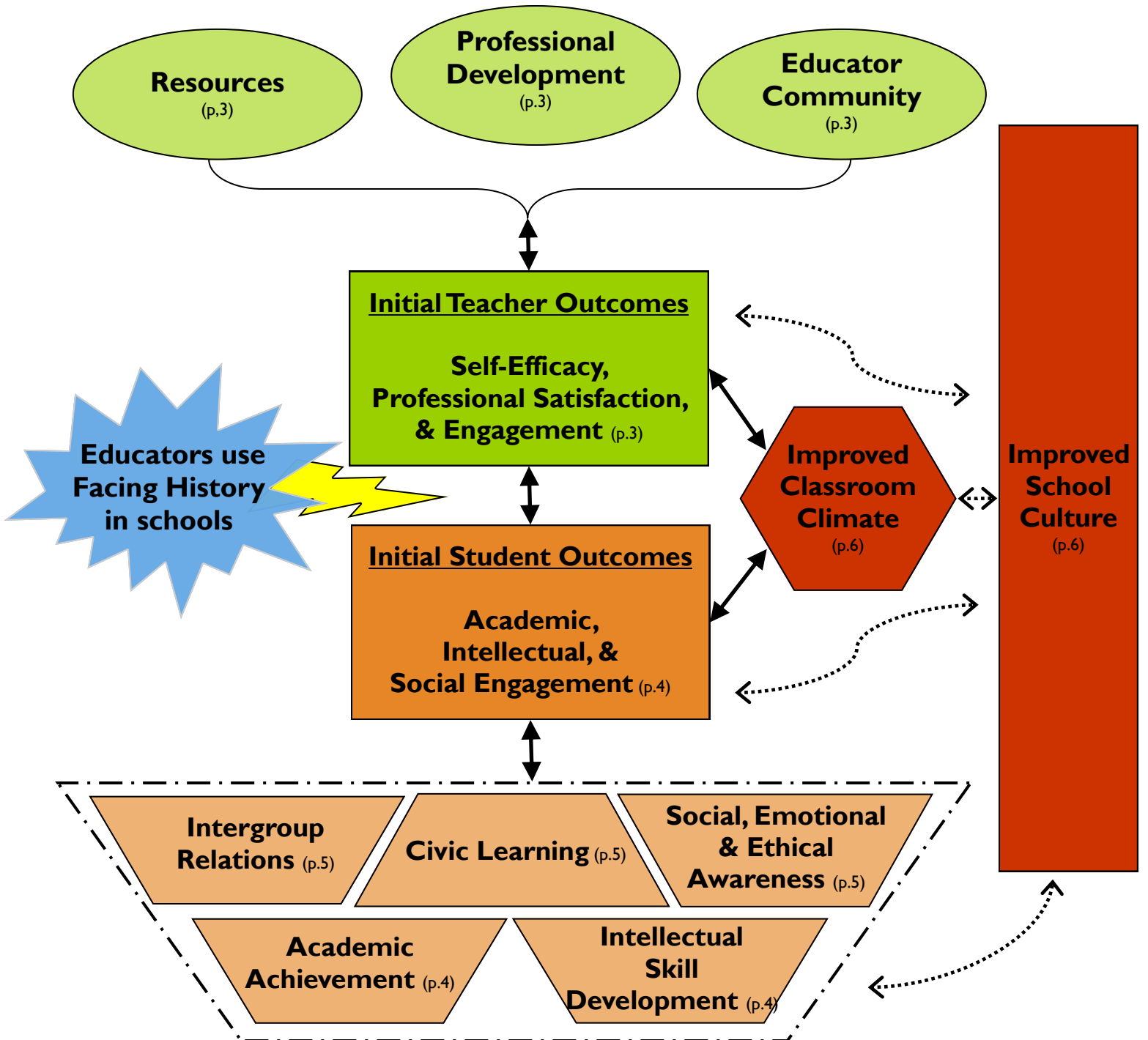
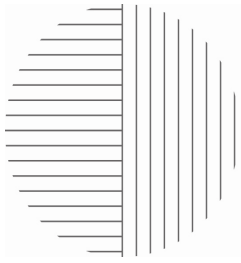


Evaluation Highlights

Informed by this **THEORY OF CHANGE***



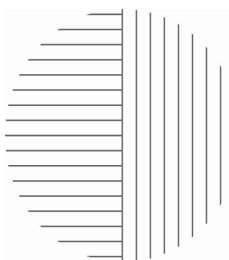
*This theory of change guides our research in schools. Another, more comprehensive model includes a focus on alumni and the general public



Independent Reviews of *Facing History's* Evaluation Evidence

- ★ ⌘ The U.S. Department of Education 2012 report: *Advancing Civic Learning and Engagement in Democracy: A Road Map and Call to Action*—spotlighted Facing History and Ourselves as a “Next Generation Leader” in **civics education** in American schools.
(D.O.E., 2012)
- ★ ⌘ *"The NPDEP [The National Evaluation Project] study by Abt Associates is particularly impressive with strong teacher and student outcomes. Their focus on teacher efficacy and the links to student achievement is well established by the research presented."*
(Federal Evaluation Reviewer, Facing History i3 Application, 2010)
- ★ ⌘ The Center for Character and Citizenship conducted a scholarly national review of character education programs and identified Facing History and Ourselves as a scientifically supported **character education** program.
(Berkowitz & Bier, 2005)
- ★ ⌘ The Berman Center for Research & Evaluation in Jewish Education identified Facing History and Ourselves as a **best practice in Holocaust Education**.
(Berman, 2006)
- ★ ⌘ The U.S. Department of Education designated Facing History and Ourselves as a “**promising program**” based on a review by the Department’s Independent Expert Panel on Safe, Disciplined, and Drug-Free School.
(D.O.E., 2001)
- ★ ⌘ For sixteen years, the U.S. Department of Education selected Facing History and Ourselves as an “**exemplary program**” worthy of dissemination through the federal government’s National Diffusion Network.
(Lieberman, 1993)

⌘ Denotes research conducted or validated by independent scholars, while other information comes from studies conducted by Facing History’s Evaluation Department

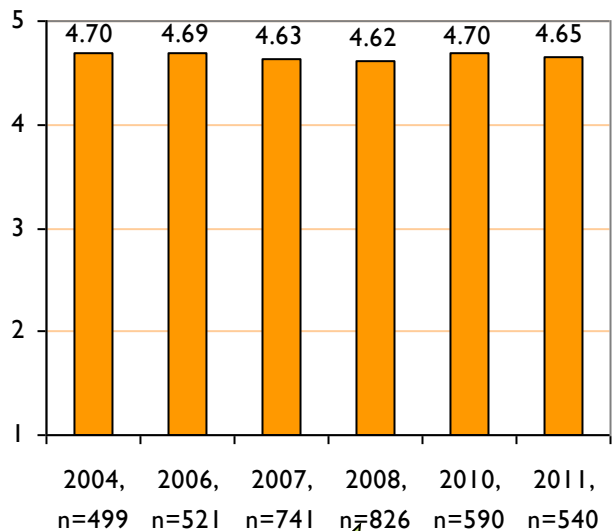


Strong Impact on Educators

Positive and Consistently High Impacts over Time

Educators Rate Seminars' Impact as "High" to "Very High"

Please rate the overall impact of the seminar for you professionally:
Scale: 1= none, 2= little, 3= moderate, 4= high, 5= very high



Self Efficacy: Teachers' beliefs in their own competence are linked to Positive Student Outcomes!

Facing History Improves Teacher Self-Efficacy

National Evaluation Project (NPDEP): a randomized controlled trial of 134 high school teachers and their 1,371 students from 8 regions in the U.S.

- Participation in a Facing History professional development seminar and follow-up activities has a positive, statistically significant impact on **teacher self-efficacy**, **satisfaction with professional development** experiences, and **satisfaction and engagement in the teaching profession**.
- These findings were **replicated** with a second group of teachers and the effects were **sustained** in the second year for the first group.

(Boulay, et al., 2009)

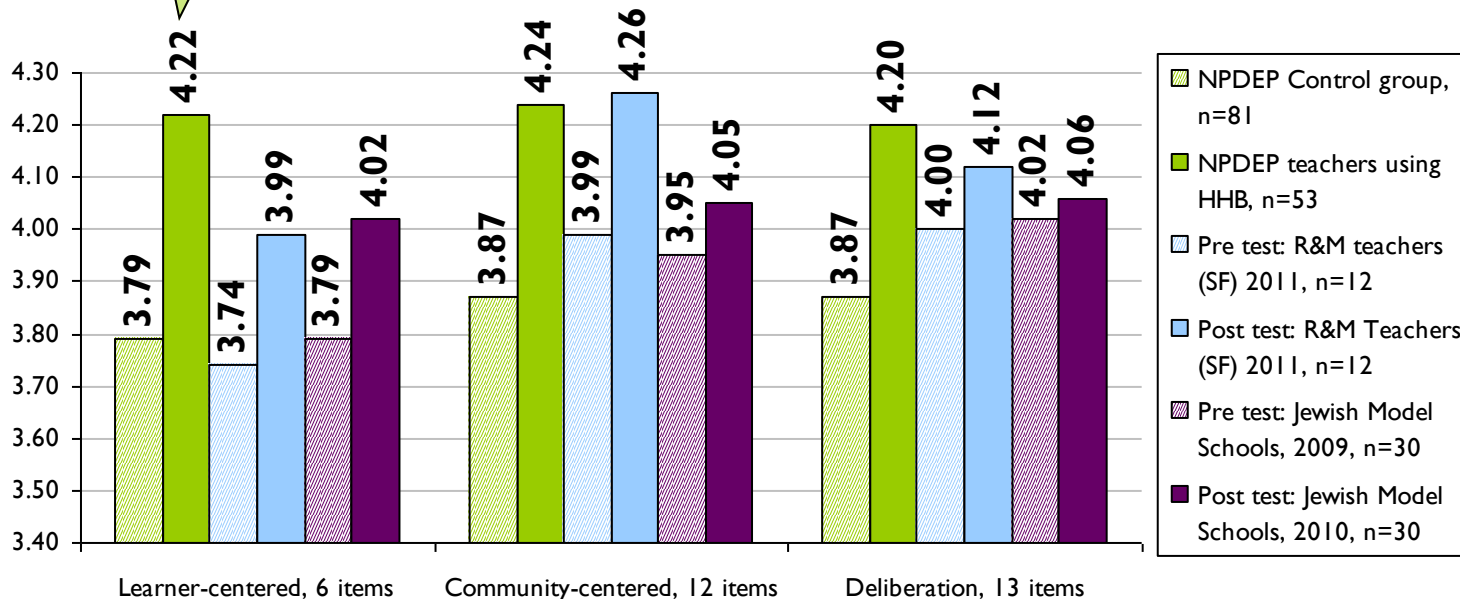
Teaching Race & Membership Study: San Francisco Teachers studied *Race & Membership in American History: The Eugenics Movement* (R&M) and then used these materials and methods, with ongoing support, in their teaching. The teachers showed **statistically significant increases in self efficacy** in creating *learner-centered classrooms* and *community centered classrooms*.

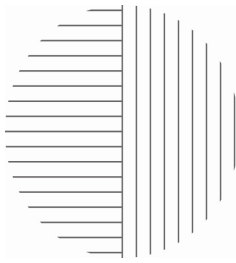
(Song & Romer, 2011)

Jewish Model Schools Network Teacher Study: Teachers who were members of the Facing History network of Jewish model schools who studied *Facing History and Ourselves: Holocaust and Human Behavior* (HHB), and then taught these materials and methods with ongoing support, demonstrated the same trends in improved self efficacy in creating learner-centered, community-centered and deliberative classrooms.

(Barr & Mingo, 2010)

Changes in Teacher Self-Efficacy across 3 Different Projects, pre & post data





How do we know it works?

Researching the Impact of *Facing History and Ourselves* since 1976

Strong Impact on Learning

Digital Media Innovation Network Engages Teachers & Students

Network **teachers** were asked to pick just one goal that the Digital Network was “most instrumental in helping you achieve” Three common goals emerged:

- **Foster critical inquiry** [among their students]
- Expose students to **new content & perspectives**
- **Enhance academic motivation/ engagement** (Romer, 2011)

Making Media, Making Sense, Making Change

522 students from 15 classrooms from 4 continents registered for this **week-long online workshop**. **Students posted their own digital media projects**, responded to the work of others, and participated in online discussions about **Reporter** a documentary by Nicholas Kristof. Forty-nine percent (49%) of participants completed a survey about its impact.

“Their projects impressed me a lot because of the great communication between students and teacher, and the active atmosphere throughout the whole project.”

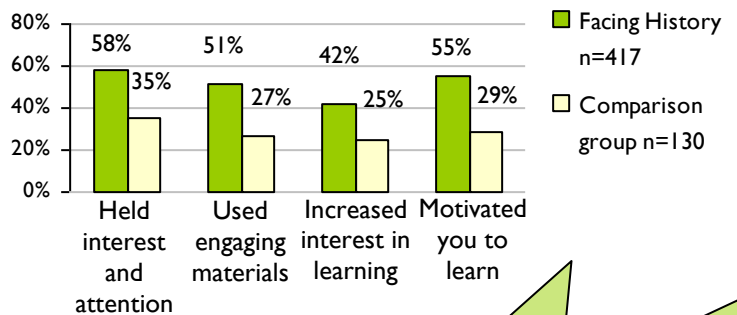
—17 year-old-female student, Shanghai, China

(Romer & Mingo, 2011)

Facing History Students Are More Engaged

✎ A study of 547 9th and 10th graders in 31 Facing History and comparison classes in a large urban high school in Florida found that Facing History students were more likely to report that their classes motivated them to learn, used interesting and engaging reading materials, held their interest and attention, and increased their interest in reading.

(Stecker & Meehan, 2005)



“Learning and succeeding in school requires **active engagement**—whether students are rich or poor, black, brown or white...when students from disadvantaged backgrounds ...become disengaged, they are less likely to graduate and consequently face severely limited opportunities.”

(National Research Council and IOM, 2004)

✎ National Evaluation Project

1,371 9th and 10th grade students from 8 regions of the U.S.

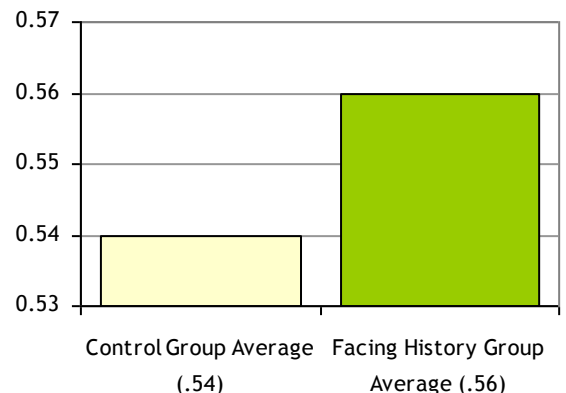
Researchers developed and used a **new measure of historical understanding** in this randomized-controlled study of high school students studying *Facing History and Ourselves: Holocaust and Human Behavior*.

Students were asked to interpret and integrate information from seven documents that provide historical information about inter-ethnic conflict in the former Yugoslavia in the 1990s and to select items that they believe best explained aspects of what took place during that conflict.

Facing History students demonstrated significantly stronger skills for historical analysis of agency, evidence, and causation than did the control group.

(Boulay, et al., 2009)

Mean Differences in Student Historical Understanding Measure



FACING HISTORY AND OURSELVES

How do we know it works?

Researching the Impact of *Facing History and Ourselves* since 1976

Civic Attitudes and Social Emotional Learning

"Social Emotional Learning helps students become good communicators, cooperative members of a team, effective leaders, and caring, concerned members of their communities. It teaches them how to set and achieve goals and how to persist in the face of challenges."

-CASEL

Success Improving Student Social, Emotional & Ethical Awareness, Intergroup Relations, and Civic Learning

A district-wide, randomized controlled study demonstrated that Facing History has a statistically significant impact on 7th grade students' **empathy, prosocial behavior, civic attitudes, and aggression**. After two years of exposure to Facing History, students, now in 8th grade, were **less likely than a control group to endorse bystanding and more likely to intervene in bullying situations**.

(Domitrovich, et al. 2010)

Qualitative research has shown that Facing History promotes **self-reflection** and **prosocial awareness** (Bardige, 1983), and meaningful, but safe, grappling with differences in points of view and background among students (Fine, 1991). In addition, students become **more aware of the importance and consequences of the choices they and others make** in relation to social injustice.

(Barr, et al., 1998)

Facing History Increases Understanding & Respect of Others

In a major quasi-experimental study funded by the Carnegie Corporation of New York, Harvard University researchers found that 8th grade students in Facing History classrooms showed greater **increases in relationship maturity and decreases in racist attitudes and self-reported fighting behavior** than the comparison group. In addition, Facing History students tended to value engaging with others from different backgrounds

(Schultz, Barr, & Selman, 2001)

"I asked my students if they believed that they had changed in any way since the beginning of this course. Every student said 'yes.' They said that they had never considered many of these issues before. They said they felt more engaged in their communities and were more likely to become involved in social justice issues."

-Teacher participant in Canadian Survey

(Romer, 2011)

National Evaluation Project: Facing History Promotes Tolerance and Civic Efficacy

1,371 9th and 10th grade students from 8 regions of the U.S.

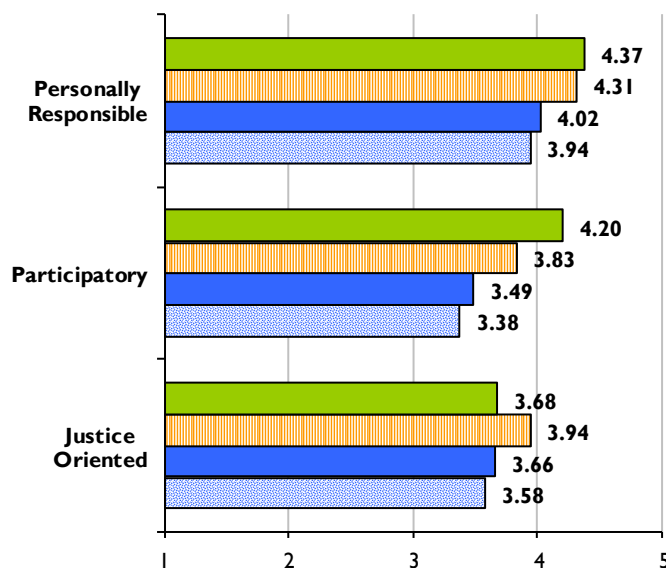
Facing History and Ourselves' students scored higher than control group students on all of the civic outcomes that were measured in the National Evaluation Project. The results indicated that Facing History, for example:

1. **Promoted respect** for the rights of others whose views differ from one's own
2. **Fostered awareness** of the power and danger of prejudice and discrimination
3. Increased students' sense of **civic efficacy**—the capacity to make a difference in society.

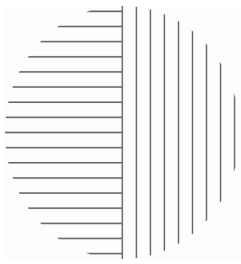
(Boulay, et al., 2009)

Facing History Students Value Civic Engagement: Students Score High on Civic Responsibility Index

- Small Schools Network, Student Outcome Study, 2011 n=137
- Jewish Model Schools Project, 2011 n=54
- NPDEP Treatment Group, 2009 n=612
- NPDEP Control Group, 2009 n=759 (No Facing History)



Scale: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree



Two Facing History Networks of Schools Address Whole School Reform Effectively

Facing History Small School Network Student Outcome Study at New Mexico Charter School:

Students from one small public, urban, charter school which has incorporated Facing History through all four years' humanities courses report a vivid and compelling picture of Facing History's impact on the whole school. Sample: 137 10th, 11th and 12th grade students surveyed; they represent **78% of the enrollment in those grades**.

- ♦ **95% of students** have observed ways in which **Facing History has positively impacted their school**
- ♦ Students rated the **Classroom Climate** at their school as **highly respectful, & inclusive** both in terms of teacher practices and student interactions. Climate ratings are highest to date of any study of Facing History (Romer, 2011)

Addressing the **Empowerment Gap**: "Do our classrooms provide students with a sense of community in which they have voice, experience connection to others, and understand their impact on others and the classroom as a whole?"

—Sheldon Berman, 2010

Two **Randomized Controlled Studies** demonstrate that Facing History teachers fostered classroom climates that were more inclusive, respectful, and tolerant of differing view points and beliefs than control classrooms. Facing History interventions in middle schools and high schools led to the development of **safer** and more **engaging learning environments** (Boulay, et al., 2009), as well as open classrooms that **promoted student voice** and **teacher responsiveness** (Domitrovich, et al. 2010). In addition, in the National Evaluation Study, teachers expressed a sense of self-efficacy in creating *community-centered, learner-centered, and knowledge-centered* classrooms (Boulay et al, 2009).

Facing History Jewish Model Schools Network Strengthens School Culture

Studies of teachers and students confirm the high impact of the **Facing History Jewish Model Schools Network** on overall school culture, teacher self-efficacy and student outcomes. Student Outcome study included **72 students from 4 schools** (3 middle, 1 high school)

- ♦ **97% of students** were familiar with core Facing History terms 'bystander,' 'upstander,' or 'universe of obligation'
- ♦ **91% of students** reported that **students and teachers use these core terms**
- ♦ **78% of students** reported that their experience with **Facing History had deepened their Jewish identity** (somewhat or a great deal) - for three of the schools, this figure was **87%-90%**
- ♦ Students value the **social justice approach to civic engagement**: They rated this dimension higher than students in any other Facing History classroom study to date

(Barr & Mingo, 2011)

Improvement in Classroom Environment:
Students and Teachers respond to Climate Scales

