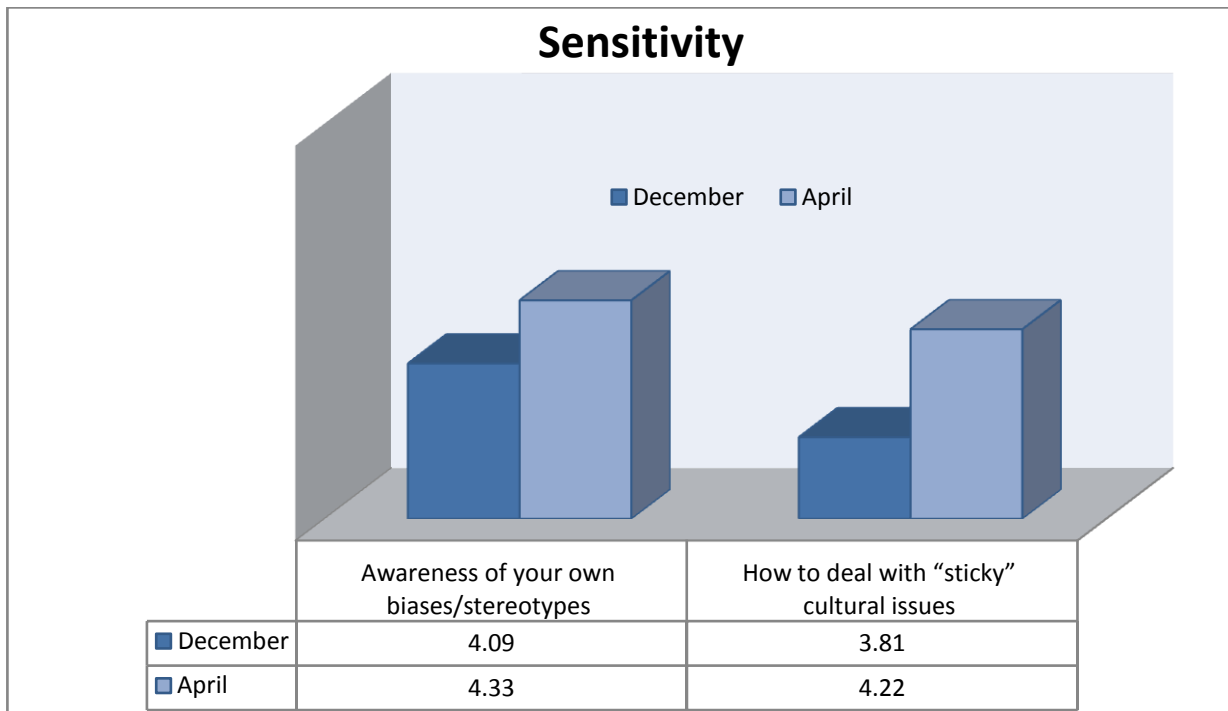
As shown in Table 2, results indicate growth in the teachers’ level of knowledge of teaching service-learning. This is likely due to the fact that they do not implement the *learn and serve* project until the spring. However, knowledge of formative assessment showed no change over the course of the year, and inquiry based approaches and technology based supports showed a small decrease.

Table 2: Change in Teacher Knowledge after PD mid-year (Dec) and end-of-year (April)

Classroom Practices	December	April	Change
Formative assessment	3.78	3.78	0
Service-learning	2.87	3.33	+0.46
Inquiry based teaching approaches	3.72	3.33	-0.39
Technology based supports	4.15	4.00	-0.15

The teachers received a substantial dosage of training in the area of sensitivity. It is important to note that the OCON support team and some writers took part in the district’s Cultural Competence Initiative to be sure the principles of Cultural Competence were embedded in the training and curriculum. The teachers were asked to rate their knowledge and understanding of issues related to sensitivity at the end of each PD. As illustrated in Figure 2, participating teachers experienced growth in their knowledge and understanding of how to deal with cultural issues that may arise (which was an expressed concern for some teachers during the summer PD), and a gain in teacher awareness of their own biases. All changes were statistically significant ($p < .01$). Importantly, there was growth over the year with respect to teacher knowledge of sensitivity. The results varied by grade level as can be seen in Appendix A.

Figure 2: Change in Teacher knowledge on sensitivity from mid-year to end-of-year



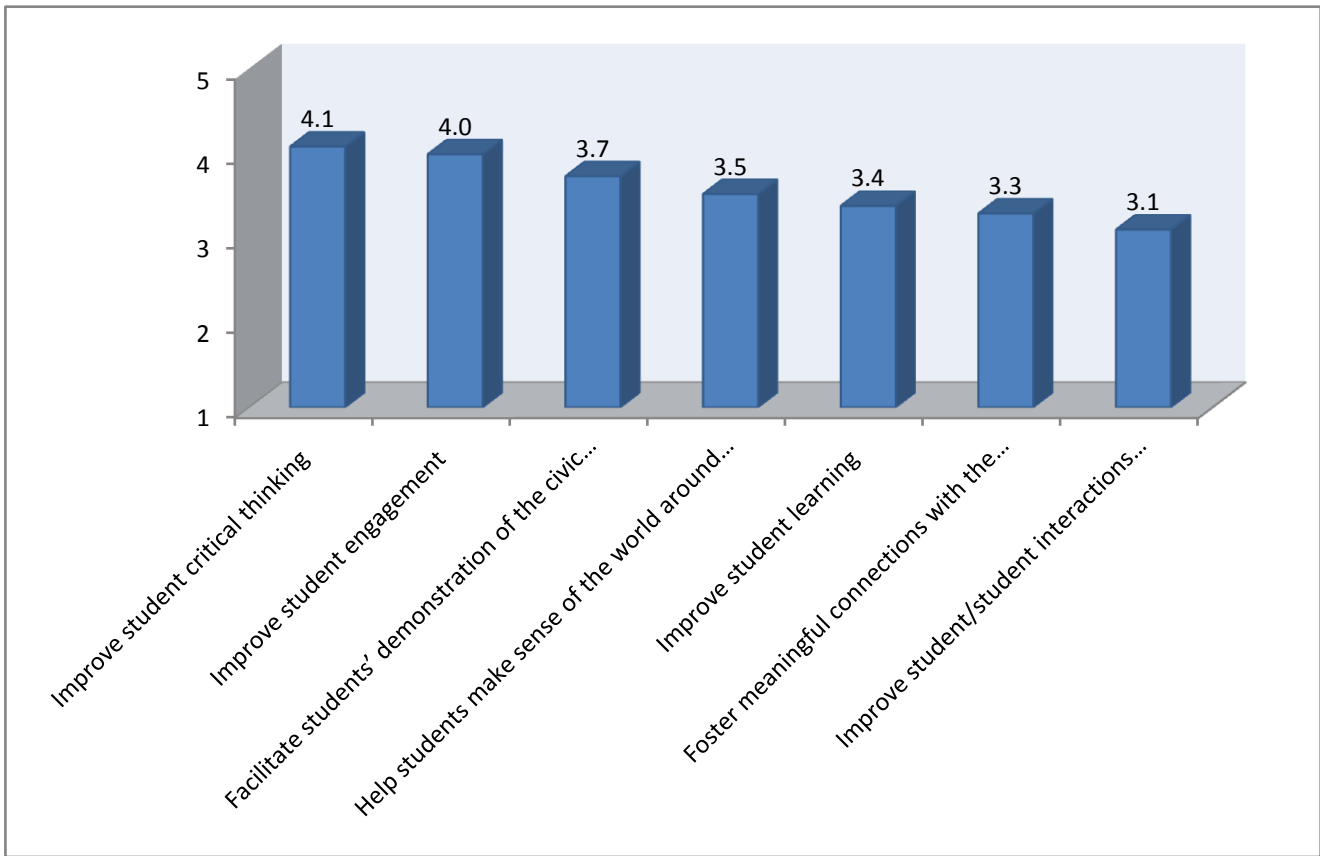
Teacher Perceptions

Research Question 3: What are the teacher’s perceptions about the curriculum/level of “buy-in”?

In order to gauge teacher perceptions of the curriculum, the teachers were asked to rate the extent of their belief about the value of the curriculum on various components on a scale of 1 (Not at all) - 5 (To a great extent) three times throughout the year. An average of all time points taken indicated that the belief that *OCON improves student critical thinking* is highest among the teachers. The lowest is the belief that *OCON improves student/student interactions*. Student data indicate that students perceived an increase in positive student/student interactions because of OCON.

“Students are more eager to begin social studies. They really enjoy the literature and participating in the activities”
-OCON teacher

Figure 3: Average across year of teachers' perceived value of OCON



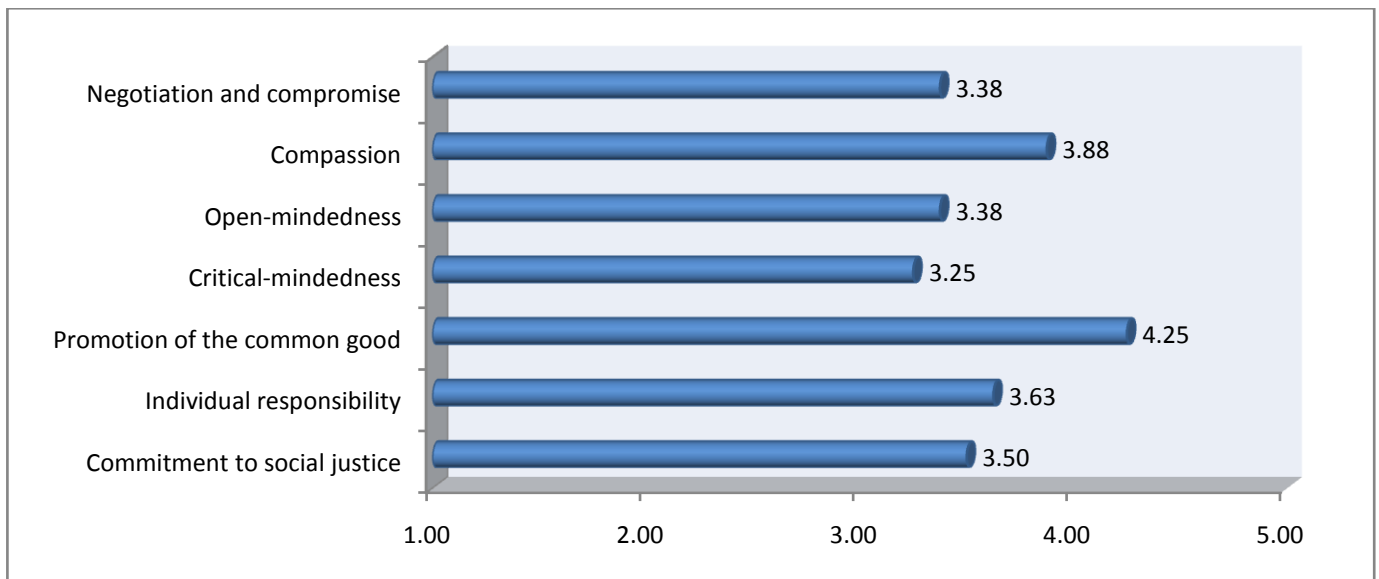
When looking to see how any perceived value may have changed as they implemented over the year, a comparison of December results and April results were analyzed. As shown in Table 3, the level of buy-in remained above average throughout the year. The largest increases were in the perceived value of the OCON curriculum to help students make sense of the world around them, as well as facilitate students' demonstration of the civic dispositions. Although there was a slight decline in the perception that the OCON curriculum improves student/student interactions, the rating was still above average.

Table 3: Change in teacher perception of value of OCON from mid-year to end-year

Extent of belief that this curriculum 1 = not at all 5 = to a great extent	Mid- Year December 2010	End-Year April 2011	Avg. Change
Help students make sense of the world around them	3.28	3.75	0.48
Facilitate students’ demonstration of the civic dispositions	3.51	3.95	0.44
Improve student learning	3.22	3.54	0.32
Improve student engagement	3.97	4.00	0.04
Foster meaningful connections with the community	3.27	3.31	0.04
Improve student critical thinking	4.10	4.06	-0.04
Improve student/student interactions (e.g., reduce bullying)	3.22	2.97	-0.26

On the final survey, the teachers were asked to reflect on the extent to which they felt the curriculum impacted students’ demonstration of each of the civic dispositions on a scale of 1 (low) to 5 (high). As shown in Figure 4, teachers believe that the OCON curriculum had the greatest impact on students’ promotion of the common good (4.25) followed by compassion (3.88).

Figure 4: End-of-year teacher perception of OCON impact on student demonstration of civic dispositions



Implementation Level

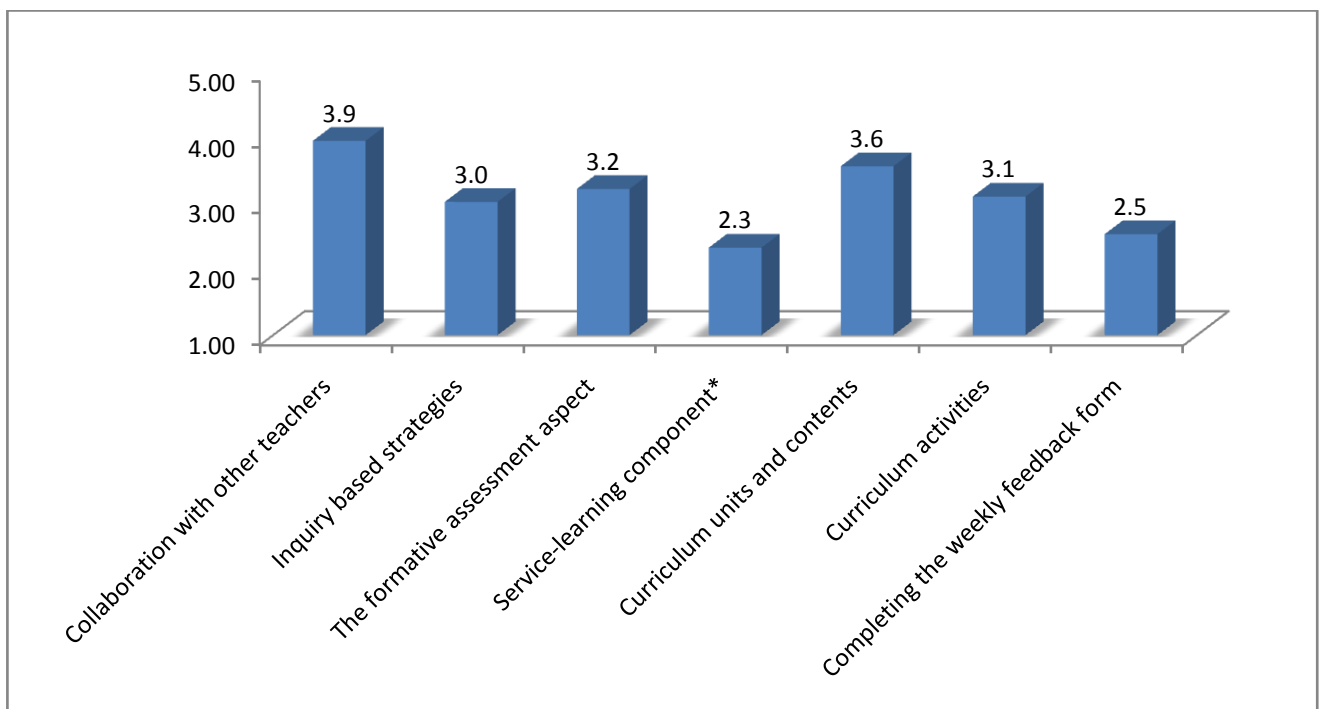
Research Question 4: What is the level of Implementation of OCON Curriculum Components?

The degree of implementation was measured in multiple ways. First, the teachers were asked to self-report their own level of implementation of the curriculum components at the beginning, middle and end of the year on a teacher survey. Second, the OCON resource teacher for each grade that conducted visits, typically weekly, also provided an implementation rating of each teacher including level of exposure, adherence, quality of delivery, and student engagement. Third, classroom observations were conducted on a stratified sample of classrooms.

Teacher Self Report Implementation Level

Teachers were asked to rate the extent to which they have been able to implement the key components of the OCON curriculum on a scale of 1 (not at all) to 5 (to a great extent). An average across the different time points is presented in Figure 6 below. As shown, on a scale of 1-5, teachers rated implementation of the units/content above average 3.6. On average the curriculum activities were reported as being implemented to an average level (3.1). Importantly, other sources of data reveal that teachers struggled with the number and amount of activities for many of the lessons, citing time as the major factor inhibiting implementation of the lesson activities. The highest component of implementation was collaboration with other teachers.

Figure 5: Average teacher report implementation level across the year



When looking at the teachers self-report of implementation and how that may have changed from mid to end of the year, results on Table 4 show an overall decrease in the level of implementation. This is likely due to the time some schools devote to preparation and administration of the KCCT test in the spring. As shown in Table 4, the greatest increase in implementation was in the service-learning component of the curriculum. This is due to the fact that this component is not expected to be implemented until the spring. The level of collaboration with other teachers remained stable. However, the teachers reported decrease in implementation of formative assessment, followed by the curriculum units and content.

Table 4: Change in teacher report of implementation level from mid-year to end-of-year

Components for Implementation 1 = not at all 5 = to a great extent	Mid School Year December 2010:	End of Year April 2011	Avg. Change
Collaboration with other teachers	3.92	3.97	0.04
Inquiry based strategies	3.25	2.79	-0.46
The formative assessment aspect	3.66	2.77	-0.89
The service-learning component*	1.75	2.90	1.15
Curriculum units and contents	3.78	3.34	-0.44
Curriculum activities	3.29	2.91	-0.38
Completing the weekly feedback form	2.56	2.50	-0.06

The teachers were asked on the survey to estimate the number of days per week they are spending at least 40 minutes on social studies. As shown in Table 5, prior to the start of school, the teachers estimated that they spent an average of 2.8 days per week teaching social studies last year, and anticipated at the start of the year that they would spend 4.2 days per week. The OCON teachers reported midyear that they were spending an average of 3 days per week teaching social studies. At the end of the year, the teachers reported spending average of 2.75 days where they taught at least 40 minutes on social studies. Overall, the third grade teachers reported teaching slightly longer than 4th grade teachers. The accountability pressures, particularly during the second half of the school year typically decreases the amount of time

teachers are spending on social studies so they can focus on the content areas students are being tested on this year. Notably, during a student focus group, several students were well aware of this as they explained “we don’t do a lot of social studies because 4th grade is CATS test in science so we need to be prepared for science.”

TABLE 5: Average number of days teaching social studies (at least 40 min/day) per week

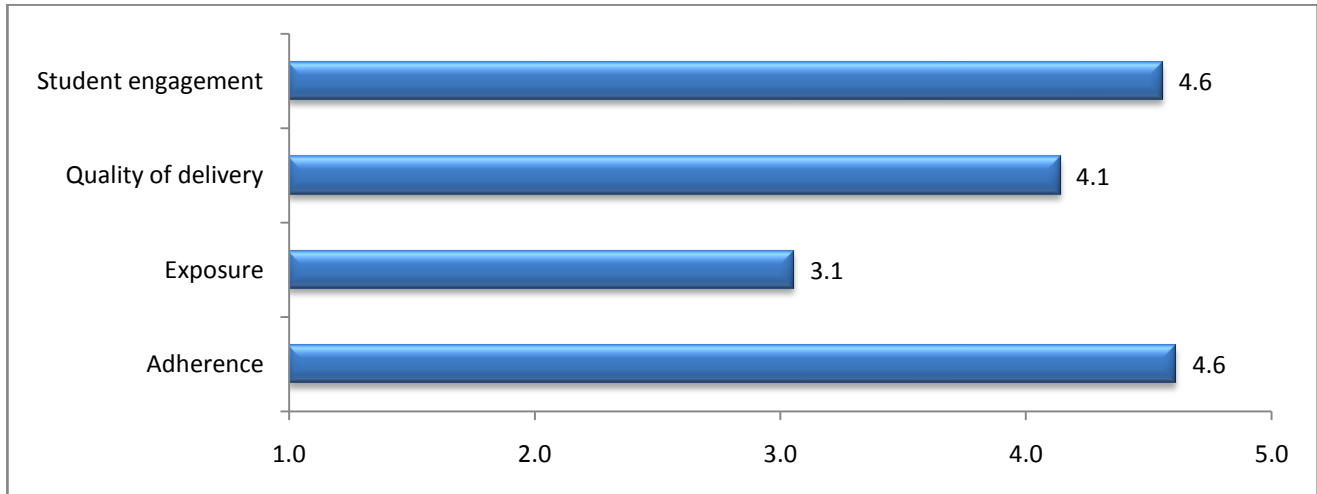
Time spent teaching social studies	Average # days per week	Fewest # days reported	Most # days reported
Last Year	2.8	1	3
Expected (summer)	4.2	3	5
Mid Year (December)	2.9	1	5
3rd	(3.0)		
4th	(2.8)		
End of Year (April)	2.75		
3rd	3.0	1	4
4th	2.5		

Resource Teacher Assessment of Implementation Level

A valuable source of information regarding implementation level is the assessment of the OCON resource teachers as they visit the teachers on a weekly basis. The OCON team provided a resource teacher (one 3rd and one 4th grade) to provide weekly support to each teacher. The resource teachers were asked to assess the level of implementation on four different dimensions: *Adherence* (curriculum delivered as prescribed), *Exposure* (amount of content covered), *Quality of delivery*, and *student engagement*.

The resource teachers were asked to rate each teacher on a scale from 1 (very low) to 5 (very high) at the midyear point and at the end of the year. The overall average ratings taken from both time points are presented in Figure 6. As can be seen, the resource teachers overall found an average level of exposure of the curriculum content (3.1), yet a high level with respect to quality of delivery (4.1), a high level of student engagement (4.6), and high levels of adherence to the curriculum (4.6).

Figure 6: Average resource teacher reported level of implementation



These results were compared to the teachers self-report to determine extent of alignment between the perceptions of teachers and their resource teacher by school. Specifically, the average of the ratings for exposure and adherence are compared with teacher’s report of implementation of curriculum units and content. One school was eliminated from the analysis as if they were not implementing during the spring.

As shown in Table 6, the overall average implementation level varied widely by school. The resource teacher rating of implementation exposure and adherence was higher in three of the four schools than the teacher’s self rating of implementation of the curriculum content. However, there was a general correspondence between the assessments from both groups in two of the schools, particularly for third grade. Further, the implementation score given by the resource teachers coincided with the level of student responsiveness to OCON that was gauged during the focus groups.

TABLE 6: Comparison of teacher self-rating and resource teacher implementation level assessment (Scale 1-5)

School	Teacher Self Rating of implementation	Resource Teacher Rating of Implementation	Overall Average Implementation
D	3.1	3.0	3.1
L	3.4	4.3	3.8
M	3.3	3.7	3.4
W	3.0	2.0	2.5

Classroom Observations

Classroom observations were conducted by the program evaluator on a stratified (by school) convenience sample of OCON teachers. Observations occurred between February – May. The observation window was selected in order to obtain observation data for curriculum lessons as well as end of year activities. Results from observation data collected corresponded to the ratings of implementation by the resource teachers who observed the classrooms throughout the entire year. A total sample of 6 OCON teachers (42% of active OCON teachers) was observed. Observations were collected using the OCON Observation Measure by the project evaluator. The observation measure was developed to assess specific areas related to teaching the OCON curriculum (i.e., civic dispositions) as well as general classroom contextual areas (e.g. partner work, classroom climate) and student engagement. Each observation was approximately the length of one school period. The average length of an observation was 43 minutes.

Instructional Orientation: During the observation period, considering the instructional method that occurred between 50-100% of the class time, the most frequent instructional orientation was small group/collaborative learning (50%), followed by direct instruction (33%). Independent/individual work was the least utilized instructional method.

Table 7: Observations of Instructional Orientation

Instructional Orientation	Estimated percent of time				
	1 0%	2 1-25%	3 26-50%	4 51-75%	5 76-100%
Direct Instruction (class lecture)	33.3%	16.7%	16.7%	33.3%	0.0
Small group/Collaborative Learning	16.7%	0.0%	16.7%	16.7%	33.3%
Independent/Individual work	50.0%	50.0%	0.0%	0.0%	0.0%

Pedagogy: All teachers observed promoted discussions around cause and effect. The majority (83%) used collaborative grouping at some point during their lesson and made explicit connections to the local community. Over half of the teachers (67%) were observed facilitating class discussions, and using some key OCON pedagogical strategies: the think-pair-share, read aloud, and graphic organizers. Over half (67%) were also observed using inquiry-based approaches during their lesson and incorporated the use of technology. Fewer teachers observed (33%) were found to use think aloud and role-play. Student focus group data show that the use of role play was suggested by the majority of students as one of their favorite activities. The use of formative assessment was observed the least (16.7%). This was also the area of summer PD that the teachers rated the least favorably.

Table 8: Pedagogy demonstrated

Pedagogy (OCON)	% demonstrated
Cause and effect	100.0%
Collaborative grouping	83.3%
Connections to community	83.3%
Class discussion	66.7%
Think-pair-share	66.7%
Read aloud	66.7%
Graphic organizer	66.7%
Inquiry based approach	66.7%
Technology	66.7%
Think aloud	33.3%
Role play	33.3%
Formative assessment	16.7%

Instructional Components: Teachers were observed for general instructional components. The chart below depicts the average rating for teachers observed on each of the instructional components. Overall, the data reflect that the teachers on average clearly connected to students' past knowledge/experience, and

communicated to students the goal of the lesson. The teachers provided well above average opportunities for interactive student/student dialogue. The teachers also showed a high level of enthusiasm and high use of praise and reinforcements; and classrooms had a positive atmosphere. The teachers were not as high (but still above average) for use of higher level questioning and providing opportunities for dialogue between the teacher and students.

Table 9: Instructional Components Observed

Instructional Components	Scale: 1=low -5=high	Mean	Standard Deviation
Communicates to students what they are to learn as a result of the lesson, either written or verbally		4.83	0.41
Connects to students' past knowledge or previous experiences		4.83	0.41
Provides opportunities for interactive student/student dialogue		4.17	1.69
Positive atmosphere among students		4.17	0.98
Uses praise and/or reinforcements		4.00	1.54
Enthusiastic instruction conveyed by the instructor		4.00	1.09
Utilizes higher level questioning		3.67	0.52
Provides opportunities for interactive instructor/student dialogue		3.67	1.03

A correlation analysis was done to determine alignment between the resource teacher's assessment of quality of delivery and the observation rating by the evaluation of instructional quality at the individual teacher level. A high correlation was found between these two assessment scores by teacher ($r=.637$, $p<.10$) increasing the confidence in inter-rater reliability of assessments made by evaluator and resource teachers with respect to instructional quality

Student engagement: Generally, there was a high level of student engagement with 83% of classrooms showing very high levels of attentiveness to the teacher and demonstrating high levels of student engagement with activities. While students were more likely to answer questions than generate questions, in half of the classrooms observed most of the students (between 51-99% of students) asked their teacher questions. This high level of student engagement observed by the evaluator was also found in other data

sources including teacher surveys, professional development field notes, student focus groups, and resource teacher assessments.

Table 10: Student Engagement Observed

Student Engagement	None	Few	Some	Most	All
	0%	1-25%	26-50%	51-99%	100%
Students are attentive to teacher	0.0%	0.0%	16.7%	50.0%	33.3%
Students ask instructor questions	0.0%	0.0%	50.0%	50.0%	0.0%
Students answer instructor questions	0.0%	0.0%	0.0%	83.3%	16.7%
Students are engaged in activities	0.0%	0.0%	16.7%	33.3%	50.0%

Civic Dispositions: The extent to which the seven civic dispositions were embedded in the lesson was observed for each. All of the civic dispositions except compassion and open-mindedness were observed as constituting a key part of the lesson or were used extensively during the lesson. The top three civic dispositions that were observed the most during the classroom visits were commitment to social justice, individual responsibility, and promotion of the common good.

Table 11: Civic Dispositions

Civic Disposition	Limited Use	Key part of lesson	Extensive Use
Commitment to social justice	16.7%	50.0%	33.3%
Individual Responsibility	16.7%	50.0%	33.3%
Promotion of the common good	16.7%	50.0%	33.3%
Critical-Mindedness	33.3%	66.7%	0.0%
Open-mindedness	66.7%	33.3%	0.0%
Compassion	83.3%	0.0%	16.7%
Negotiation and compromise	50.0%	16.7%	33.3%

Implementation: Successes and Challenges

Research Question 5: What challenges and successes do teachers experience with implementation?

The challenges and opportunities related to implementation of OCON curriculum throughout the year were assessed through open-ended responses on surveys, and field notes of the PD sessions that occurred. On each teacher survey, there were several open-ended questions to allow teachers to provide more reflective, in-depth feedback regarding implementation. The comments and field notes from each PD were analyzed for emerging themes. While many of the themes that arose were similar regardless of the time of year of implementation, the teacher reflections midyear and at the end of the year are presented.

Successes

As shown in Table 12, results from the midyear data reveal that teachers were experiencing overall high levels of student engagement. Classroom observation data, student data, and the resource teacher ratings also indicate that OCON facilitated a high degree of student engagement and classroom discussions. Almost every teacher noted that their students really enjoyed the stories/literature that are part of the curriculum. The majority of teachers also reported ongoing increases in student awareness of responsibility, and the belief that they can make a difference. Also, teachers in third grade specifically reported their students were making connections/use of vocabulary in other contexts.

“the students are definitely engaged and enthusiastic about the content”-OCON teacher

Table 12: Successes expressed by teachers mid-year

Themes	Sample Comments
Students more engaged	“students are more eager to begin social studies” “the students are definitely engaged and enthusiastic about the content” “great discussions”
Stories/Literature	“My students love the literature” “love the read aloud”
Making connections/ Use of vocabulary	“I have enjoyed the students making connections” “My students use vocabulary when they see it in action during class”
Increased awareness	“Students seem to be more aware they can make a difference” “Students are more aware of their individual responsibility”

At the end of the year, the teachers were asked to respond to the question “What do you think your students gained as a result of OCON this year?” Results are presented in Table 13.

Overwhelmingly, teachers responded that their students developed an understanding of the civic dispositions and were in fact observing students demonstrating these dispositions in their everyday behavior. This teacher reflection data corresponds with

“My students have a better understanding of their community and how to make it a better place”
-OCON teacher

the student focus group finding presented later in this report that students both understand and are acting on the civic dispositions explicitly taught in OCON. Teachers again reported that their students had a greater awareness of the community and their ability to make a difference, as well as increased critical thinking skills and appreciation for social studies. Finally, teachers reported that many of their students, as well as themselves, found a new appreciation for social studies because of OCON. During the PD, teachers were sharing their excitement that the curriculum engendered a love of social studies and history that they did not have when they were in school. The student survey and focus group data also reflect these same themes.

Table 13: Successes expressed by teachers end of year

Theme	Sample Comments
Understanding and demonstrating civic dispositions	<p>“My students learned how to treat each other with respect, listen to each other’s opinions, be more open-minded, and that they have rights and responsibilities”</p> <p>“They understand promotion of the common good and the importance of helping others and rights and responsibilities”</p> <p>“They showed an improved ability to work in groups”</p>
Greater awareness of the community/world and their ability to make a difference	<p>“My students are more aware of the world around them and they have come to realize they have the ability to make a difference”</p> <p>“My students have a better understanding of their community and how to make it a better place”</p>
Improved critical thinking	<p>“My students’ ability to think critically improved as a result of OCON.”</p>
Engagement in and appreciation of social studies/history	<p>“Most of them gained a love of social studies. They looked forward to it and loved the activities”</p> <p>“They gained insight into history”</p>

The specific lessons or activities teachers felt had the greatest impact on students:

- Learn & Serve project
- The ripple effect
- Mock statehood convention
- Living History Museum
- Slavery/civil rights (4th)

Challenges

In terms of challenges for both grades, the primary themes that emerged both in the middle of the year and at the end of the year were the number/complexity of activities, pacing, student background knowledge, and lack of alignment with core content as shown in Table 14. These did not change from midyear to the end of the year, however it is important to note that the OCON support team worked to address these challenges throughout the year as they learned of them.

The issue of pacing and length/complexity of lessons arose in multiple data sources over the course of the year as did the concern regarding alignment with core content. During the PD many teachers expressed the ongoing need to size down some of the lessons to simplify as well as reduce the number of activities due to time constraints. Many teachers also described having to spend a longer time than expected preparing for a lesson. As demonstrated in the analysis of days/time teachers are spending on social studies, it is only slightly more than the prior year indicating difficulty in making adequate time for each lesson to stay on track. The majority of teachers commented that they would like help condensing the lessons. The request to simplify and condense lessons also seems to be related to teacher concern that some lessons are written at a level above where their students' ability levels are.

For fourth grade in particular, some teachers were concerned about the sequence of historical events noting some disconnects. Also, many teachers were concerned about the excessive amount of copying and paper required. In addition to suggesting a student workbook to cut down on paper use, the teachers also said they could use additional professional development and opportunities to watch others teach lessons. Finally, some teachers had difficulty with the online resources provided. This was also noted during a few of the classroom observations. However, with technology use in the classroom, some degree of technological/logistical difficulty is to be expected.

Table 14: Teacher reports of challenges with implementation mid and end of year

Themes	Sample Comments
Pacing/ Length of lessons	<p>“The lessons are very long and I’m very behind in pacing”</p> <p>“ I always ran out of time”</p> <p>“There is just not enough time to teach each lesson”</p>
Number and complexity of activities	<p>“I feel there are too many activities in a lesson”</p> <p>“ some of the activities are too complicated for 3rd grade students”</p>
Not aligned w/ core content	<p>“a lot of core content that will be assessed is not covered”</p> <p>“I can see this is a valuable curriculum...however, it should include more history, geography, economics.”</p> <p>“Though it’s lacking some core content I LOVE the civic dispositions”</p>
Lack of student background knowledge/ Written on a higher level	<p>“I find myself spending a lot of time trying to modify the lessons to where my students can understand”</p> <p>“many of the lessons involve higher level of reading and vocabulary”</p> <p>“too much information all at once”</p>
Prep work/Amount of paper	<p>“the amount of prep time needed for each lesson is a challenge”</p> <p>“there is a large amount of paper and resources needed”</p>
Sequence of historical content (4 th)	<p>“I’m definitely concerned about sequence of historical content/events”</p>
Technology Difficulties	<p>“sometimes I have trouble getting artifacts on JCPS on line”</p> <p>“websites not working”</p>

Implementation : Adaptations to Curriculum

Research Question 6: What adaptations to the curriculum by teachers are occurring?

On final survey, the majority of teachers (72%) reported they adapted the curriculum at some point during the year. The adaptations reflect the ways teachers addressed some of the challenges that were presented in the section above. The three major adaptations as described in the teacher survey and during some of the PD sessions are:

- **Shortened lessons/removed activities:** Reducing the full lesson, including eliminating some of the lesson activities was the primary adaptation reported by teachers. One representative teacher comment was “I have adapted many lessons to meet the time constraints in my classroom.” Several teachers shared that none of the lessons could be completed in the 45 min period allotted for social studies in their school.
- **Adjusted to meet academic level of students:** Many teachers shared that they had to adjust the lessons to meet the academic needs and abilities of their students. In particular, the level of vocabulary in 3rd grade and the “higher level” concepts in 4th grade. It is important to note that some teachers had 2nd-5th graders in their class as well as advanced students and ECE students.
- **Added Core Content:** Some teachers, particularly those in 4th grade, emphasized that they added some additional core content into the lessons. The primary content specifically reported being added included geography, history, and additional information on the American government.

It is also important to note that the OCON team has been revising the lessons based on the formative feedback they acquired throughout the year. When teachers were asked to describe the level of support they received from the OCON team, every description was overwhelmingly positive. They described the OCON resource teachers as “extremely helpful,” “very responsive,” “very understanding, accommodating & patient,” and “awesome”.

Some of the key suggestions by teachers include:

- Creating an “at a glance” summary for the lessons
- Opportunity to watch others teach the lessons
- Student workbook to help with amount of copying/paper use
- Help to shorten/streamline or combine units

Student Perceptions of OCON

Research Question 7: What are the participating students’ perceptions of the curriculum, including their service-learning experiences?

In an effort to capture the students’ reactions to the curriculum, open-ended survey questions were administered to students at the end of the year, and student focus groups were conducted in a sample of classrooms throughout the school year. A total of eight student focus groups were conducted between November and May. The sample was purposively selected in order to have representation among various types of OCON school and classroom structures (e.g., departmentalized school, % of ECE students, implementation level). Focus group research should not be considered representative of the whole participating student group as the small sample size restricts generalizability. However, these focus group results provide a great deal of rich insight into the relevant aspects of the students’ experience and perception of the OCON curriculum. Table 15 identifies number, gender and race of the focus group participants for each grade.

Table 15: Focus Group participant characteristics

Grade	N groups	N Students	Gender	Race/Ethnicity
3 rd	5	34	47% Male 53% Female	47% African American 47% White 6% Other
4 th	3	22	50% Male 50% Female	37% African American 43% White 20% Other

“Big Ideas” learned


Focus group participants were asked to describe the “big ideas” that they had learned from their OCON/social studies lessons. Overall, the vast majority of students were able to articulate much of the language and many of the concepts central to the OCON curriculum, particularly the civic dispositions. Most of the students provided descriptions and supporting examples of the civic dispositions they raised as the “big ideas” they learned.

Many students described the importance of **promoting the common good**, using the term followed by descriptions such as “*doing the things that are best not only for you but for everyone you’re working with,*” and “*it is good to do what is for the common good cause it’s the right thing, not because you get something in return.*” A major theme that arose in every focus group when asking students about the big ideas they learned was the importance of **taking care of the environment**. When talking about the


environment, caring for the earth, your community, your school and home were all mentioned by students. Related to these ideas, was a key theme mentioned by the majority of students: the notion that **they can make a difference**. Several students discussed how they did not realize before that they themselves can make a difference and how even little things can make a difference. Many students talked about the importance of **individual responsibility** related to making a difference. One student remarked *“I learned that nobody can do everything but everybody can do something.”* Other students talked about individual responsibility in terms of taking responsibility for their choices and actions and described scenarios to explain further the concept, such as *“not to make someone else pay for mistake I made.”*

Another civic disposition that was articulated by students in every focus group except one, was the importance of having **compassion** for others and showing it in action. In describing compassion, many students talked about how they should stand up for students who may be bullied, or how they help their classmates if they are having a problem. One student described compassion as *“to show your kindness to people and not just saying kind things but showing it.”* The terms critical-mindedness and open-mindedness were mentioned by many students, however these dispositions were not defined in the same way others were. Finally, the terms **negotiation** and fairness were used by many students and described as being useful when dealing with their peers, such as *“forcefulness is wrong”*, and *“this has helped us get along as friends in the classroom, be respectful, share and treat others as you want to be treated.”*

Other key concepts and content of the earlier units of OCON were mentioned by students including **rules and norms**. Many talked about this in conjunction with the creation of their own class constitution and described it as helping their classroom *“become a real community”* and as empowering them to have a voice, *“you get to have a voice and share your ideas.”* The difference between **power and authority** was also shared by students with many articulating and giving examples of the difference between the use of power with and without authority. Aligned with this concept, was the issue of **human rights**. A majority of students in focus groups conducted in the first half of the year talked about the importance of rights, describing the various rights they have *“We have a right to be safe, right to have education,*



“OCON taught me how to be open-minded to other people”
-3rd grade student



right to be ourselves, right to have a safe classroom and a right to vote.” Some of the 4th grade students talked about the importance of human rights, referencing the Native American experience and slavery *“not to judge based off the color of a person’s skin color.”* Finally, the other big idea that arose from students was an understanding of the three branches of government.

Transference of Ideas from lessons

Students were asked if they talked about some of the ideas they learned from OCON in other settings (e.g., at home, when playing with other kids not in their class) or if they’ve done anything different because of what they learned. The students shared numerous examples of how some of the ideas they learned have transferred to other situations. The three major ways students described this transference were with respect to:

- Cleaning up around their own neighborhood streets and parks, *“where I live there is a lot of trash in my neighborhood and before I didn’t pay attention until we talked about it in class”* and reducing personal water use and recycling *“I no longer waste water at home”* and *“we recycle in my house now.”*
- Putting negotiation skills in action when with other friends and siblings : *“I’m the youngest and always get my way, but now I let my brother have a say,”* and *“at home someone took something but I decided to talk about it and let it go when before I would have beat them up.”*
- Engaging in discussions of ideas learned with parents, siblings, and students in other classes/grades : *“I talk to my family about why they should make a difference,” “I teach my brother now about being fair,”* and *“I talked with my mom about social justice.”*

Lessons and Activities:

Focus group participants were asked to describe the most interesting and the most boring things they did during OCON. While some students cited specific lessons, other students talked about some of the instructional strategies and activities that are part of the OCON curriculum as the most interesting.

The top activity that students discussed as the most interesting was their service-learning project (discussed in following section). In terms of the favorite strategy or instructional approach that the students described enjoying the most were those that included acting out scenarios, role playing and

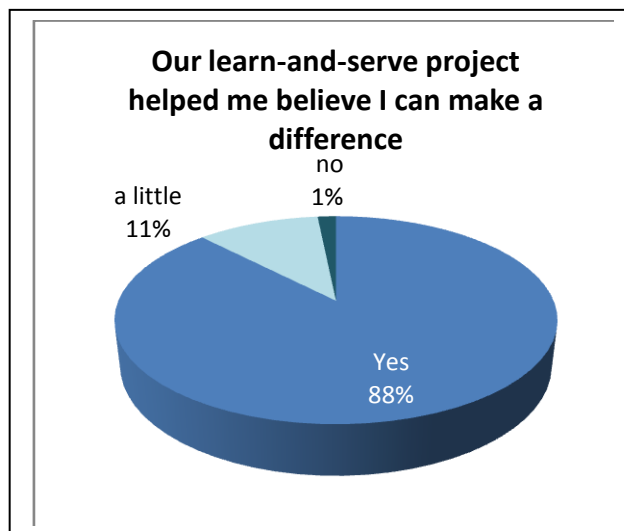
hands on activities (projects, creating posters, service-learning work, etc.). The following list describes the lessons and activities mentioned by most students in the focus groups as being their favorite or most interesting:

- Service-learning Project
- Classroom constitution
- Think, pair, share
- Ripple effect “*stuck to my mind*”
- Living Museum “*I made history come back to life*”
- Judge and Jury game
- Slavery and civil rights
- Making posters about our own history
- Learning about history
- The books/literature
 - *One Hen*
 - *The Kidnapped Prince*
 - *It’s Mine*
 - *One Green Apple*
 - *Why Mosquito’s buzz in your ear*
 - *One Brown Hand*
 - *Stone Soup*

When asked about the lesson that was most boring, or confusing, there were very few responses with nearly every student group saying nothing was boring that they enjoyed every lesson. A few students said the lesson on how the branches of government worked was confusing. However, it is important to note that these were also students who said there should be more activities/hands-on learning, indicating there may be a lower level of implementation of activities that go along with the lessons. Most of the students talked about learning the difference between the branches and cited their enjoyment of the activities that were part of that lesson.

Service-Learning Projects

During the focus groups that occurred in the second half of the school year, the majority of students shared their enthusiasm and excitement about their service-learning project. In talking about their projects and how they were chosen, it was clear that the students were able to choose together what project they wanted



to devote their time to after learning about issues and areas in need of help. It was also evident from the comments that the key components of service-learning were experienced including learning, service, reflection and celebration. Two student groups were from classrooms where the teachers teamed up and the classrooms jointly worked to restore a local African American cemetery through physical labor and raising money. The students talked about the entire process from learning about the history and



evolution of the cemetery, to the actual physical cleaning up “we collected over 30 bags of garbage,” to the presentation they made to the whole school. One student shared, “*when we did the presentation I didn’t think we could raise the money we actually did,*” and others spoke of feeling proud and empowered, “*I was proud to show the whole school what we did,*” and “*instead of the older kids telling us something, we got to tell them what we learned.*”

Another student group talked about the various ways they worked together to raise money to help tsunami victims. Students talked about how much they learned about the history and current context of the cemetery and the history, geography, and current status of Japan. The students were especially excited about their service-learning project and talked about how they “inspired” students in a 5th grade classroom to take on a service-learning project to raise money for tornado relief.



Impact on Students: Survey data

Research Question 8: What is the impact of the curriculum on students' reporting of school discussion climate, conflict resolution, service-learning, and community service?

In order to determine what impact OCON had on students conflict resolution skills, behavior, and on their rating of the discussion climate in schools, among others, student data from the JPCS Comprehensive Student Survey data were analysed. Only 4th and 5th grade students take the survey each year. As such, only data from 4th grade were analysed, and a separate OCON student survey developed by the evaluator was administered to capture 3rd grade students.

The change in scale score from the relevant constructs between last year (2009-10) and the pilot year (2010-11) were analyzed. The items that make up the constructs can be seen in Table 16. In order to provide some comparison, the OCON schools were compared with the average change at the district level for 4th grade only. As illustrated in Figure 7, while the district as a whole in 4th grade showed an increase in conflict resolution skills, community service and service-learning, the increase in these constructs was larger in the OCON schools, most significantly for community service and service-learning. Also, the construct means for environmental behavior and school discussion increased for OCON schools, yet decreased for the 4th grade district average.

At the end of pilot year 2 (2011-12) the addition of 5th grade will allow for an analysis which will assess differences in growth for OCON versus non OCON students on the comprehensive survey. Also, additional analysis will help determine the extent of any changes the 3rd grade OCON students (2010-11) experience as 4th grade students in 2011-12 against changes in a control group.

Figure 7: 4th grade Comprehensive Survey Constructs Comparison of change

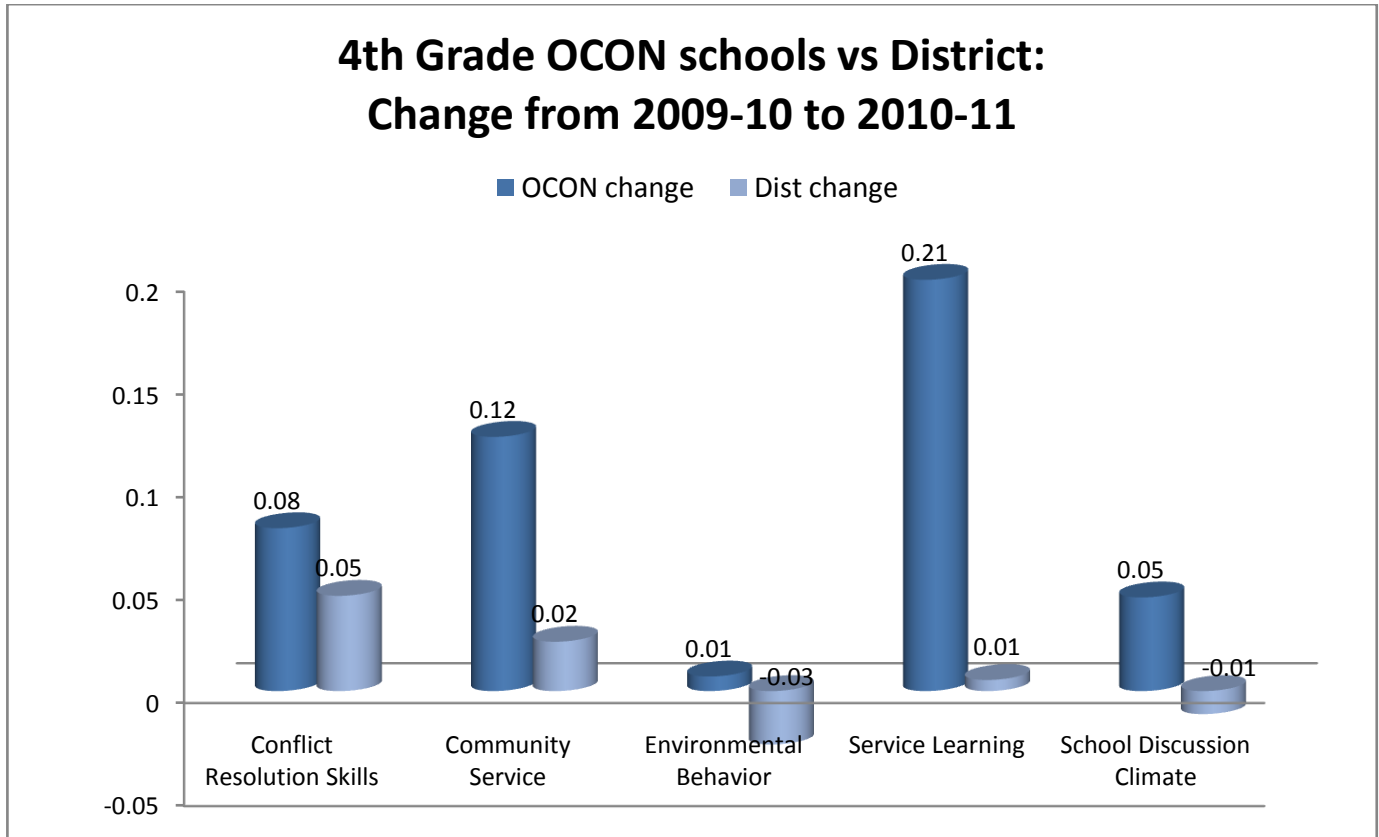


Table 16. Survey items for constructs used in analysis

Survey Items for Constructs	
Conflict Resolution Skills	
	I'm good at finding fair answers to problems
	I know how to disagree without starting a fight
	I am good at taking turns and sharing things with others
Community Service	
	I now do service for people or work in other ways to help make our community a better place
	In the past, I did service for people or other work to make our community a better place
Environmental behavior	
	I usually try to recycle everything that I can
	I try to save energy every day
	I can make a difference in my local community
Service-learning	
	I am involved in projects that serve others in the community and help my learning
School Discussion Climate	
	I can give opinions in class that disagree with the opinions of other students
	My teachers respect my opinion even if it disagrees with their opinions
	I feel I can disagree openly with my teachers about events in the news

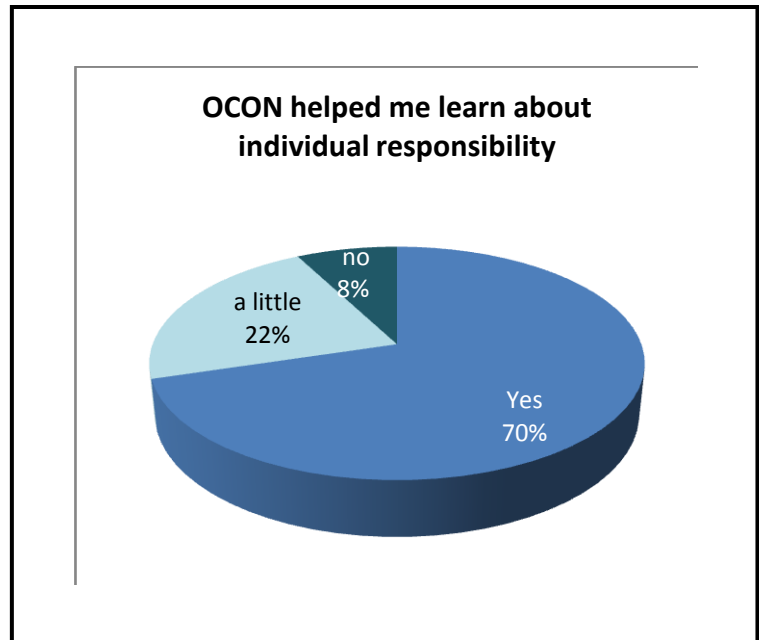
At the end of the year, a survey was administered to all OCON students in the active schools (n=4) to assess their perceptions of the impact of OCON on various factors such as engagement, student learning of key concepts, and behaviors and beliefs. A total of 209 surveys were collected. Reliability analysis was conducted on the student OCON survey data to determine extent of internal consistency revealing a high level as identified by

Cronbach alpha = .804 (n of items =15).

Analysis of Variance (ANOVA) was performed with the survey data to determine if there were any significant differences in student responses between grade level and school.

The survey results are sorted from largest % yes to smallest. As shown in Table 17, the vast majority of students agreed that the service-learning project helped them believe they could make a

difference (87.7% yes, 10.7% a little). In terms of student learning of key concepts, the results show that 70% or more of the students agreed that OCON helped them understand about the community around them, learn history, learn about people that have made a difference, learn about being fair to others, caring for the environment, and individual responsibility. When you add those that responded “a little” it indicates that 90% or more of the students replied in the affirmative to these statements.



Over 60% of the students agreed that OCON helped them think about different ways to solve problems, made learning fun, and made them want to help other people. Slightly over 20% of the students agreed that OCON helped them in these areas “a little.”

In terms of how to get along better with others in a group, 50% agreed that OCON helped with this, while 35% said it helped “a little.” The student responses were similar for items related to OCON helping students’ attitudes towards classmates and helping them with negotiation and compromise.

Due to variation in implementation levels by grade and school, significant differences were found for seven items by grade, and six items by school. The main pattern in terms of differences by school correlates with the teacher survey data and resource teacher assessments of implementation levels. That is, those with higher levels of implementation had more students respond more affirmatively than those with lower levels of implementation.

Table 17: Student survey results

	%Yes	%A little	% affirmative	%No	Sig diff By grade	Sig diff By school
Our <i>learn-and-serve</i> project helped me believe I can make a difference	87.7	10.7	98.4	1.6		
OCON helped me understand more about the community around me	80.9	17.2	98.1	1.9		
OCON helped me learn about rights and responsibilities	77.0	16.3	93.3	6.7		
OCON helped me learn about history	77.0	16.3	93.3	6.7		
OCON helped me learn about people that have made a difference	74.2	20.1	94.3	5.7	X	X
OCON helped me understand about being fair to others	72.7	18.7	91.4	8.6		
OCON helped me learn about how to care for the environment	70.8	19.1	89.9	10.0	X	X
OCON helped me learn about individual responsibility	70.3	22.0	92.3	7.7		
OCON made me want to help other people	68.9	23.9	92.8	6.7	X	X
OCON helped me think about different ways to solve problems	64.1	26.8	90.9	9.1	X	
OCON made learning fun	61.2	23.9	85.1	14.8		X
OCON helped me learn how to get along better with others in a group	59.3	34.9	94.2	5.7	X	X
OCON helped me have a better attitude towards my classmates	56.0	33.5	89.5	10.5	X	X
OCON helped me learn how to negotiate and compromise	52.6	36.8	89.4	10.5	X	

When asked on the end-of-year survey **the most important** things they learned from OCON, the same ideas emerged . Student responses to the most important things they learned from OCON:

- That I can make a difference
- Attitude towards others and personal responsibility
- Learning about history, Kentucky history in particular
- A better understanding of Slavery
- The importance of being open-minded
- Compassion
- Promoting the common good
- The learn-and-serve project

Impact on Teacher Dispositions

Research Question 9: What is the impact of the curriculum implementation on teachers' own demonstrations of the civic dispositions?

The effectiveness of teaching civic-dispositions is expected to be correlated to the extent to which the teacher possesses and models the disposition students are expected to understand and demonstrate. The teachers were asked to *reflect critically and rate their demonstration of the 7 civic dispositions key to OCON* in an effort to gauge their current perceptions of their own dispositions and to determine if their own demonstrations of the dispositions have changed since implementation.

As illustrated in Table 18, in the middle of the year, the teachers overall rated themselves as demonstrating all of the dispositions consistently, with compassion rated highest (6.0) and commitment to social justice rated lowest (5.1). When assessed at the end of the year, the teachers overall showed growth in every disposition. The largest amount of growth was in the demonstration of Commitment to social justice, followed by individual responsibility. Calculations of effect sizes indicate above moderate effects for these as noted by the asterisks. The disposition with the lowest degree of change reported by teachers was compassion, as this was rated the highest from the start.

Table 18 Change Teachers self report of personal demonstration of dispositions

Scale: 1 =never, 3 = sometimes, 5= consistently, 7 =I more than demonstrate, I advocate for this disposition

Dispositions	December	April	Change
Commitment to social justice	5.06	5.72	+0.66*
Individual responsibility	5.81	6.28	+0.48*
Open-mindedness	5.71	5.98	+0.27
Negotiation and compromise	5.47	5.72	+0.25
Promotion of the common good	5.70	5.90	+0.21
Cultural Sensitivity	5.74	5.90	+0.16
Compassion	6.00	6.09	+0.09

*effect size >.5

Summary and Recommendations

The formative and summative evaluation findings from the first pilot year of OCON demonstrates that the OCON curriculum was implemented at high levels overall, was experienced positively by the teachers, and had an exceedingly positive impact on the participating students. There was a high level of support provided to teachers throughout the entire year with a systematic process for continuous feedback to inform ongoing revisions. Additionally, it became clear that OCON is well aligned with the overarching goal of the Kentucky Core Academic Standards promoting the *“Development of students’ abilities to acquire, apply and integrate knowledge, skills and understandings in real-life contexts and to problem-solve, make decisions, and think critically and creatively.”*

(<http://www.education.ky.gov/users/otl/POS/POS%20with%20CCS%20for%20public%20review.pdf>). Adopted in February 2010 (704 KAR 3:03).

The evaluation results reveal that the professional development conducted with teachers had a significant impact on teacher knowledge of OCON concepts and key instructional strategies. The professional development also provided ongoing opportunities for the OCON pilot teachers to discuss their experiences with others across the different schools and to provide additional feedback to the OCON team. The involvement of the OCON team in the districts’ cultural competence leadership institute was reflected in the training and resulted in the OCON teachers gaining a greater understanding of sensitivity issues.

The teachers reflected a strong level of buy-in and maintained enthusiasm for the value of the curriculum and its ability to engage students. As the year progressed, teachers’ perceived value of

OCON increased with respect to its ability to help students make sense of the world around them, facilitate demonstration of the civic dispositions, and improvements in student learning.

While implementation varied to some degree by school and classroom, overall there was a high level of implementation of the curriculum. The key challenges faced by teachers included the pacing/length of lessons, lack of core content in some lessons, and challenging level of vocabulary coupled with lack of student background knowledge. Due to time constraints, many teachers remained behind in terms of pacing and adapted the curriculum by shortening lessons and adding some additional core content.

The evaluation results reflect that students highly valued the OCON lessons and activities and were changed because of their experiences with OCON, particularly the civic dispositions and service-learning component. The students showed significantly higher gains than the district average in various constructs, such as conflict resolution and community service, on the comprehensive student survey. There was a sizeable degree of transference of the ideas and concepts students learned in OCON to other settings inside and outside of school, such as increased ability to negotiate with others, taking responsibility, engaging in political and social discussions with family, and cleaning up the environment around them (neighborhood, school playground).

Recommendations

The evaluation results undoubtedly reflect positively on the implementation and outcomes of OCON. As with every educational curriculum, there is always room for improvements to ensure even greater success with future implementation. As such, the following recommendations are offered.

- **Reduce the length of lessons and required activities.** Throughout the entire school year the teachers expressed concern about keeping up with the pacing of the curriculum. Due to the many time constraints faced by teachers and the shorter amounts of time typically devoted to

teaching social studies at the elementary school level, it is recommended that the lessons be shortened or condensed to ensure that all units are covered in an efficient manner. Additionally, while the teachers and students reacted positively to the accompanying lesson activities, it is suggested that the amount of required activities for each lesson be reduced. However, it is recommended to maintain all activities as options so that teachers have a wide range of choice depending on time available. In light of the fact that the role-playing and scenario activities were the most engaging for the students, it would be beneficial to encourage teachers to use these activities as much as possible.

- **Increase alignment with specific KY Core Content Academic Standards.** As the year progressed and the Kentucky Core Content Testing window approached, teachers expressed concern that some of the content that students are tested on is not reflected in some of the curriculum. The addition of some core content was one of the major adaptations made by the teachers during the year. Also, unlike the old Kentucky Accountability System, the newly revised system gives equal weight to all content areas. While this may equalize the amount of time devoted to social studies, it is expected that there exists heightened anxiety over the need to teach to the content that is going to be tested. It is recommended that the 2nd -5th grade curriculum include content that is tightly aligned with the new standards.

- **Revisit level of vocabulary to allow for a wide range of ability levels.** A concern expressed by the majority of teachers was that some of the language and vocabulary were not appropriate for some of their students due to the wide ability levels represented in the classroom, as well as the general lack of background knowledge related to some of the concepts. It is recommended that the vocabulary in the lessons be revisited to ensure grade-level appropriateness. It may be worth

considering the addition of supplemental materials that would provide assistance for teachers with alternate vocabulary and concepts, to support differentiation based on various ability/knowledge levels in their classroom.

- **Enhance “user friendliness” of curriculum (paper, at a glance, and websites).** Many teachers were concerned with the amount of paper they had to use and copy to implement some of the lessons. Some suggested having a student workbook to reduce the amount of paper and copying needed. Also, in light of the teacher feedback and observations, it is recommended that the websites and web tools provided be double checked to ensure usability. Finally, it was suggested that each lesson have a simplified “at a glance” page with brief bullets of the main points students are to learn and what the teacher needs to teach that specific lesson.

- **Maintain ongoing support and PD for teachers as they implement.** The teachers highly valued the professional development and resource teacher support they received throughout the year. It is recommended that the support for implementing teachers be maintained to ensure fidelity of implementation and to gather feedback helpful to the revision process. It is also suggested that additional attention be given during PD to inquiry-based approaches and strategies and formative assessment. Many teachers expressed a desire to have opportunities to watch other teachers teach OCON lessons and continue discussions with each other regarding implementation and instructional issues. Since this has emerged as a “best practice” in educational research, structuring time to allow for peer observations of inquiry-based instruction is encouraged.

Appendix

TEACHER'S PERCEPTION OF OCON CURRICULUM

3rd Grade

Extent of belief that this curriculum: 1 = not at all 5 = to a great extent	Mid School Year December 2010	End of Year April 2011	Avg. Change
Improve student engagement	3.73	4.00	0.27
Facilitate students' demonstration of the civic dispositions	3.82	4.14	0.32
Improve student critical thinking	3.80	3.86	0.06
Foster meaningful connections with the community	3.73	3.86	0.13
Improve student learning	3.64	3.57	-0.07
Help students make sense of the world around them	3.55	4.00	0.45
Improve student/student interactions (e.g., reduce bullying)	3.64	3.43	-0.21

4TH GRADE

Extent of belief that this curriculum: 1 = not at all 5 = to a great extent	Mid School Year December 2010	End of School April 2011	Avg. Change
Improve student engagement	4.20	4.00	-0.20
Facilitate students' demonstration of the civic dispositions	3.20	3.75	0.55
Improve student critical thinking	4.40	4.25	-0.15
Foster meaningful connections with the community	2.80	2.75	-0.05
Improve student learning	2.80	3.50	0.70
Help students make sense of the world around them	3.00	3.50	0.50
Improve student/student interactions (e.g., reduce bullying)	2.80	2.50	-0.30

TEACHER'S SELF-REPORT IMPLEMENTATION OF OCON

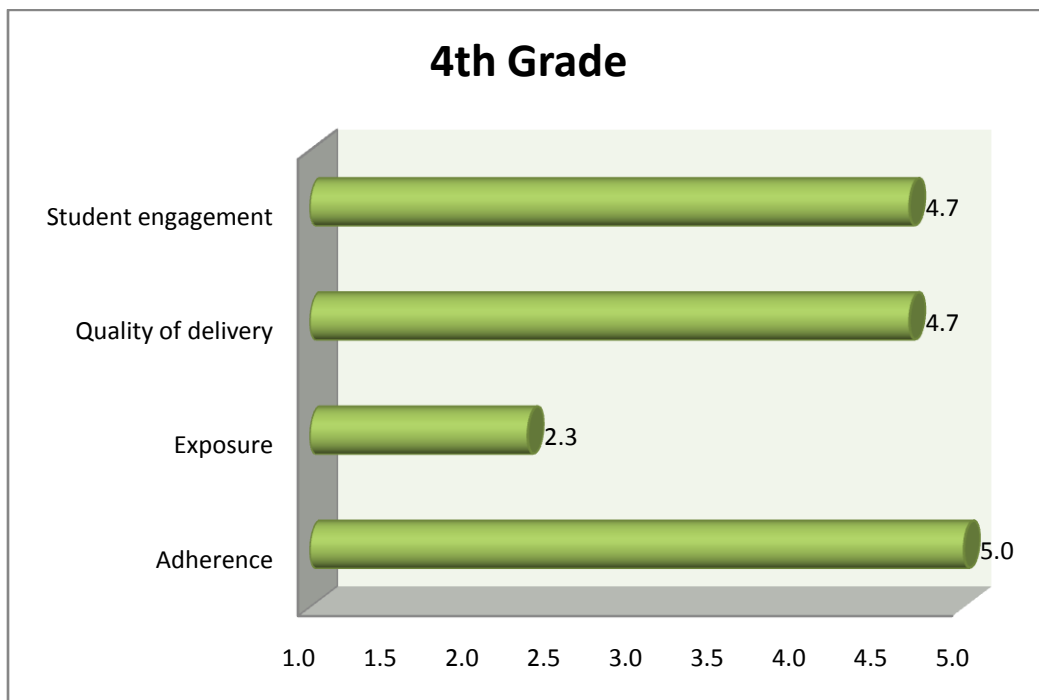
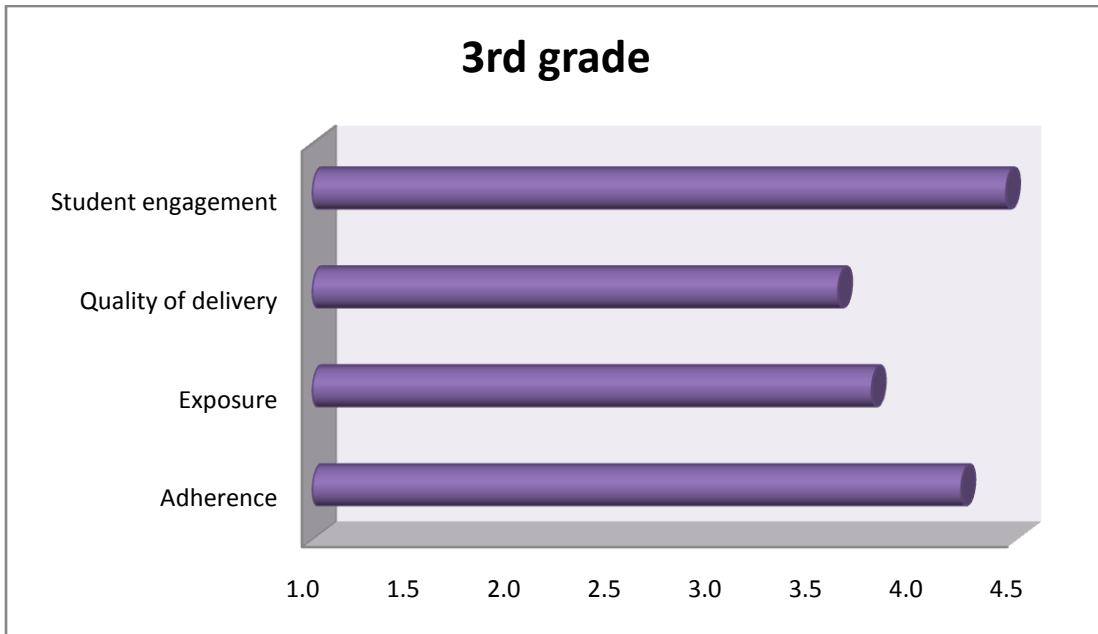
3RD GRADE

Components for Implementation 1 = not at all 5 = to a great extent	Mid School Year December 2010:	End of Year April 2011	Change
Collaboration with other teachers	3.64	3.43	-0.21
Inquiry based strategies	3.09	2.57	-0.52
The formative assessment aspect	2.91	2.29	-0.62
The service learning component*	2.10	3.29	1.19
Curriculum units and contents	3.55	3.43	-0.12
Curriculum activities	3.18	2.57	-0.61
Completing the weekly feedback form	2.91	3.00	0.09

*NOT TO COMPLETE UNTIL END OF YEAR

4TH GRADE

Components for Implementation 1 = not at all 5 = to a great extent	Mid School Year December 2010: <u>Actual report of Implementation</u>	End of Year April 2011	Avg. Change
Collaboration with other teachers	4.20	4.50	0.30
Inquiry based strategies	3.40	3.00	-0.40
The formative assessment aspect	4.40	3.25	-1.15
The service learning component*	1.40	2.50	1.10
Curriculum units and contents	4.00	3.25	-0.75
Curriculum activities	3.40	3.25	-0.15
Completing the weekly feedback form	2.20	2.00	-0.20

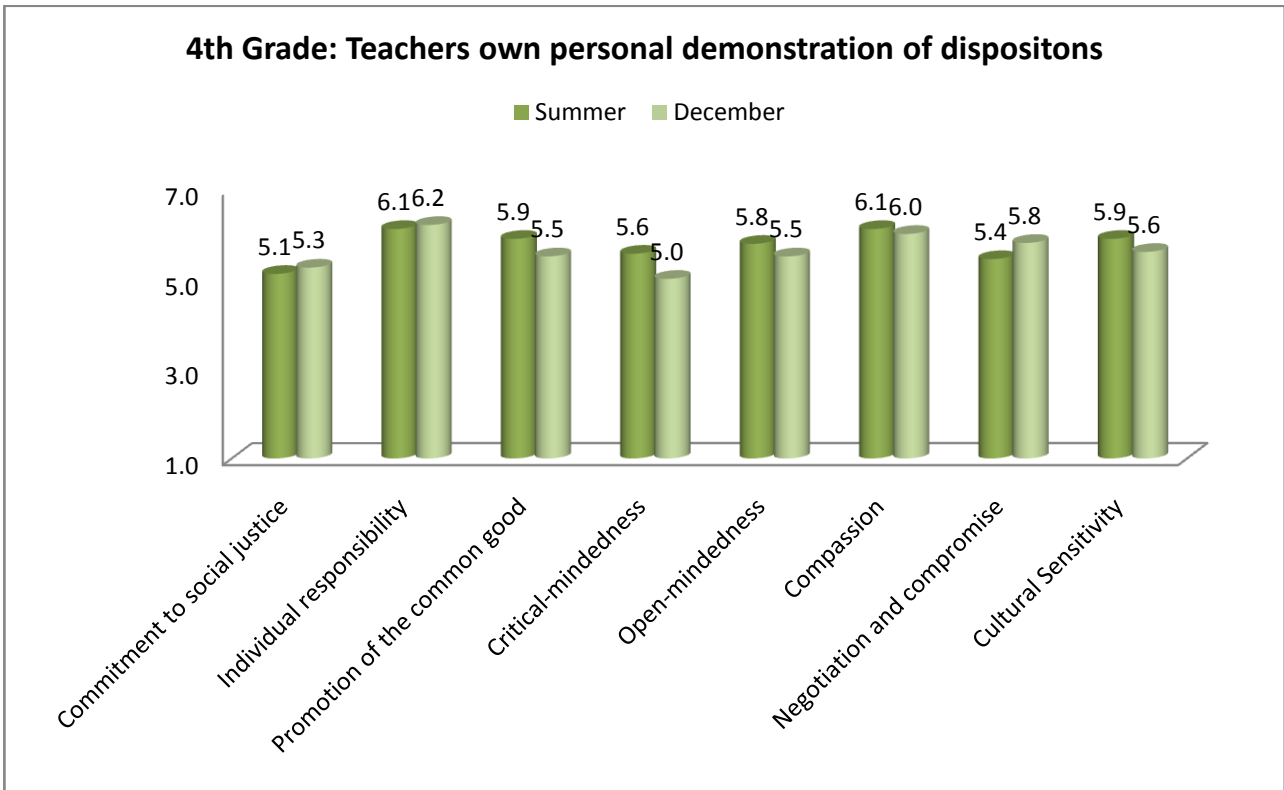
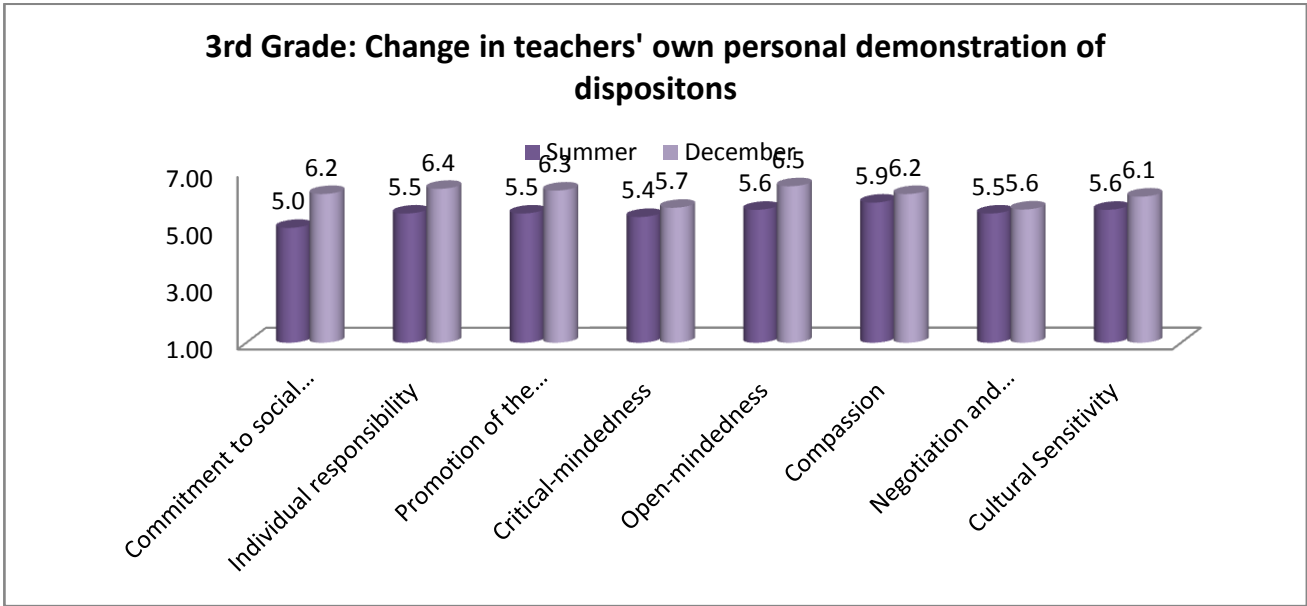


STUDENT SURVEY RESULTS

3 rd grade	%Yes	%A little	%No
OCON helped me understand more about the community around me	83.1	14.4	2.5
OCON helped me learn how to get along better with others in a group	68.6	25.4	5.9
OCON helped me think about different ways to solve problems	69.5	25.4	5.1
OCON helped me learn about how to care for the environment	81.4	14.4	4.2
OCON helped me learn how to negotiate and compromise	60.2	30.5	9.3
OCON helped me learn about rights and responsibilities	76.3	14.4	9.3
OCON made me want to help other people	82.2	14.4	3.4
OCON helped me learn about people that have made a difference	78.0	19.5	2.5
OCON made learning fun	70.3	13.6	16.1
OCON helped me have a better attitude towards my classmates	67.8	22.9	9.3
OCON helped me learn about individual responsibility	66.9	23.7	9.3
OCON helped me understand about being fair to others	76.3	16.1	7.6
OCON helped me learn about history	75.4	15.3	9.3
Our <i>learn and serve</i> project helped me believe I can make a difference	89.0	9.3	1.7

4th grade	%Yes	%A little	%No
OCON helped me understand more about the community around me	78.0	20.9	1.1
OCON helped me learn how to get along better with others in a group	47.3	47.3	5.5
OCON helped me think about different ways to solve problems	57.1	28.6	14.3
OCON helped me learn about how to care for the environment	57.1	25.3	17.6
OCON helped me learn how to negotiate and compromise	43.9	45.1	11.0
OCON helped me learn about rights and responsibilities	78.0	18.7	3.3
OCON made me want to help other people	52.7	36.3	11.0
OCON helped me learn about people that have made a difference	69.2	20.9	9.9
OCON made learning fun	49.5	37.4	13.2
OCON helped me have a better attitude towards my classmates	40.7	47.3	12.1
OCON helped me learn about individual responsibility	74.7	19.8	5.5
OCON helped me understand about being fair to others	68.1	22.0	9.9
OCON helped me learn about history	79.1	17.6	3.3
Our <i>learn and serve</i> project helped me believe I can make a difference	50.0	50.0	0.0

Scale: 1 =never, 3 = sometimes, 5= consistently, 7 =I more than demonstrate, I advocate for this



TEACHER SELF-REPORT LEVEL OF KNOWLEDGE/UNDERSTANDING

3rd Grade

Dispositions	Summer	December	April	Change
Commitment to social justice	4.09	4.25		0.16
Individual responsibility	4.27	4.38		0.11
Promotion of the common good	4.18	4.50		0.32
Critical-mindedness	3.11	3.75		0.64
Open-mindedness	4.14	4.38		0.24
Compassion	4.29	4.38		0.09
Negotiation and compromise	4.00	4.50		0.50
Classroom Practices	Summer	December	April	Change
Formative assessment	4.37	3.36		-1.01
Service Learning	4.00	3.33		-0.67
Inquiry based teaching approaches	4.13	3.64		-0.49
Technology based supports	4.25	4.09		-0.16
Sensitivity	Summer	December	April	Change
Awareness of your own biases/stereotypes	4.25	4.18		-0.07
How to deal with “sticky” cultural issues	4.38	3.82		-0.56

4th Grade

Dispositions	Summer	December	Change
Commitment to social justice	4.44	4.00	-0.44
Individual responsibility	4.78	4.20	-0.58
Promotion of the common good	4.78	4.60	-0.18
Critical-mindedness	4.33	4.20	-0.13
Open-mindedness	4.56	4.00	-0.56
Compassion	4.67	4.40	-0.27
Negotiation and compromise	4.44	4.40	-0.04
Classroom Practices	Summer	December	Change
Formative assessment	4.67	4.20	-0.47
Service Learning	4.33	2.40	-1.93
Inquiry based teaching approaches	4.67	3.80	-0.87
Technology based supports	4.44	4.20	-0.24
Sensitivity	Summer	December	Change
Awareness of your own biases/stereotypes	4.89	4.00	-0.89
How to deal with “sticky” cultural issues	4.33	3.80	-0.53