

**Assess to Improve:
Making Effective
Museum-School
Connections**

Set a Goal ➡ Make a Plan ➡ Focus ➡ Assess ➡ Improve ↪

A Toolkit for Museum Educators

Developed for an Evaluation Initiative
at the National Museum of Mexican Art, Chicago, 2007-2008

Funded by the Lloyd A. Fry Foundation

Acknowledgements

Materials in this guide represent the work of the National Museum of Mexican Art and Chicago Public Schools to evaluate a curriculum unit, African Presence in Mexico, and develop a framework to continue to plan, develop, and improve curricular materials to link museum-based learning to the classrooms of Chicago public school teachers.

Lead Museum Educators
National Museum of Mexican Art

Nancy Villafranca, Director of Education
Argelia Morales, Teacher and Student Programs Coordinator

Participating Chicago Public Schools

Curie High School

Finkl, Gregory, Nobel, Pickard, Spry, Talcott, and Talman Elementary Schools

The project was made possible through funding from the Lloyd A. Fry Foundation.

Materials from this guide are available at <http://teacher.depaul.edu>.

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Specifics of the Evaluation Process for the National Museum of Mexican Art Curriculum Improvement Initiative funded by the Lloyd A. Fry Foundation.

Part 1: A Working Model

- Areas to Assess in Selecting, Developing, and Improving Curriculum
- Knowledge Needed to Make Effective Decisions in Planning and Assessment
- Standards for Museum-Based Curriculum
- Tool to Plan and Assess Museum-Based Curricula
- Unit Planning Guide

Areas to Assess in Selecting, Developing, and Improving Curriculum

National Museum of Mexican Art Criteria for Curriculum

*Developed through Coordinator Meetings and Museum Educator Workshops
for the Evaluation of The African Presence in Mexico
Evaluation sponsored by the Lloyd A. Fry Foundation.*

Relevance

1. Does the material relate to teachers' priorities?
2. Do the materials make that relevance clear?
3. Are the materials designed for one subject or are they multi-disciplinary?

Outcomes

1. Does the curriculum clearly state the learning outcomes for the unit and each lesson?
2. Are the learning outcomes correlated with Illinois Learning Standards?

Ease of Use

1. Is the curriculum clearly organized ?
2. Does the table of contents tell teachers what each lesson contains?
3. Are the lesson plan parts clearly labeled?
4. Can the teacher use the materials in small "chunks"
5. Is there an index?
6. Do the materials contain all the teacher needs to do the lessons?
7. Can the materials be used in short periods of time or longer time periods?
8. Are student materials at appropriate readability levels?
9. Is the information teachers need to know provided?

Activities

1. Are the activities clearly labeled?
2. Do the activities develop essential skills?
3. Are the activities engaging?
4. Can teachers choose and change activities?
5. Do the activities include a variety of kinds of learning experiences?
6. Do the activities require additional teacher knowledge?
7. Is there a sequence to the curriculum and each lesson?
8. Do the materials provide activities for gifted students?
9. Do the materials provide for special needs students?

Assessment

1. Are assessments provided?
Do the assessments correlate with the outcomes?
2. Do the assessments give students opportunities to respond in a variety of ways?

The Context

What are the priorities of Chicago public elementary and high schools?

What is the purpose of the curriculum?

What obstacles limit implementation of innovative curricula in Chicago public schools?

Standards for Curriculum

What are essential requirements that a curriculum should meet to succeed in the school context?

Standards for Curriculum

Questions to ask about a curriculum supplement:

Relevance

Question	Recommendation
Does the material relate to teachers' priorities?	
Do the materials make that relevance clear?	
Are the materials designed for one subject or are they multi-disciplinary?	

Outcomes

Question	Recommendation
Does the curriculum include assessments?	
Does the curriculum clearly state the learning outcomes for the unit and each lesson?	
Are the learning outcomes correlated with Illinois Learning Standards?	

Ease of Use

Question	Recommendation
Is the curriculum clearly organized ?	
Does the table of contents tell teachers what each lesson contains?	
Are the lesson plan parts clearly labeled?	
Can the teacher use the materials in small “chunks”	
Is there an index?	
Do the materials contain all the teacher needs to do the lessons?	
Can the materials be used in short periods of time or longer time periods?	
Are student materials at appropriate readability levels?	
Do activities require special equipment?	
Is the information teachers need to know provided?	

Activities

Question	Recommendation
Are the activities clearly labeled?	
Do the activities develop essential skills?	
Are the activities engaging?	
Can teachers choose and change activities?	
Do the activities include a variety of kinds of learning experiences?	
Do the activities require additional teacher knowledge?	
Is there a sequence to the curriculum and each lesson?	
Do the materials provide activities for gifted students?	
Do the materials provide for special needs students?	

Museums in the Classroom: Expanding Cultural Understanding
Guide to Developing a Museum Curriculum Unit to Increase Cultural Understanding
National Museum of Mexican Art
Developed 2008

THEME: _____

The theme of a Museum Curriculum Unit is most often the theme of an exhibition or a sub-theme of an exhibit (i.e. Day of the Dead).

GRADE(S): _____

Each unit must be focused to an appropriate grade or immediate cluster of grades (i.e. 1-2, 3-5, 6-8, 9-12).

STUDENTS' LEARNING STYLES/NEEDS AT THIS GRADE: Unit should be designed to respond to these.

TEACHERS' PRIORITIES: Unit should be designed to correlate with these.

OBJECTS/WORKS OF ART: Choose one to three objects from the exhibition that may be easily used as a visual text and used as a teaching tool at the museum—and to focus the unit.

UNIT GOAL: Identify a major goal within the larger theme in order to focus the unit in the typical classroom structure. (i.e. Introducing students to the elements of a Day of the Dead *Ofrenda*)

UNIT ASSESSMENT: Specify how the outcomes will be determined.

UNIT DURATION: _____

It is recommended that an individual unit should be completed within three to five days and should optimally include a museum visit as part of the instruction.

STANDARDS CORRELATION: The unit's activities/lessons, which may be introducing new concepts, must always reinforce target skills required and mandated by the Illinois Goals & Learning Standards. Include literacy goals in every unit because students will be developing visual literacy and also will be relating reading and writing to the topic.

CULTURAL LEARNING TOOLS: A cultural learning tool is _____. (Explain what it means.) Each unit should offer at least one cultural tool for teachers and students in the form of a museum exhibition, images, artwork, video, slide show, music, transparencies, student handouts, maps, readings, or any other visual or audio interactive aide.

LEARNING RESOURCES: Each unit should provide a list of optional resources such as books, websites, or additional audio cd's, videos, objects or artifacts.

UNIT FORMAT: The Museum Unit should be organized into three parts: Introduction, Cultural Focus, and Personal Relevance. It should follow a general, specific, and individual format and strongly encourage museum visit integration.

Museums in the Classroom: Guide to Developing a Museum Curriculum Unit for Cultural Understanding

National Museum of Mexican Art

Developed 2008 through funding from the Lloyd A. Fry Foundation for Evaluation of the Curriculum for the African Presence in Mexico, From Yanga to the Present

UNIT STRUCTURE and OUTCOMES

INTRODUCTION (general)	CULTURAL FOCUS (specific)	PERSONAL RELEVANCE (individual)
<p>Introductory, or pre-visit, activities should introduce the unit in <u>general</u> terms by gathering related prior knowledge. They should incorporate discussion, visual and reading literacy and attempt to answer:</p> <p>What do we all have in common as a group in relation to the topic?</p> <p><i>Using this type of introduction enables students to see similarities or connections to the topic.</i></p>	<p>As a cultural focus, preferably a museum visit, students will be introduced to new knowledge/content by learning about an aspect of a <u>specific</u> culture. Through this <u>focused</u> activity, students will explore:</p> <p>How does the group, artist, or author create or interpret this topic?</p> <p><i>If Museum Visit is not an option, specific cultural integration could also be facilitated through images, a culturally relevant book, a deep look into an aspect of culture/history, or by using the student's home culture or community as a resource.</i></p>	<p>Personally relevant activities should focus on skills and hands-on exercises that enable students to apply learned knowledge <u>individually</u>. These self-expressive activities should enable students to connect to their daily lives and answer:</p> <p>How do I feel or what do I think about this newly acquired information? OR What is the relationship of this topic to me?</p> <p><i>After completing the Museum Unit, students should be able to reflect and think critically about the topic as well as the importance of diverse perspectives, while feeling comfortable taking their own stand.</i></p>

UNIT ACTIVITY OUTLINE

Introduction/ Orientation	Purpose of the Introduction: Orient the students to the topic Prepare for the museum visit	Objectives: 1. Build interest 2. Clarify the focus of the unit 3. Prepare students to learn visually	Activities:
Development	Purpose: Expand students' cultural understanding and appreciation	Objectives: 1. Increase knowledge about the topic 2. Develop students' ability to interpret exhibits 3. Increase student's appreciation of the culture 4. Develop students' ability to relate information from different sources to one theme or topic.	Activities at the Museum: Activities in the Classroom:
Synthesis Focused Learning Based on the Museum Experience	Purpose: Expand understanding, appreciation, and skills	Objectives: 1. Increase knowledge about the topic 2. Develop students abilities to analyze and communicate about the topic 3. Increase students' appreciation of the culture	Activities

Part 2: Tools to Construct Evaluations

- Teacher Learning Outcomes
- Student Learning Outcomes

Teacher Professional Development Outcomes

Goal	How You Will Measure Student "Value Added"
Increase knowledge of	<input type="checkbox"/> pre- and post-test <input type="checkbox"/> surveys <input type="checkbox"/> interview <input type="checkbox"/> focus group/discussion <input type="checkbox"/> review of lesson plans <input type="checkbox"/> teacher interview <input type="checkbox"/> analysis of student work <input type="checkbox"/> other
Increase ability to	<input type="checkbox"/> pre- and post-test <input type="checkbox"/> surveys <input type="checkbox"/> interview <input type="checkbox"/> focus group/discussion <input type="checkbox"/> review of lesson plans <input type="checkbox"/> teacher interview <input type="checkbox"/> analysis of student work <input type="checkbox"/> other
Increase appreciation of	<input type="checkbox"/> pre- and post-test <input type="checkbox"/> surveys <input type="checkbox"/> interview <input type="checkbox"/> focus group/discussion <input type="checkbox"/> review of lesson plans <input type="checkbox"/> teacher interview <input type="checkbox"/> analysis of student work <input type="checkbox"/> other

Teacher Outcomes

Example of a teacher pre-post assessment that could be used for student assessments also.

What I Knew

__ nothing __ a little __ some __ a lot _ I was an expert

What's New

What ideas I have learned or clarified

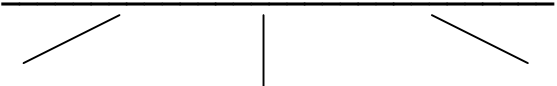
What strategies I have gained

What I'll Do

Assess Teacher Learning OR Student Learning

Used by a museum, museum educators would give this to teachers at the beginning or end of a workshop.

Used in a classroom, teachers would insert specific topics or questions to complete these assessments.

<p>Important Terms List at least three important words you need to know to understand this topic. Write or draw an explanation of the words.</p> <p>✓ <i>Make your explanations so clear that they could go in a glossary.</i></p>	<p>COMPARE/CONTRAST PLACES Use a Venn diagram to compare and contrast two places you learned about at the museum.</p> <p>✓ <i>Provide information about each.</i> ✓ <i>Identify at least one way they are alike.</i></p>
<p>Content Knowledge—any topic Draw a picture that shows what you learned.</p> <p>✓ <i>Make your picture so clear that another student can tell what you read.</i></p>	<p>How to learn in a museum Write a guide to learning in a museum.</p> <p>✓ <i>Make your directions so clear that another student could learn well at the museum.</i></p>
<p>Historic Events Make a time-line showing important events in the history.</p> <p>✓ <i>Include important events.</i> ✓ <i>Put them in correct order.</i></p>	<p>Relate information to Idea Put a main idea on the line. Then list information or draw pictures of information that supports it.</p>  <p>✓ <i>Include at least three facts.</i></p>

Student Learning Outcomes

Goal	How You Will Measure Student "Value Added"
Increase knowledge of	___pre- and post-test ___surveys ___focus group/discussion ___teacher observation ___teacher interview ___analysis of student work ___other
Increase ability to	pre- and post-test ___surveys ___focus group/discussion ___teacher observation ___teacher interview ___analysis of student work ___other
Increase appreciation of	pre- and post-test ___surveys ___focus group/discussion ___teacher observation ___teacher interview ___analysis of student work ___other

Assess Student Learning Outcomes: Synthesis Prompt

Topic: _____

What I Knew

- _____
- _____
- _____

What I Learned at the Museum

- _____
- _____
- _____
- _____
- _____

What I Think

Take what you knew and what you learned and explain this topic in your own words and pictures.

ASSESSING STUDENT LEARNING OUTCOMES: Idea Prompts

Which of these concepts is important for ____ grade students to apply to interpret the kind of phenomena or artifacts represented by the discipline(s) of your museum? Choose just one concept.

interdependence change diversity cause and effect adaptation scale

Construct two questions that could be included on a pre-test and post-test to analyze the “value added” to students’ understanding of this concept by the experience.

- Open ended/constructed response:

- Convergent/single answer response—could be selected or provided but there is one correct response.

Design one performance-based assessment activity that a teacher could have students complete after the trip to:

- Determine students’ level of understanding of the concept
- Determine students’ ability to transfer the concept to interpret another phenomenon/artifact

CONTENT ANALYSIS: Systemic Inferences

1. Identify important themes, common patterns, representative examples
2. Set up categories for classification of data
3. Classify the data
4. Make inferences

IDENTIFY AND INTERPRET CONTENT CATEGORIES

Affective

1. Which part(s) of the responses represent how the learners feel about the program?

2. In what kinds of categories can you classify those responses?

Cognitive

3. Which part(s) of the responses represent what the learners added to their knowledge base from the program?

4. In what kinds of categories can you classify those responses?

Application

5. Which part(s) of the responses indicate that the learners have figured out how to apply the content during the program?

6. What kinds of applications will they make? Set up categories.

7. Make a preliminary prediction. What do you predict the level of participation in continuing applications will be after this program.

___100% ___75% ___50% ___25% ___0%

8. What is the basis for your prediction?

Part 3: Evaluation Essentials

- Glossary of Terms
- Principles of Assessment

Glossary of Terms

Term	Explanation
assessment	determining the relationship between the status of a learner and the intended level of performance
baseline	the initial starting point for an educational intervention
criterion	specification of the level or kind of knowledge or ability of a learner to meet a standard; specification of a level or quality of an instructional activity to meet curricular and instruction requirements
evaluation	determining the value of something
formative evaluation	analyzing the impact of an educational activity with the intention to improve instruction or respond to identified needs of the learner
learning standard	description of what all learners must know and be able to do
outcome	the results of an educational program or intervention
performance based assessment	determining level of competence through an activity in which the learner demonstrates through application the intended learning outcomes
qualitative analysis	Interpretation of statements, oral and written, observations, artifacts.
quantitative analysis	Interpretation of data that quantify results. Some qualitative data can be restated in quantitative terms.
summative evaluation	determining the value of an educational activity or program with the intention of making a final judgment

Principles of Assessment for Effective Teaching/Learning

1. Focus: Emphasize important elements (essential and enduring content)
2. Application: Assess both knowledge and abilities
3. Explicit: Clearly communicate the intended outcomes, the kind of work to be done, and the criteria or standards to be met
4. Flexibility: Use a variety of formats to assess
5. Developmental for the learner: Provide opportunities for learners to improve based on clear and explicit response to their work products
6. Formative for the educator: provide a basis to analyze and improve the program.
7. Comprehensive: Summative evaluation should be based on several demonstrations of learning outcomes
8. Transfer: Evaluate learner's ability to apply what has been learned to other contexts
9. Independence: Evaluate the degree of independence with which a learner uses the knowledge

ACTION PLAN TO ORGANIZE FORMATIVE ASSESSMENT AT YOUR MUSEUM

Developed for Museums in the Park Initiative, Chicago, 2005, funded by the Polk Bros. Foundation.

Organize the System: SAMPLING

Learners

What's a practical way to sample learners?

Programs

What's an efficient way to sample different programs?

Content

What's a valid way to sample important content of your program?

Questions

What's a valid way to sample different kinds of questions?

PUT IT ALL TOGETHER: DESIGN A PLAN FOR YOUR MUSEUM

TEACHER DEVELOPMENT

1. What kinds of instruments/observations/interviews/surveys will we use to identify teacher learning outcomes?

2. How will we sample teachers and programs?

3. How will we use the information?

4. How will we maintain a continuing reporting and analysis of outcomes?

STUDENT LEARNING OUTCOMES

5. Which kinds of student learning programs are most important to assess?

6. What kinds of instruments/observations/interviews/surveys will we use to identify student learning outcomes?

7. How will we sample students?

8. How will we maintain a continuing reporting and analysis of outcomes?

More Resources

Resources Incorporated in this Guide

The following websites provide on-line guides to designing and developing program evaluations that are transferable to all disciplines.

Arts Extension Service, University of Massachusetts Amherst in partnership with Arts Education Partnership, Council of Chief State School Officers, National Assembly of State Arts Agencies, and National Endowment for the Arts, Learning Partnerships: Online help for community arts and education collaborations,
<http://www.umass.edu/aes/learningpartners/>

The Evaluation Resource Centre, Computing Education Research Group, Faculty of Information Technology, Monash University,
<http://cerg.csse.monash.edu.au/evaluation>

Other useful resources include:

Bransford, John D., Brown, Ann L., and Cocking, Rodney R. (Eds.) (1999). *How People Learn: Brain, Mind, Experience, and School*. Washington, D.C.: National Academy Press.

Canadian Heritage Information Network <http://www.chin.gc.ca>

Denzin, N. K. & Lincoln, Y. S. (Eds.) (2000). *Handbook of qualitative research* (2nd ed.) (Thousand Oaks, CA: Sage.

Krueger, R. A. (1994). *Focus groups: A Practical Guide for Applied Research*, 2d Edition. Sage Publications. Thousand Oaks, CA.

Morgan, David L. (1988). *Focus groups as qualitative research*. Sage Publications. *Qualitative Research Methods*, Volume 16. Newbury Park.

Morse, J. M., and Field, P. A. (1995). *Qualitative research methods for health professionals*. Sage Publications, Thousand Oaks, CA.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Popham, W. James (1975) *Educational Evaluation*. Englewood Cliffs, NJ: Prentice-Hall.

Rossmann, G. B., & Rallis, S. F. (1998). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, CA: Sage.

Schwandt, T. A. (2001). *Dictionary of qualitative inquiry* (2nd revised ed.) Thousand Oaks, CA: Sage.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Weber, Robert Philip. (1990). *Basic content analysis*, 2d edition. Sage Publications. Newbury Park.

Williams, D. D. (Ed.) (1986). Naturalistic evaluation. *New Directions for Program Evaluation*, 30.

Appendix

Components of the Evaluation Initiative at the National Museum of Mexican Art

- Schedule of Workshops
- Teacher Leader Role
- Implementation Report Form
- Student Pre- and Post-Test
- Template to Tabulate and Analyze Student Responses
- Executive Summary: Evaluation Report

Schedule of Workshops

Workshops for Museum Educators took place in alignment with meetings with Teacher Leaders, to prepare for those meetings and also to develop the assessment capacity of the museum.

<i>Month</i>	<i>Museum Educators</i>	<i>School Coordinators (Teachers Facilitating Implementation)</i>
November	Workshop 1 Principles of evaluation in practice—the evaluation design and implementation	Meeting 1 Orientation to Project Distribution of surveys and pre-tests
December	Workshop 2 How to analyze survey and pre-test data and identify general priorities for development and revision of curricula	Meeting 2 Review revisions of materials and preview plans for implementation
January	Workshop 3 Principles of formative evaluation for the current materials with application to other educational programs	Meeting 3 Organize for implementation during February
	Collection of evaluation responses from schools.	Collection of evaluation responses from students and teachers
June	Workshop 4 Principles and practices of summative evaluation— Specification of further revisions in the materials and priorities for all programs	Meeting 4 Review recommendations for revision
August	Workshop 5 Plans for formative and summative evaluation of Day of the Dead during Expansion Year	Meeting 5 Organizing Continuing Implementation

Teacher Leader Role

National Museum of Mexican Art
African Presence in Mexico: From Yanga to the Present
Teaching and Learning Guide

CURRICULUM EVALUATION PROJECT: Coordinator Role and Commitment

Goal of Curriculum Evaluation Project:

- Develop an evaluation report that will be used to improve the **Teaching and Learning Guide's** distribution and increase its effectiveness.
- Apply the report's findings to improve the planning and development of future curriculum.

Role of School Curriculum Coordinators:

- Facilitate the evaluation by making the **Teaching and Learning Guide** an integral part of the core curriculum through peer planning of ways to use lessons.
- Track its use by teachers and make recommendations for ways to increase effective use of the resource.
- Participate in an inter-school Focus Group that will discuss the curriculum's use. Curriculum Coordinators will attend 4 focus group meetings (2hrs. each) at the National Museum of Mexican Art during the school year and a fifth meeting in August 2008.

I, _____ understand and make a commitment to this role and responsibilities.

Signature: _____ Date: _____

School Name: _____

Home Address: _____

City/State/Zip: _____

Home Telephone: _____ Cell: _____

Email Address: _____

Schedule of School Coordinator Meetings

Meetings will take place at the National Museum of Mexican Art, 2:30-4:30 pm.

<i>Meeting Dates</i>	<i>Topics</i>
November 15th Thursday	Meeting 1 Orientation to Project Initial recommendations for curriculum Identification of participating teachers. Distribution of curriculum overviews and teacher surveys
December 13th Thursday	Meeting 2 Review of recommendations for revision of materials Discuss initial response by teachers Preview plans for implementation Distribution of Pre-tests
January 16th Wednesday	Meeting 3 Bring completed pre-tests Discuss status of preparations to use the materials in classes during February Organize for implementation during February
May 14th Wednesday	Meeting 4 Discuss implementation Review recommendations for revisions
August 14th Thursday	Meeting 5 Review revised materials Plan for expanded use in 2008-2009

Coordinator Responsibilities

November-December

Explain the initiative to your principal

Select three teachers to use the curriculum.

You may be one of the three teachers.

During the rest of November and the first part of December, share copies of the curriculum resources with three teachers. Have them preview the materials and give you information about what they plan to use in February. (They may adjust the schedule and use materials in March also.) Use the Preview Survey to get that information.

Preview the Materials yourself and complete a Preview Survey.

December

Bring the surveys and the materials to the second meeting.

January

Participate in the Coordinators' meeting.

We will focus on organizing use of the materials during February.

Give pre-assessments to participating teachers to give to students.

Collect pre-assessments from teachers.

February

Informally discuss the project with participating teachers.

Confirm that they are completing their curriculum use log.

An educator from the National Museum for Mexican Art will visit your school during implementation. Confirm that schedule with the Museum representative.

Collect teachers' implementation logs.

(Note: They can continue to use the curriculum in March but should be finished by the end of March.)

March

At the end of March, give teachers the post-assessments.

Collect the post-assessments.

Also give teachers the curriculum survey on implementation. Collect that survey.

Send all the post-assessments and surveys to the National Museum of Mexican Art.

May

Participate in the Coordinators' meeting.

August

Participate in the Coordinators' meeting.

Teacher: _____ School: _____

Grade/Subject: _____

Use this chart to note the activities you use from the curriculum.

Or write directly on the lesson plans and return the pages you use with this cover page.

In column 1, note the week during which you presented the curriculum.

Then in column 2 note the activities your students complete.

List the Unit, the Lesson Number, and the materials you use.

For example, Unit 1, Lesson 1, Exhibition Overview

Or, Unit 1, Lesson 1, Student Handout 1.

If you include an activity you design based on the materials, describe it briefly.

For example: Students wrote poems based on the unit.

Week of	Activities
	Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____
	Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____
	Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____ Unit ___ Lesson ___ Activity: _____

If you need more rows for more weeks, please make another copy of this page.

When you complete the project, give the chart to the coordinator of the curriculum project of your school.

Thank you for participating in this curriculum project.

Example of an implementation log.

Note: This example was provided to Teacher Leaders, who coordinated having teachers report the parts of the curriculum they used.

As an alternative, classroom teachers used post-its to note the sections they used, noting what they did/why they chose that part of the curriculum.

Grade/Subject: _8th grade, social studies

Week of	Activities
	<p>Discussed Africa with students, listed what they know and questions they have.</p> <p>Unit _1_ Lesson _4_ Activity: Student Handout 1</p> <p>Unit _1_ Lesson _4_ Activity: Student Handout 2</p> <p>Unit _1_ Lesson 4__ Activity: Student Activity 1</p> <p>Unit _1_ Lesson 4__ Activity: Student Activity 2</p>
	<p>Unit _2_ Lesson _2_ Activity: Read Voices of Afro-Mexican Heroes</p> <p>Unit _2_ Lesson _2_ Activity: Students worked in groups to list facts about one of the heroes using Handout 3.</p> <p>Students illustrated Afro-Mexican heroes.</p> <p>Students wrote poems about one of the heroes.</p>
	<p>Unit _4_ Lesson 1__ Activity: _students interpret paintings from Student Handout 5 see page 5)</p> <p>Unit _4_ Lesson 1_ Activity: Student Activity 1</p> <p>Unit _4_ Lesson _1_ Activity: Student Activity 2</p> <p>Unit 4_ Lesson ___ Activity: Students looked at textbook for additional information. Then class discussed how important it is to use resources in addition to the textbook.</p> <p>Students wrote another section of the textbook based on what they learned.</p>

African Presence in Mexico **Post-Assessments for Students**

Dear Teacher:

Thank you very much for your help with this assessment. The purpose of the assessment is to find out how useful the materials are. Please make sure that students know that it is not a test of them.

Please give your students the post-assessments during April or May. It is very important that they be completed by May 14th.

- They should take 15-20 minutes to complete them.
- Please administer the post-assessment to the same class in which you administered the pre-assessment.
- Please don't discuss the questions with them until after you have collected their papers. Then you can ask them to discuss what they learned from the project.

Once your students have completed the assessments, please put them in the enclosed envelope and give them to the project coordinator for your school, who will bring them to a meeting on May 15th.

No identifying information will be reported when we prepare the evaluation of the project. We will keep the report of the responses anonymous. This is a way to assess the materials, not the students.

PLEASE INCLUDE THIS FORM IN THE ENVELOPE:

Your Name: _____

Students' Grade/Subject: _____

When did you last use the curriculum? _____

It was optional to use any parts of the curriculum.

We know how full your curriculum is.

How much of the materials did you use? ___a lot ___some ___very little

Date of Post-Assessment: _____

School Name: _____

Student **Assessment** Your Name: _____

Please answer these five questions.

If you don't know an answer, leave it blank.

1. Which of these is true? *Put X on the line in front of the correct answer.*

- Africans have always lived in Mexico
- Africans have never lived in Mexico
- Africans have visited Mexico but have not stayed there to live.
- Africans have lived in Mexico for many years

2. What is Africa? *Put X on the line in front of the correct answer.*

- a country a culture a continent a nation

3. What are the main sources or roots of the Mexican people?

Put X on the line in front of the correct answer.

- The Americas
- Europe, Asia, and Africa
- Africa, the Americas, and Spain
- North America, South America, and Spain

4. Have Africans contributed to life in Mexico? yes no

If you answered yes, what are some contributions?

5. Describe the culture of Mexico. Write words or sentences that tell about it.

Pre- and Post-Assessment African Presence in Mexico

School: _____]

Teacher: _____

Grade or Subject (if noted): _____

1. Which of these is true?

- A ___ Africans have always lived in Mexico
- B ___ Africans have never lived in Mexico
- C ___ Africans have visited Mexico but have not stayed there to live.
- D ___ Africans have lived in Mexico for many years

RESPONSE	NUMBER MAKING THIS RESPONSE ON PRETEST	PERCENT OF TOTAL RESPONDENTS	NUMBER MAKING THIS RESPONSE ON POST-TEST	Percent of total respondents
A				
B				
C				
D				

2. What is Africa? Put X on the line in front of the correct answer.

- A ___ a country B ___ a culture C ___ a continent D ___ a nation

RESPONSE	NUMBER MAKING THIS RESPONSE ON PRETEST	PERCENT OF TOTAL RESPONDENTS	NUMBER MAKING THIS RESPONSE ON POST-TEST	Percent of total respondents
A				
B				
C				
D				

3. What are the main sources or roots of the Mexican people?

Put X on the line in front of the correct answer.

- A The Americas
- B Europe, Asia, and Africa
- C Africa, the Americas, and Spain
- D North America, South America, and Spain

RESPONSE	NUMBER MAKING THIS RESPONSE ON PRETEST	PERCENT OF TOTAL RESPONDENTS	NUMBER MAKING THIS RESPONSE ON POST-TEST	Percent of total respondents
A				
B				
C				
D				

4. Have Africans contributed to life in Mexico? yes no

RESPONSE	NUMBER MAKING THIS RESPONSE ON PRETEST	PERCENT OF TOTAL RESPONDENTS	NUMBER MAKING THIS RESPONSE ON POST-TEST	Percent of total respondents
YES				
NO				

If you answered yes, what are some contributions?

Student Last Name	Pre-Test Response	Post-Test Response

5. Describe the culture of Mexico. Write words or sentences that tell about it.

If you answered yes, what are some contributions?

Student Last Name	Pre-Test Response	Post-Test Response

**Evaluation Report
September 2007-July 2008**

**National Museum of Mexican Art
African Presence in Mexico, From Yanga to the Present
Teaching and Learning Guide Grades 6-12**

Evaluation Sponsored by the Lloyd A. Fry Foundation

August 2008

Executive Summary

The purpose of the evaluation was to analyze the curriculum developed to complement an exhibit on the African Presence in Mexico to improve its potential as an instructional resource. The analysis was to determine how to support the effective implementation of the curriculum in Chicago public schools. The evaluation design was expanded to include outcomes for the museum itself, to develop the capacity of the museum to plan curriculum based on findings from the evaluation that apply to planning of any curriculum.

Participants: The evaluation activities included three groups of learners: museum educators, who would learn principles of formative evaluation; teacher coordinators from Chicago public elementary and high schools who would learn principles of curriculum modification and contribute to the improvement of the curriculum unit as well as to the development of a guide to effective museum-based curricula; students in upper grades and high school who would learn the content of the curriculum.

Process: The evaluation process took place from September through mid-August. The Education Director, Nancy Villafranca, and education staff participated actively in the design of the evaluation and review of instruments and findings. That participation was structured through workshops for the education staff and meetings with the Education Director and Teacher and Student Program Coordinator. Education staff also participated directly in four teacher workshops for the school coordinators, who were teacher representatives from the participating schools. The emphasis of all activities was project-based learning for the educators, so that rather than receive a pre-test that was to be given to students, the museum educators and then the school coordinators reviewed and revised a draft pre-/post-test to ensure its relevance to the project goals and comprehensibility to students. The intended outcome of that active involvement was to develop the capacity of the educators to apply principles of formative evaluation in practice. Teachers also learned how to serve as school leaders. The Museum educators also visited schools and discussed the project directly with students and with teachers. They contributed their insights on a continuous basis through meetings with the evaluator.

Outcomes: There have been eight outcomes of the evaluation process.

1. *Specifications for the Revision of the Curriculum:* Through discussions in meetings, analysis in workshops, and field-testing of the unit at six elementary schools and one high school, information was obtained that informed the Museum about improvements to make the curriculum more effective.

2. *Development of Curriculum Design and Evaluation Knowledge of Museum Educators.* Museum educators gained knowledge about evaluation and about curriculum design through workshops developed for them and through participation in teacher workshops and review of teacher-developed criteria and recommendations for revision.

3. *Development of Teacher Abilities.* Teachers from seven schools developed greater ability to coordinate initiatives and knowledge of principles of curriculum design through workshops and through taking an active role in introducing the unit, coordinating its use at their schools, and reviewing pre- and post-test data and developing recommendations based on that participation.

4. *Development of Relationships between the Museum and Schools.* The museum has established or strengthened links with seven Chicago public schools through this collaboration.

5. *Creation of the Role of School Coordinator for Curriculum Implementation.* The evaluation process recruited one teacher coordinator from each school whose role included explaining the curriculum to other teachers, coordinating pre- and post-testing, and teaching the materials if the teacher was based in a classroom. The teacher coordinators were essential to the use of the materials and recommendations for their improvement.

6. *Increased Knowledge about the History of the African Presence in Mexico by Students in Seven Schools.* Pre- and post-tests indicate that students increased their knowledge of information about the African presence in Mexico and an appreciation of Mexican culture and the contributions of Africans to that culture. As one coordinator commented at the final meeting on August 14th, "This progress would not have happened without this curriculum."

7. *Development of Criteria and Guide for Planning by the Museum of Curriculum Units.* The project has developed a set of standards and a framework for planning curriculum that the museum itself has applied in the redesign of the Day of the Dead curriculum and will continue to apply. The framework is a model that can be used by any museum.

8. *Transformation of the Planning of Curriculum by the Museum.* The Museum educators have applied the principles established through the project to the design of the *Day of the Dead* curriculum. That curriculum will be reviewed by teachers and then revised based on that input. Contrasting the two curricula, it is very clear that the Museum educators have the capacity to construct the curriculum effectively, following principles of curriculum and assessment and with the active involvement of teachers.