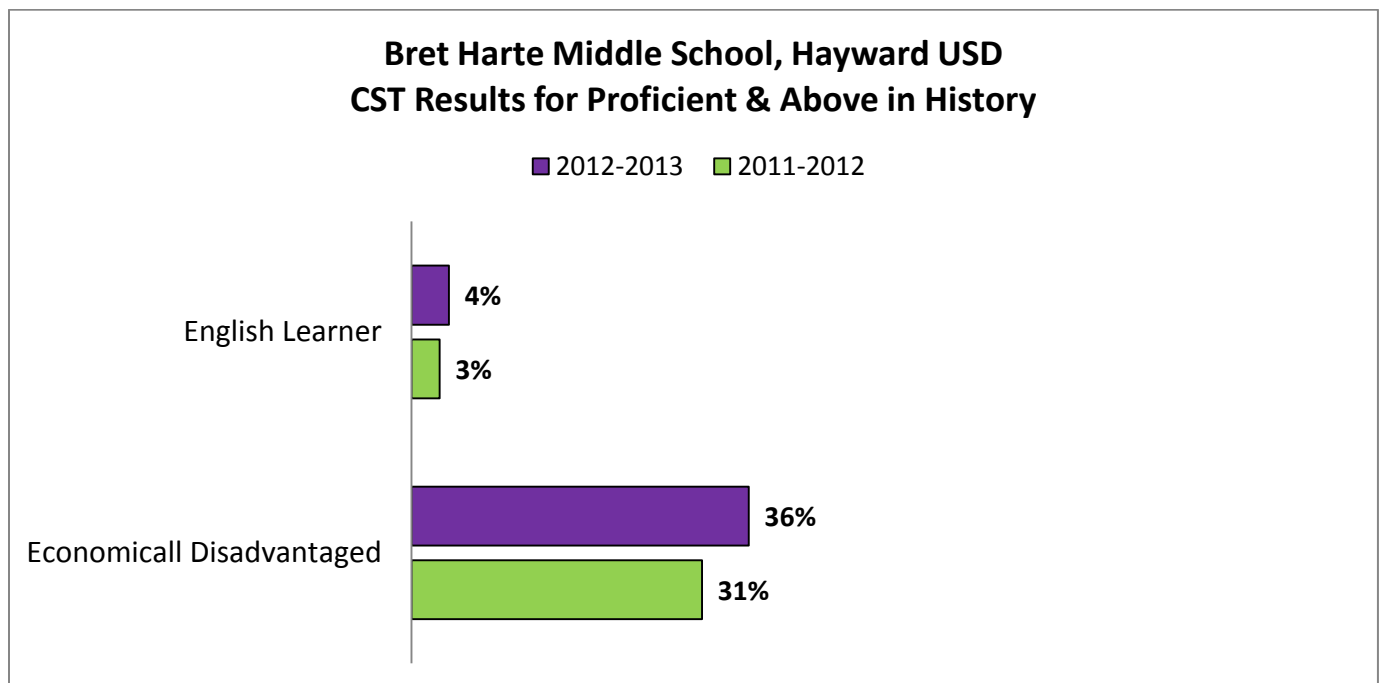
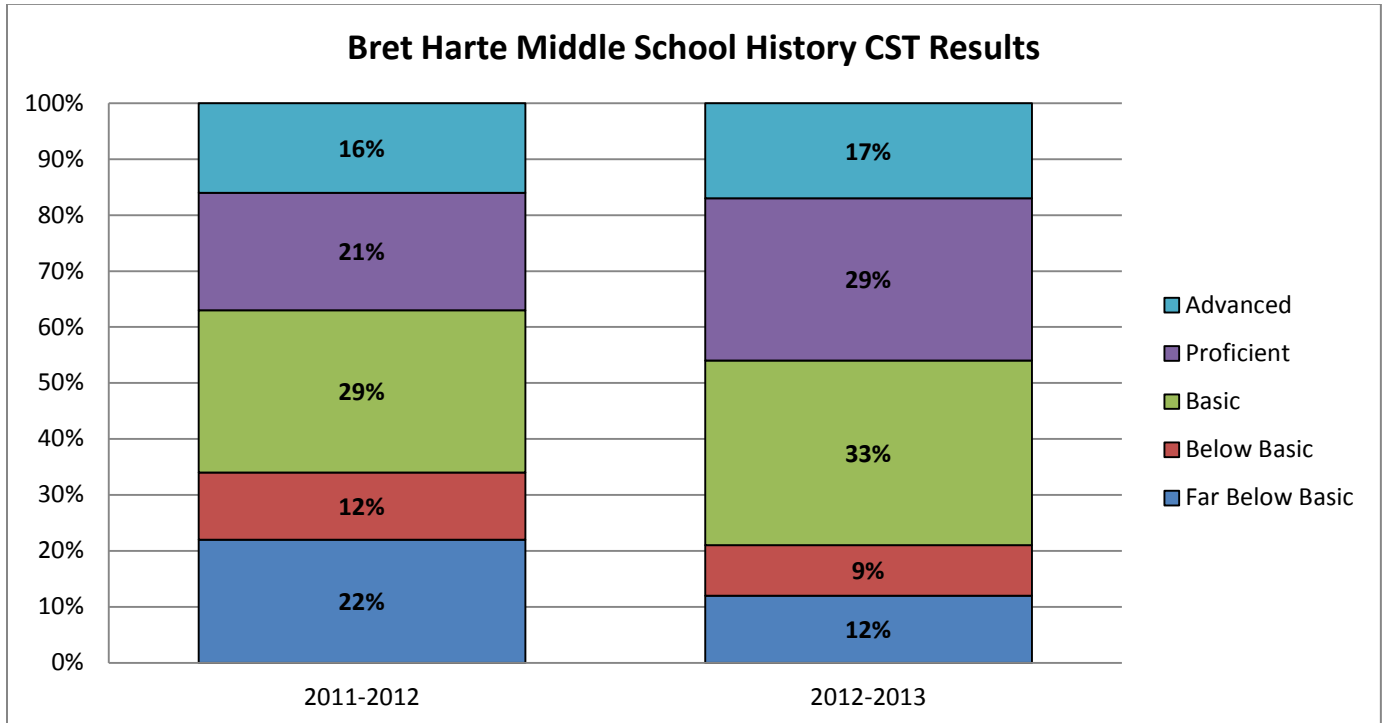


Bret Harte Middle School - UCBHSSP Professional Development

In 2011, the UC Berkeley History-Social Science Project began providing professional development to history teachers, in after school workshops, at Bret Harte Middle School in Hayward, CA. Teachers and a UCBHSSP facilitator met fourteen times over the course of two school years to learn Common Core aligned academic literacy strategies. Through the cycle of inquiry, history teachers collaboratively planned instruction and modified future instruction based on student work.

In the first two years of this continuing collaboration, the CST scores of Bret Harte students have increased.



Capuchino High School - UCBHSSP Professional Development

In 2009, the UC Berkeley History-Social Science Project began working with the teachers of Capuchino High School in San Bruno, CA. The goals of this work have been to integrate academic literacy into all disciplines, increase student engagement and achievement, and prepare all students for college and career. Since 2009, Capuchino has steadily improved its API score and ELA CST scores.

Year 1: Academic Literacy Inquiry Group

- Regular meetings with a cross-disciplinary team of teachers to incorporate reading and writing strategies to their curriculum: planning, best practices, and examining student work

Year 2: School-wide initiative with release days

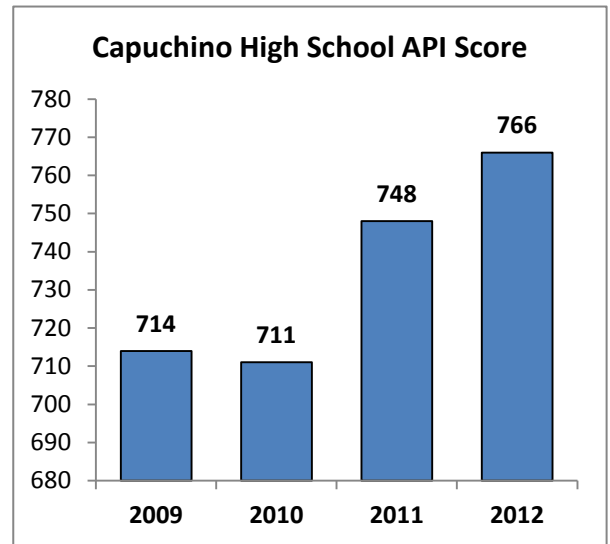
- Backwards planning within each discipline to IB Assessments and articulation of Essential Skills for College and Career
- Academic literacy training for all teachers

Year 3: Continuation of school-wide literacy initiative and coaching of the 9th grade teacher team

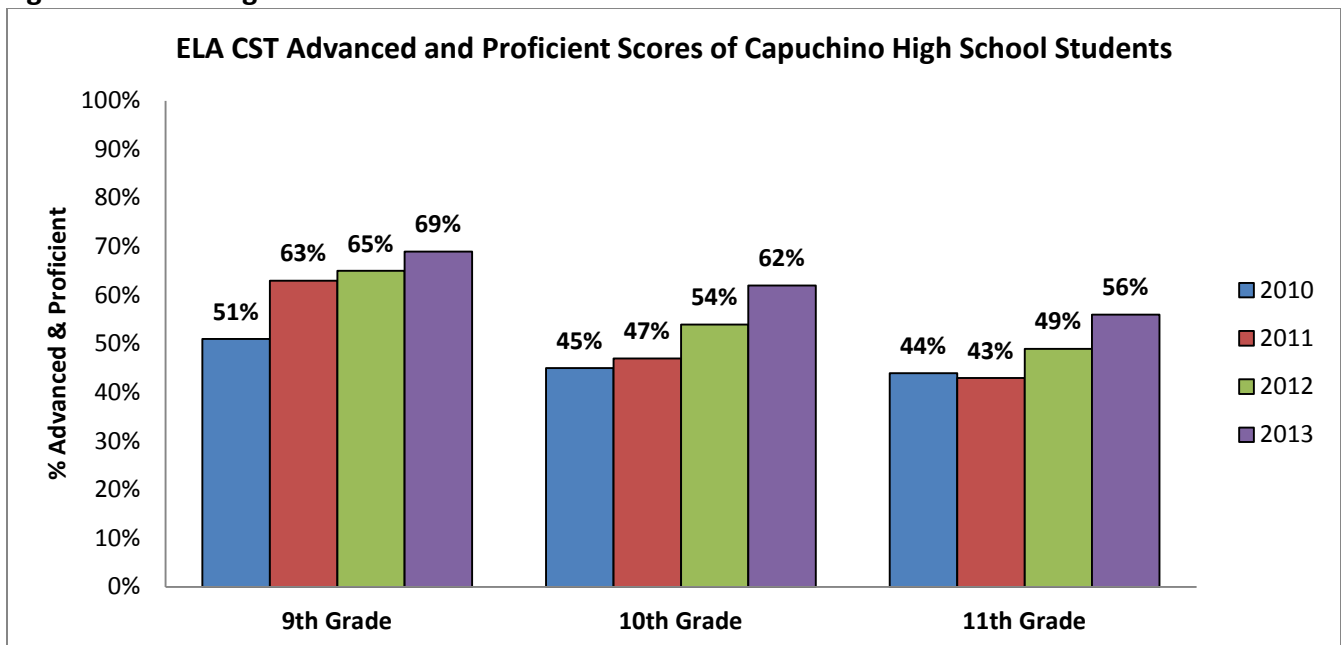
- Continuing disciplinary work focusing on student oral & written discourse, and exhibition skills
- Coached first 9th grade team, school-wide coaching, disciplinary and science-math collaboration

Year 4: Continuation of a school-wide literacy initiative, expanded 9th grade teacher team support, coaching of 10th grade teacher team

- Expanded coaching to two 9th grade teacher teams
- Coaching the pilot 10th grade team
- Designed common task-based assessments for geometry and modern world history



This program features an annual teacher-led summer institute to plan and share practices and the integration of strategic learners into teamed classes.



Mt. Diablo Unified School District – UCBHSSP Professional Development

From 2006 to 2013, the UCBHSSP was a **Teaching American History (TAH) Grant** partner with the Mt. Diablo Unified School District in Contra Costa County, California. We collaborated on two TAH Grants: *Teaching American History for All*, 2006-2010 and *American Democracy in Word and Deed*, 2009-2013. These grants introduced content-based academic literacy strategies in addition to providing teachers with content lectures. In both grants, WestEd conducted a rigorous and quasi-experimental evaluation cycle using teacher feedback and Mt. Diablo students' state test scores.

For a third year in a row (2010-2011), the Mt. Diablo TAH Grant, in a quasi-experimental evaluation, showed that 8th and 11th grade students taught by TAH Grant teachers scored statistically significantly higher on their History CSTs than students taught by a non-TAH Grant teacher. In 2011, the evaluation showed this same statistically significant growth for TAH Grant students on the 8th grade ELA test.

