

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**TEACHING AMERICAN HISTORY GRANT PROGRAM**

**CFDA # 84.215X**

**PR/Award # U215X080153**

**Grants.gov Tracking#: GRANT00388000**

Closing Date: DEC 10, 2007

# **\*\*Table of Contents\*\***

## **Forms**

1. <i>Application for Federal Assistance (SF-424)</i>	c1
2. <i>Standard Budget Sheet (ED 524)</i>	c6
3. <i>SF 424B - Assurances Non-Construction Programs</i>	c8
4. <i>Disclosure of Lobbying Activities</i>	c10
5. <i>427 GEPA</i>	c12
<i>Attachment - I</i>	c14
6. <i>ED 80-0013 Certification</i>	c15
7. <i>Dept of Education Supplemental Information for SF-424</i>	c16
<i>Attachment - I</i>	c17

## **Narratives**

1. <i>Project Narrative - (Abstract Narrative...)</i>	c18
<i>Attachment - I</i>	c19
2. <i>Project Narrative - (Project Narrative...)</i>	c20
<i>Attachment - I</i>	c21
3. <i>Project Narrative - (Other Narrative...)</i>	c51
<i>Attachment - I</i>	c52
4. <i>Budget Narrative - (Budget Narrative...)</i>	c182
<i>Attachment - I</i>	c183

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
---	---	---

* 3. Date Received: 12/09/2007	4. Applicant Identifier: Newton (MA) and Partners
-----------------------------------	--

5a. Federal Entity Identifier: USED: Office of Innovation ...	* 5b. Federal Award Identifier: CFDA # 84.215X
--	---

**State Use Only:**

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

**8. APPLICANT INFORMATION:**

* a. Legal Name: Newton Public Schools	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 046 001 404	* c. Organizational DUNS: 092191428

**d. Address:**

* Street1: 100 Walnut Street
Street2: _____
* City: Newton
County: _____
* State: MA: Massachusetts
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 02460-1398

**e. Organizational Unit:**

Department Name: _____	Division Name: _____
------------------------	----------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: _____	* First Name: Susan
Middle Name: _____	
* Last Name: Linn	
Suffix: _____	
Title: Grants Coordinator	
Organizational Affiliation: Newton Public Schools	
* Telephone Number: 617-559-9038	Fax Number: 617-559-9026
* Email: susan_linn@newton.k12.ma.us	

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-101007-001

\* Title:

Teaching American History Grant Program CFDA 84.215X

**13. Competition Identification Number:**

84-215X2008-2

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

In Middlesex County, MA, the cities and towns of Newton, Brookline, Cambridge, Sudbury, Waltham, and Watertown.

**\* 15. Descriptive Title of Applicant's Project:**

Liberty and the Pursuit of Happiness: Narrative as a Lens on History

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,771,590.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,771,590.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes
- No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**\*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:   
\* Title:   
\* Telephone Number:  Fax Number:   
\* Email:   
\* Signature of Authorized Representative:  \* Date Signed:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)  
Prescribed by OMB Circular A-102

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

## Attachments

AdditionalCongressionalDistricts

**File Name**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Newton Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 81,340	S 83,636	S 83,790	S 84,815	S 86,105	S 419,686
2. Fringe Benefits	S 7,600	S 8,400	S 9,279	S 10,300	S 11,400	S 46,979
3. Travel	S 2,820	S 2,820	S 2,820	S 2,920	S 2,920	S 14,300
4. Equipment	S 2,000	S 0	S 0	S 0	S 0	S 2,000
5. Supplies	S 125,985	S 6,775	S 10,790	S 11,000	S 129,900	S 284,450
6. Contractual	S 158,523	S 179,742	S 169,930	S 210,365	S 174,065	S 892,625
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 1,000	S 1,000	S 5,000	S 1,000	S 5,000	S 13,000
9. Total Direct Costs (lines 1-8)	S 379,268	S 282,373	S 281,609	S 320,400	S 409,390	S 1,673,040
10. Indirect Costs*	S 0	S 0	S 0	S 0	S 0	S 0
11. Training Stipends	S 14,950	S 21,200	S 20,600	S 21,200	S 20,600	S 98,550
12. Total Costs (lines 9-11)	S 394,218	S 303,573	S 302,209	S 341,600	S 429,990	S 1,771,590

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(e)(2)?





**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Newton Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 0	S 0	S 0	S 0	S 0	S 0
2. Fringe Benefits	S 0	S 0	S 0	S 0	S 0	S 0
3. Travel	S 0	S 0	S 0	S 0	S 0	S 0
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 0	S 0	S 0	S 0	S 0	S 0
6. Contractual	S 0	S 0	S 0	S 0	S 0	S 0
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 0	S 0	S 0	S 0	S 0	S 0
9. Total Direct Costs (lines 1-8)	S 0	S 0	S 0	S 0	S 0	S 0
10. Indirect Costs	S 0	S 0	S 0	S 0	S 0	S 0
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 0	S 0	S 0	S 0	S 0	S 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)  
Prescribed by OMB Circular A-102

Tracking Number: GRANT00388000

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Susan Linn	* TITLE Superintendent
* APPLICANT ORGANIZATION Newton Public Schools	* DATE SUBMITTED 12-09-2007

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>	
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Newton Public Schools</p> <p>* Address: 100 Walnut Street</p> <p>Newton</p> <p>MA: Massachusetts</p> <p>02460</p> <p>Congressional District, if known: 4</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>		
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education/Innovation</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>		
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>		
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>		
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>			<p>* Signature: Susan Linn</p> <p>* Name: Jeffrey</p> <p>Young</p> <p>Title: Superintendent</p> <p>Telephone No.: 617-559-6100</p>

	Date: 12-09-2007
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

## Attachment Information

File Name

3149-Newton\_Section\_427\_GEPA.pdf

Mime Type

application/pdf

### **Section 427 – GEPA – Statement**

Through the professional development programs supported by this grant, the American history knowledge and interest of students will be affected regardless of their gender, race, national origin, color, disability, or age. These values are espoused by each of the six school systems involved in the project.

To promote the goal of accessibility, the following practices will be observed:

1. Lesson studies series will include a focus on helping teachers differentiate instruction.
2. All American History teachers in each of the six districts will be recruited to attend professional development offerings. For programs offered within districts, sites will only be included if they comply with the Americans with Disabilities Act. When programs include off-site activities, such as visits to local historical sites, the Project Director will work with the professional development provider/site to ensure that teachers with limited mobility are accommodated.
3. Teachers of Special Education and Limited English Proficient students will be specifically asked for their input into program offerings.
4. Teachers attending programs will be strongly encouraged to disseminate their learning to both regular and special educational teachers in their districts.



---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Newton Public Schools
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Jeffrey Middle Name: M. * Last Name: Young Suffix: * Title: Superintendent
* SIGNATURE: Susan Linn * DATE: 12/09/2007

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

\* Name:

Dr.

Janet

Buerklin

\* Address:

100 Walnut Street

Newton

MA: Massachusetts

02460

USA: UNITED STATES

\* Phone Number:

617-558-9090

Fax Number:

Email:

janet\_buerklin@newton.k12.ma.us

## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName

7592-Newton\_Human\_Subjects.pdf

MimeType

application/pdf

### **Human Subjects Exempt Research Narrative**

The proposed research activities are being conducted in established or commonly accepted educational settings, involving normal educational practices. The purpose of the research is to assess the effectiveness of the curricula in enhancing student learning. The testing materials to be used include a standardized state instrument (the Massachusetts Comprehensive Assessment System) and standard department-reviewed tests that are currently used in the classrooms independent of the presence of external grant funding. These instruments are all "*educational*" in nature, and do not place subjects at risk of criminal or civil liability, nor pose threats to subjects' financial standing, employability, or reputation.

# **Project Narrative**

## **Abstract Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 2126-Newton\_MA\_Abstract.pdf**

## **Abstract**

“Liberty and the Pursuit of Happiness: Narrative as a Lens on History” is a five-year professional development program for 302 elementary (180), middle (20), and high school (102) teachers of American history in the six MA public schools and districts of Newton Public Schools (i.e., lead LEA), Brookline High School, Cambridge Rindge and Latin High School, Sudbury Public Schools, Waltham Public Schools, and Watertown Public Schools. These teachers serve a total of 25,692 students. Themes by year are: 2008-2009 Liberty Conceived (American History through the Revolutionary War); 2009-2010 Liberty Codified (Founding Documents); 2010-2011 Liberty Challenged (Industrialization Periods; Immigrants; Enslavement; Rights of the Poor; Women's Issues; Changing Economics); 2011-2012 Liberty: Continuously Evolving Values (the U.S.'s pursuit of liberty and its impact on the world, especially WWI, WWII, and Vietnam); and, 2012-2013 Preserving Liberty (a focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries).

This project meets an urgent need, implements well-established forms of professional development (e.g., school year and summer 1 to 5-day institutes, face to face and online) with an innovative approach and emphasis on narrative, and incorporates experimental and quasi-experimental studies to expand the partnership's knowledge of improving the teaching of American History. *Need:* (1) Four of the six partnering districts include schools identified for improvement, corrective action, or restructuring. (2) The Class of 2012 must pass the state high-stakes exam on history and social studies to graduate. (3) In a survey administered to American history teachers in the participating districts in the planning phase: (a) 57% reported having “a little bit” or “almost no” professional development; (b) only 25% majored or minored in history in college, and (c) 79% were interested in professional development that focused on pedagogy. *Approach:* The intervention emphasizes the use of narrative, organizes all professional development with the central theme of “liberty,” and employs exemplary providers. Providers, who have all supplied Memoranda of Understanding or letters of commitment are: The Gilder Lehrman Institute of American History, Boston University, the Education Development Center, the National Archives and Records Administration (Waltham), Museum of Fine Arts (Boston), Peabody Museum of Archaeology and Ethnology at Harvard University, Plimoth Plantation, the Tsongas Industrial History Center, Discovering Justice, and the John F. Kennedy Presidential Library and Museum.

Teachers will use the knowledge acquired from project activities to improve the quality of instruction in the following ways: (a) teachers will know about more historical sites and make greater use of them in their classes; (b) teachers will make greater use of primary source documents in their classes; (c) teachers will become more confident in their abilities to teach American history and will be more likely to think of themselves as historians; (d) teachers' knowledge of and use of narrative as a teaching tool will increase, and (e) teachers will make use of exemplary lesson plans and support from Lead Teachers in their instruction. Up to 100% of the teachers will be served in the first three years of the project. The overarching goal is that students' knowledge and appreciation of American history will improve.

The project includes a third-party evaluation by a highly qualified evaluator. The evaluation will meet GPRA requirements, track implementation and outcomes, and incorporate several experimental and quasi-experimental studies designed to enhance the effectiveness of professional development and, ultimately, their impact on student performance.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **5631-Mandatory\_Newton\_Narrative.pdf**

## Table of Contents

<b>Abstract</b>	<i>Not numbered</i>
<b>Absolute Priority</b>	<b>iii</b>
<b>Competitive Preference Priority</b>	<b>iii-v</b>
<b>1: PROJECT QUALITY</b>	<b>1-14</b>
<b>a and b</b>	1-13
<b>c and d</b>	13-14
<b>2: SIGNIFICANCE</b>	<b>14-16</b>
<b>a</b>	15
<b>b</b>	15
<b>c</b>	15-16
<b>3: QUALITY OF THE PROJECT EVALUATION</b>	<b>16-22</b>
<b>a</b>	16-18
<b>b</b>	18
<b>c</b>	18
<b>d</b>	18-19
<b>e</b>	19-22
<b>4: QUALITY OF THE MANAGEMENT PLAN</b>	<b>22-25</b>
<b>a and b</b>	22-25
<b>APPENDICES</b> <i>a detailed Table of Contents is available on pages 26-28</i>	<b>26-155</b>
<b>1: MOUs and Letters of Commitment from the Professional     Development Providers</b>	<b>29-48</b>
<b>2: Letters of Support and Commitment from the Lead LEA     and District Partners</b>	<b>49-59</b>

*continued*

<b>3: Summary of Data from the Teacher Survey</b>	<b>60-64</b>
<b>4: Roles and Responsibilities of District Liaisons</b>	<b>65</b>
<b>5: Student Enrollment and Teacher Counts by District</b>	<b>66</b>
<b>6: Rationale on the Use of Narrative for Understanding and Teaching American History</b>	<b>67-68</b>
<b>7: Brief Biographies of Members of the Planning Team</b>	<b>69-70</b>
<b>8: Letter of Support from the Planning Team</b>	<b>71-72</b>
<b>9: Outline of the Professional Development Plan</b>	<b>73-78</b>
<b>10: Key Personnel – Professional Development Providers</b>	<b>79-110</b>
<b>11: Descriptions of the Organizations Providing Professional Development</b>	<b>111-132</b>
<b>12: Project Evaluator: Letter of Commitment, Corporate Capabilities, and Resume of the Evaluator</b>	<b>133-144</b>
<b>13: Job Description of the Project Director</b>	<b>145</b>
<b>14: Resumes of the Key Project Personnel – Lead LEA</b>	<b>146-154</b>
<b>15: Organizational Chart of the Project</b>	<b>155</b>
<b>Budget Narrative</b>	<i>Budget Narrative 1-11</i>



### **Absolute Priority**

The proposed project meets the absolute priority. Partners for the project include (a) Boston University, an institution of higher education; (b) Gilder Lehrman Institute of American History, a non-profit history organization; and (c) the Museum of Fine Arts, a museum. Letters of commitment from these and other organizations providing professional development and other services to the project are included in Appendix 1.

### **Competitive Preference Priority**

The proposed project meets the competitive preference priority. The partnership is composed of six school districts, two-thirds of which meet this priority. One of the districts (i.e., Cambridge Public Schools) is under corrective action and is defined as “high need” by the MA Department of Education (MA DOE).<sup>1</sup> Another district (i.e., Waltham Public Schools) has 60% of its schools defined as “in Need of Improvement.” Certifications are included in their letters of support and commitment in Appendix 2. Table 1 lists all schools meeting this priority.

1. The project evaluator, Social Science Research and Evaluation (SSRE), will disaggregate teacher assessment data by school to enable the Advisory Board, composed of district leaders, to assess specific needs in the content area of traditional American history. In planning the project, teachers in each of the districts participated in a teacher survey in which they stated the areas of American history that they currently teach, their confidence in teaching American history, and their desire to participate in professional development in specific areas of American history (see Appendix 3). Because Cambridge and Waltham have the greatest proportion of schools identified for improvement, corrective action, or restructuring, their results were given greater weight in planning the project. Furthermore, the needs of teachers in schools identified for

---

<sup>1</sup> MA DOE (2007). Available: <http://www.doe.mass.edu/frameworks/cinstitute/07/highneed.html>

improvement, corrective action, or restructuring were prioritized by district leaders, who engaged in a 6-session planning process to develop the proposed project.

2. The partnership has a three-fold plan for how it will recruit U.S. history teachers from schools that have been identified for improvement, corrective action, or restructuring. First, each participating district will identify a District Liaison (Appendix 4), who will be charged with teacher recruitment with a special focus on recruiting teachers from schools identified for improvement, corrective action, or restructuring. Because Waltham Public Schools is a district with many schools identified as in need of improvement, it will have two District Liaisons to ensure adequate attention to this task. Second, the Project Director will ensure that teachers in schools identified for improvement, corrective action, or restructuring will be given preference in enrolling in every aspect of the proposed professional development program. Third, the district leaders who developed the proposed project reported that offering stipends for attending professional development would be critical to recruiting teachers, particularly those in most need of professional development. Therefore, all project components include stipends or honoraria to teachers for their participation.

Table 1: Participating Schools in Need of Improvement, Corrective Action, or Restructuring<sup>1</sup>

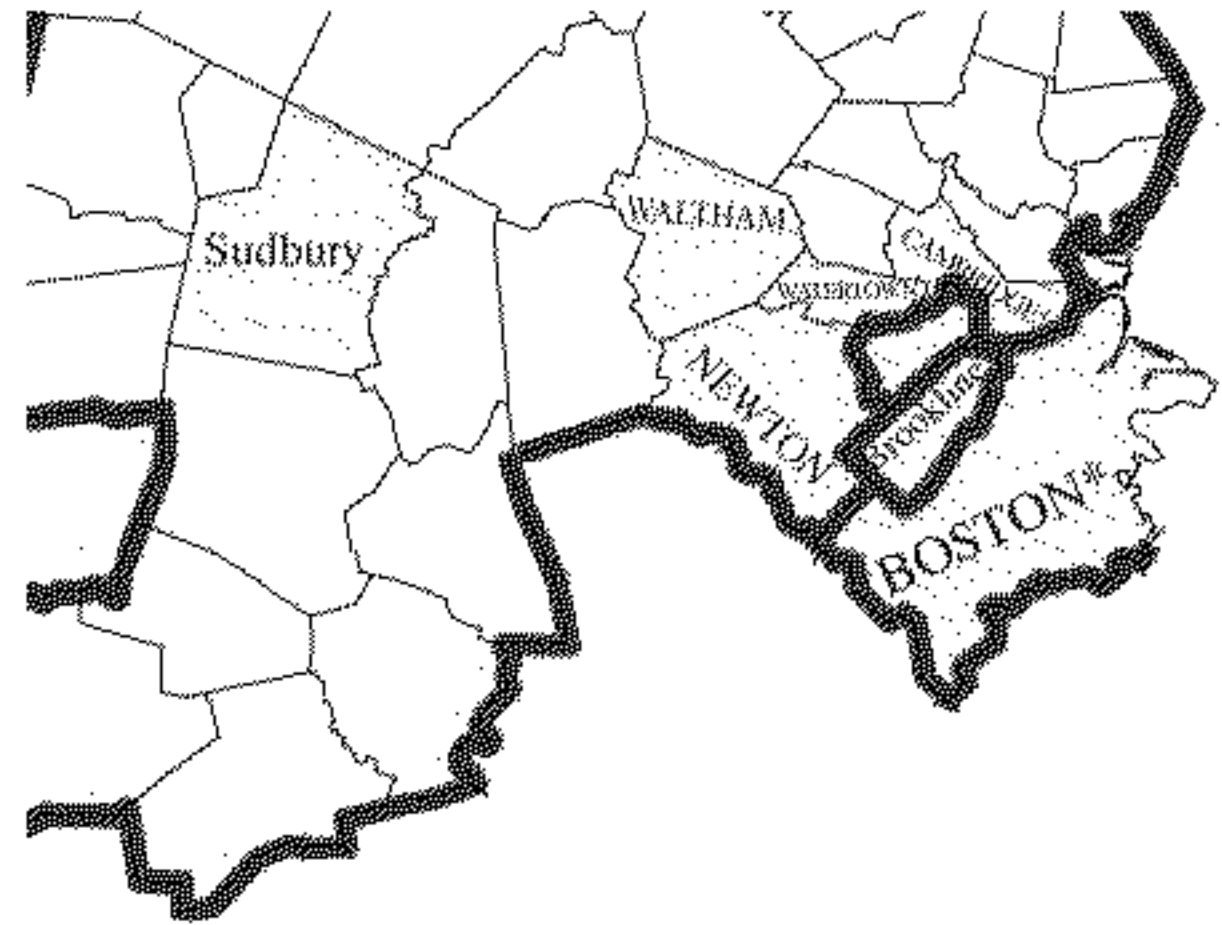
<b>District</b>	<b>School Name</b>	<b>2007 ELA Status</b>	<b>2007 Math Status</b>
Cambridge	Cambridge Rindge and Latin	Corrective Action	
Newton	F A Day Middle		Improvement (Yr 2)
Waltham	William F. Stanley Elementary	Improvement (Yr 2)	
Waltham	Northeast Elementary School	Improvement (Yr 2)	
Waltham	Plympton Elementary S	Improvement (Yr 1)	
Waltham	Whittemore Elementary	Improvement (Yr 1)	Improvement (Yr 1)
Waltham	John F Kennedy Middle		Improvement (Yr 2)
Waltham	McDevitt Middle School	Improvement (Yr 1)	Improvement (Yr 1)
Watertown	Hosmer Elementary	Improvement (Yr 1)	
Watertown	Watertown Middle	Improvement (Yr 1)	Corrective Action

---

<sup>1</sup> MA Dept. of Ed. (2007). Available at: <http://www.doe.mass.edu/sda/ayp/2007/default.html>

“Liberty and the Pursuit of Happiness: Narrative as a Lens on History,” is a five-year professional development (PD) program for 302 elementary, middle, and high school teachers of American History (AH) serving 25,692 students in six MA communities: Newton, Brookline, Cambridge, Sudbury, Waltham, and Watertown. The communities are located near one another, as shown in Figure 1, in the metropolitan Boston area, which will assist with practical logistics such as travel time.

Figure 1: Map of Partnering Districts



Student enrollments and teacher counts by district are located in Appendix 5.

### **1. Project Quality**

(a) and (b). This project focuses on strengthening teachers’ use of narrative to (1) better engage students, (2) deepen student understanding of major AH themes, and (3) give them the opportunity to listen directly to the voices of those who shaped it. At the same time, the chronological organization of the project helps students develop a coherent overview of the major stages of this country’s development.

AH teachers at all levels face the challenge of presenting the evolutionary and revolutionary changes of the past as coherent, comprehensible story with relevance for today. The widely used events-names-and-dates approach to history overwhelms many teachers and students. Research suggests employing an alternative - a narrative approach - as a powerful instructional tool. Narrative taps into what recent neuroscience research has shown to be a key organizing strategy of the human brain, that of selecting and presenting information according to a dramatic narrative structure (e.g., diaries, songs, poems, letters, artifacts, art). Whether

reading the personal stories of individual historical figures or focusing on the dramatic points of conflict in an historical event, students will experience the dramatic tension and sense of cause and effect that creates meaning and forges connections. Developing teachers’ understanding of and skill in using, this approach will create a richer learning experience for students. A more detailed review of the rationale of using narrative is located in Appendix 6.

**PLANNING THE PROJECT:** A project planning team consisting of highly experienced curriculum coordinators and department heads in each of the six districts (brief biographies in Appendix 7) met six times to plan the project. The team (1) administered a questionnaire to all 302 AH teachers (summary of data in Appendix 3) and asked teachers about their needs, including desired format and content of PD; (2) reviewed the AH data from the 2007 pilot Massachusetts Comprehensive Assessment System (MCAS) for students in grades 5 and 11; and (3) developed a five-year PD plan. A joint letter of support from the team is located in Appendix 8. The plan is described below, and for readability, an outline is provided in Appendix 9.

THE THEME OF YEAR ONE IS “LIBERTY CONCEIVED” (AH through the Revolutionary War). The project will serve up to 302 (100%) of the teachers in the partnering districts during Year One.

Year 1, Part I: Developing Lead Teachers. After receiving leadership training, strong AH teachers selected from each district will act as models for their peers and provide continuing lesson support. Six Lead Teachers selected by the District Liaisons (see section 4) will participate in a two-day summer institute (August 2008) by the Boston University (BU) School of Education, a prestigious local university with a strong School of Education. Brookline will not have a Lead Teacher because the district serves as a control group for experimental design purposes.

Cambridge, Sudbury, Watertown, and Waltham will select one teacher per year. There will be two Lead Teachers in Newton because of its size - more than twice that of other partners. The

goals of the institute are to take strong AH teachers and hone their leadership skills, abilities to act as models for their peers, and to lead lesson studies. The institute, which is further described in the letter of support and commitment from BU (Appendix 1), will be directed by Dr. Stephan Ellenwood, Chair of the BU Curriculum and Teaching Department, whose considerable experience in teaching teachers is documented with his C.V. in Appendix 10. His 39-year career in higher education was preceded by four years as a history teacher. This partnership builds on an existing collaboration in which Newton provides practical training for BU student teachers.

Year 1, Part II: Lesson Studies: “Using Narrative to Differentiate Instruction for Students of History.” PD in Part II deals with two themes: (1) “Using narrative to differentiate instruction: Serving special needs students; challenging advanced students” and (2) “Using narrative to connect history lessons to students’ lives and to increase students’ interest in history.” In winter 2008/spring 2009, Lead Teachers will provide two five-session after school lesson studies series for 10 teachers each. Each series will be developed by three of the six Lead Teachers, in association with the Project Director and Dr. Ellenwood of BU (see above). Lesson studies will include reviewing and analyzing videotaped model lessons provided by the Lead Teachers.

Year 1, Part III: Online Professional Development Series. In each year of the project, we will develop a new eight-session online PD course in order to cost-effectively provide PD to a large number of AH teachers. Education Development Center (EDC) will provide consulting and instructional design services to create the course, as well as training and support for the facilitator (i.e., Project Director) to run each series for 20 teachers across the partner districts. Each course will include approximately 40 hours of content and the following design elements: (a) content and resources provided by specific project partners; (b) pedagogical strategies appropriate for AH teachers across grade levels; (c) a structure that guides and enables teachers to explore and study the AH content in depth; (d) a design that facilitates a *learning community*

approach where educators participate in a course as a cohort, complete readings and assignments, and engage in facilitated discussions and collaborative activities with other participants; (e) online readings, interactive activities, online discussions, assessments and additional web-based resources; and, (f) a culminating project focusing on implementation in the classroom. The courses will use the low-cost open source Moodle course hosting management technology system. The courses will become the intellectual property of the partnering districts and will be available for the partners to deliver to their teachers at any time at no cost.

The course’s first-year theme is “Using Narrative to Teach American History: A Focus on the Pre-Revolutionary War Period.” Sessions will include (a) What is Narrative? (b) Creating and Teaching the Essential Questions in History; (c) Reading and Analyzing Historical Narratives – for Teacher and Student Learning; (d) Identifying and Applying Online Resources for Narrative; and (e) Identifying and Accessing Local Resources for Narrative. In addition to EDC and the Project Director, the Museum of Fine Arts (MFA) and the Peabody Museum of Archaeology and Ethnology at Harvard University (Peabody) will contribute to course development (letters of commitment in Appendix 1).

EDC is a national nonprofit research and development organization established in 1958 and based in Newton. It has a long history as a national leader in curriculum development, PD, educational technology, and research. EDC is a leader in educational materials development and the application of technology to education, with award-winning curriculum and PD programs in a range of content areas. EDC is emerging as a national leader in online learning. A complete description of EDC, as well as the resumes of key staff with whom the project will work, is located in Appendix 10. The key staff involved are ideal for this project because they have considerable experience in both developing and managing online PD as well as backgrounds in

history. A Memorandum of Understanding (MOU) is provided in Appendix 1. The proposed project builds on a successful pilot program funded by the MA DOE, in which EDC is working with Cambridge and Newton to develop an online course focused on math.

The MFA is one of the country’s preeminent repositories of historic American artifacts. The Museum’s American Colonial and Federal Art collection ranks as one of the most important in the country. The collection is a rich resource, illustrating the best in American aesthetics and craftsmanship, and the evolution of AH, attitudes, and values. Additional information is provided in Appendix 11. The project will work with Willamarie Moore, Head of School Programs and Resources. Ms. Moore has two decades of experience in the field of education. She has taught students ranging from elementary school-aged children to adults, internationally. She has 10 years of experience developing, teaching, and consulting on a wide range of museum programs. Biographies of Ms. Moore and additional MFA staff are located in Appendix 10.

The Peabody Museum, founded in 1866, is the oldest and largest institution in the western hemisphere devoted to archaeology and ethnology. The largest and strongest portion of the museum’s holdings is the North American collections. The collection is the second largest in the world, after the Smithsonian, and arguably the most important. Additional information is located in Appendix 11. The key provider at Peabody for this project is Dr. Irene McLaughlin, who is Associate Curator of North American Ethnography and holds a Ph.D. in Anthropology from Columbia University. Her extensive experience is documented in Appendix 10.

Other area resources, such as Deerfield Village, will also be solicited for input.

Year 1, Part IV: Three days of workshops on “Liberty Conceived” by the Gilder Lehrman Institute of American History (GLI) for up to 302 AH teachers during the school year. Led by a master teacher, these sessions will enable teachers to bring substantive AH content into the



classroom in dynamic ways and will emphasize the use of narratives as teaching tools. The workshops will include: (1) *Morning lecture* by a renowned historian on “Liberty Conceived: Using Narratives to Teach the Revolutionary War.” Possible scholars include: Professor Gordon Wood, Brown University; Professor Carol Berkin, Baruch College, or John Demos, Yale University. Each teacher will receive a copy of a book by the historian as preparation for the workshop; (2) *Afternoon pedagogical sessions*. An MOU, which further describes the workshops, is included in Appendix 1.

GLI is a highly regarded national organization that promotes the study and love of AH. Serving teachers, students, scholars, and the public, the Institute helps create history-centered schools and academic research centers, organizes seminars and enrichment programs for educators, produces print and electronic publications and exhibitions, and sponsors lectures by eminent historians. GLI was selected as an essential PD provider by the project planning team. Year 1, Part V-A: A three- day school year seminar on “Art and Artifacts as Narrative-Early American History,” will be provided for 12 (10% of those in participating districts) middle and high school teachers by the MFA and Peabody (described above; letters of commitment are located in Appendix 1).

Year 1 Part V-B: A three-day school seminar on “Native Americans and Colonial America” will be provided for 18 elementary school teachers (10% of those in participating districts) by Plimoth Plantation. Plimoth Plantation is committed to, and well known for, its thorough research and interpretation of the social culture that evolved between the Wampanoag (indigenous population of New England) and the colonists who established Plymouth in 1620. A pioneer in the development of “living history” interpretation, Plimoth Plantation offers a diversity of programming at the museum, offsite, and online. As described in greater detail in

Appendix 11, the seminar will include the topics of “Who Are the Wampanoag?” “Who are The English Colonists?” and “Colliding Cultures and Notions of Liberty.” A letter of commitment is provided in Appendix 1. The project will work primarily with Ms. Kim VanWormer, Director of Education. Ms. VanWormer has 21 years of experience as an Interpreter, Museum Teacher, Site Manager and Education Specialist in several living history sites in New England. Her resume and that of other key Plimoth staff are located in Appendix 10.

Year 1, Part VI: A one-day summer institute on “Lessons from Art: 1703-1789” for 18 (10%) elementary teachers will be provided by the MFA. MFA’s qualifications are provided above and in Appendices 10 and 11, and a letter of commitment is provided in Appendix 1.

Year 1, Part VII: Educational Resources will be provided to all 302 AH teachers in the participating districts. GLI will provide a host of resources to teachers, including a Traveling Panel Exhibition, Visual Resources (i.e., AH Calendars and posters), Print Resources (e.g., CD-ROM, DVD, Educator Guides), and Digital Resources (e.g., AH quizzes, lesson plans).

Specifics are provided in the MOU with GLI (Appendix 1).

THE THEME OF YEAR TWO WILL BE “LIBERTY CODIFIED” and will focus on Founding Documents.

In this year, 109 teachers (36%) will be served.

Year 2, Part I: Developing Lead Teachers. Six Lead Teachers will be developed just as described in Year 1, Part I.

Year 2, Part II: Hybrid Model (Online and Face-to-Face) Lesson Studies: “Using Narrative to Differentiate Instruction for Students of History.” In Year 2, the partnership plans to develop two hybrid model lesson studies series. Each series will be co-led by three Lead Teachers and serve 10 teachers, as described in Year 1, Part II. The themes will be the same as in Year 1, Part II.

Year 2, Part III: Online Professional Development. We will develop and provide to 20 teachers

an eight-session course entitled, “The Effects of Founding Documents on 2010; Using Primary Sources in the Classroom.” Specific sessions will include: (a) Constitution; (b) Bill of Rights; (c) Declaration of Independence; (d) Federalist Papers; and, (e) Landmark Court Decisions. The project will be developed as described in Year 1, Part III. In addition to EDC and the Project Director, content contributions will be made by the U.S. National Archives and Record Administration (NARA). NARA serves American democracy by safeguarding and preserving the records of our Government, ensuring that all people may discover, use, and learn from this documentary heritage. Their mission is to ensure continuing access to the essential documentation of the rights of American citizens and the actions of their government and further, to support democracy, promote civic education, and facilitate historical understanding of our national experience. The project will work with the NARA facility located in Waltham, MA, on a number of project aspects. NARA is further described in Appendix 10. The project will work mainly with Anne Davis, NARA Education Specialist, who holds an Ed.M. from Harvard University and whose background includes significant experience as a public school teacher as shown in her resume in Appendix 10. A letter of commitment is available in Appendix 1. For the online PD series, additional outreach is planned to area resources like the Adams National Historical Park.

Year 2, Part IV-A: A three-day school year seminar on “Elections as a Reflection of the Constitution” will be provided to 12 (10%) middle and high school teachers. The Project Director will work with the Advisory Board to seek an appropriate, highly qualified provider.

Year 2, Part IV-B: A three-day school year seminar on “Using Constitution Day to Launch a Study of the U.S. Constitution,” for 18 (10%) of elementary school teachers will be provided by NARA, whose qualifications are described above and in Appendices 10 and 11. A letter of

commitment is located in Appendix 1.

Year 2, Part V: A three-day summer institute on “Bill of Rights - Living the Narrative,” will be provided for 18 (10%) elementary school teachers by Discovering Justice (DJ) at the Moakley Courthouse. Founded in Boston in 1998, DJ is a non-profit leader in civic education. Dedicated to educating for democracy by teaching about justice, their goal is to inspire students and adults alike with the power and potential each citizen holds in a democratic society. DJ creates a variety of interactive educational programs (e.g., plays, curricula, mock trials, courthouse tours and seminars) that teach about the least understood branch of American government: the justice system. By creating a deeper and more personal understanding of how that system works, DJ helps to build an active, engaged and informed citizenry that strengthens our democracy. The project will work mainly with Dr. Sarah Churchill, DJ Education Director, whose 20 year career in education began as a History Teacher. Dr. Churchill’s resume is included in Appendix 10, and a letter of commitment from DJ is located in Appendix 1.

Year 2, Part VI: GLI Summer Institutes. As further described in the MOU (Appendix 1), GLI will reserve 15 places for teachers in the partnering districts in its array of over 30 summer seminars led by award-winning professors. These one-week seminars are taught by outstanding scholars such as Ira Berlin, Eric Foner, and David Kennedy, at colleges and universities throughout the U.S. and the United Kingdom. A sampling of current institutes is available in Appendix 11. Choices of which teachers apply for and attend which specific institutes will be informed by each partnering community’s District Liaison (please see section 4).

THE THEME OF YEAR THREE WILL BE “LIBERTY CHALLENGED.” Year Three focuses on the period of industrialization, immigrants, enslavement, rights of the poor, women’s issues, and changing economics. In this year, the project will serve 182 (60 %) teachers.

Year 3, Part I: Developing Lead Teachers. Six Lead Teachers will be developed just as described in Year 1, Part I.

Year 3, Part II: Hybrid Model (Online and Face-to-Face) Lesson Studies: “Techniques for Improving the Teaching of American History.” In Year 3, the partnership will develop two hybrid model lesson studies series for 10 teachers each, just as described in Year 2, part II.

Three Lead Teachers will lead each series as described in Year 1, Part II. The theme of series 1 will be, “Reading and Analyzing Historical Narratives - with an eye to their use in the classroom,” and the theme of series 2 will be “Creating and Teaching the Essential Questions in History.”

Year 3, Part III: Online Professional Development. We will develop a course with the theme, “Voices of Protest Challenge Liberty.” The course will be provided to 20 teachers. Sessions will include: (a) African American Voices, with outreach for content input planned to the African American Museum and Black Heritage Trail; (b) Women’s Voices and Voices of the Poor in the Industrial Revolution, with content input provided by the Tsongas Center (see letter of commitment in Appendix 1) and outreach planned to the Waltham Museum of Industry; and, (c) Immigrant Voices, with content input provided by NARA (letter in Appendix 1). The project will be developed as described in Year 1, Part III. In addition to EDC, the Project Director, and the resources cited above, additional outreach is planned to area resources such as the Armenian Museum in Watertown.

Year 3, Part IV-A: A one-day school year seminar on “Women's and Immigrants' Stories in the Mill of Lowell” will be provided to 12 middle and high school teachers (10%) by the Tsongas Center. The Tsongas Center is a partnership between the University of MA Lowell Graduate School of Education and Lowell National Historical Park. It is a curriculum resource for

teachers to participate in practical PD workshops and primary-source-based teaching activities.

The center focuses on the early story of America's Industrial Revolution. The National Park where it is located offers visitors an in-depth look into the past that brought the 19th century textile industry to tap the waterpower of the Merrimack River while also revealing cultural connections to the present and visions for the future. More information, including a sample of course offerings, is included in Appendix 11. Appendix 1 contains a letter of commitment.

Year 3, Part IV-B: A one-day seminar on “Challenging the Boundaries of our Country” will be provided to 18 (10%) elementary school teachers by NARA. NARA is described above and the letter of commitment in Appendix 1 specifically references this project component.

Year 3, Part V: A two-day American History Conference, serving 30% of all teachers (91), will focus on the general theme of “Liberty and the Pursuit of Happiness: Narrative as a Lens on History.” Specific components will include: (a) Native American, African American, and European Art and Culture (song, poetry, etc.); (b) presentation of evaluation findings by the evaluator; (c) MCAS as a high-stakes test; (c) exhibits by local cultural groups; (d) Accessing Local Resources – exhibits and talks by local resources (e.g., Plimoth Plantation, NARA, JFK Library and Museum, confirmed in Appendix 1, and outreach to others, like Jackson Homestead, planned); and, (e) presentations by Lead Teachers on “Using Narrative to Teach AH.” At least one day of the conference will be held at the MFA (see Appendix 1).

Year 3, Part VI: GLI Summer Institutes. As further described in the MOU (Appendix 1) and year two, part VI, 15 teachers will participate in GLI summer institutes.

The major themes of years four and five have been developed by the planning team and will be informed by formative and summative evaluation data from the first three years of the project, additional teacher input, and further developments in the implementation of the high-

stakes history and social studies state exam for MA students. Specific content and providers for each component will be developed with input from the Advisory Board and PD providers should continuation funding be granted. An outline is provided for both years.

THE THEME OF YEAR FOUR WOULD BE “LIBERTY: CONTINUOUSLY EVOLVING VALUES,” and would focus on the U.S.’s pursuit of liberty and its impact on the world, with specific foci on WWI, WWII, and Vietnam. In this year, the project would serve up to 100% of the teachers in the participating districts in the following ways: (a) develop six Lead Teachers, as described in years one through three; (b) hybrid lesson studies for 20 teachers, as described in years two and three; (c) online PD series for 20 teachers, following the model set forth in years one through three; (d) three days of GLI school-year PD workshops, replicating the plan described in year one; (e) school year 3-day seminar for 12 high school & middle school teachers; (f) school year 3-day seminar for 18 elementary school teachers; (g) 3-day summer institute for 18 elementary school teachers; and, (h) GLI Summer Institutes for 15 teachers, replicating years two and three.

THE THEME OF YEAR FIVE WOULD BE “PRESERVING LIBERTY,” and would focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries. In this year, the project would serve up to 100% of the teachers in participating districts in the following ways: (a) develop six Lead Teachers, as described in years one through three; (b) hybrid lesson studies for 20 teachers, as described in years two and three; (c) online PD series for 20 teachers, following the model set forth in years one through three; (d) a school year 1-day seminar for 12 middle/high school teachers; (e) a school year 1-day seminar for 18 elementary school teachers; (f) educational resources provided to all participating teachers as described in year one, part VII ; (g) GLI Summer Institutes for 15 teachers, replicating years two through three; and, (h) an AH conference for 30% of all teachers (91), replicating the conference at the end of year three.

The project has been designed such that many components justify graduate credit. The Project Director will work with an existing partnership with Framingham State College to arrange for graduate credit. For example, in the current online PD partnership between MA DOE, Newton, and Cambridge, teachers will receive 3 credits from Framingham State College.

As shown above, the project is clearly focused on the teaching of traditional AH as a separate academic subject at both the elementary and secondary levels. To ensure continued focus on this aspect of the project, the Project Director will place this issue on two of the four agendas for the Advisory Board in each project year.

(c) and (d). As described above, an institution of higher education (i.e., BU), a nonprofit history organization (e.g., GLI), and a museum (e.g., MFA) will play significant roles in the project. Descriptions of specific activities that the partners will contribute in each grant-funded year are included above, and more detailed explanations are provided in Appendix X. MOUs and detailed letters of commitment are located in Appendix 1.

With the exception of GLI, all partners were selected because they are very strong organizations, most with a national presence, in geographic proximity to the partnering districts. Not only does this lend itself to minimizing travel costs and easing logistics, it also serves an important goal to familiarize teachers with the wealth of local resources available to them and to their students. In the teacher survey given during the planning phase, 23% of teachers were unfamiliar with major local resources. GLI was selected because it is a nationally respected history organization to which the teachers in partnering districts have requested greater access, as reported by the planning team. Many of the other partners were selected because the teacher survey indicated teacher interest, which is likely to ease recruitment of teachers. For example, when given a randomized list of 25 area resources, the percentage of teachers who were



"Somewhat interested" and "Very interested" in some of the major providers of the program were: NARA 87%, MFA 85%, college or university 77%, Plimoth Plantation 73%, and Tsongas Center 68%. Others, such as Discovering Justice, were not included in the survey options because their relevance was not apparent until the planning team determined a thematic approach to the project (i.e., liberty), which was based on survey data about the historical eras in which teachers self-reported they need and would like professional development.

## **2. Significance**

This project meets an urgent need, implements well-established forms of PD with an innovative approach and emphasis on narrative, and incorporates experimental and quasi-experimental studies to expand our knowledge of improving the teaching of AH. *Need:* (1) Four of the six partnering districts include schools identified for improvement, corrective action, or restructuring. (2) In a survey administered to AH teachers in the participating districts in the planning phase (Appendix 3): (a) 57% reported having "a little bit" or "almost no" PD; (b) only 25% majored or minored in history in college, (c) 79% were interested in professional development that focused on pedagogy, and (d) teachers were overwhelmingly interested in summer PD. *Approach:* The intervention emphasizes the use of narrative, organizes all PD with the central theme of "liberty," and employs exemplary providers. *Evaluation:* The evaluation meets GPRA requirements, tracks implementation and outcomes, and incorporates several experimental and quasi-experimental studies designed to enhance the effectiveness of PD and, ultimately, their impact on student performance.

The timing of the project is particularly significant because MA students in the class of 2012 will be required to pass the history and social studies MA Comprehensive Assessment system (MCAS) in the spring of 2011 (i.e., the spring of the third year of the project).

- (a) The project will build local capacity in the following ways: (1) All 302 AH teachers serving 25,692 students in the partnering districts (see Appendix 5 for numbers by district) will have multiple opportunities to engage in a variety of high quality PD activities based on their input (i.e., teacher survey in the planning phase asking about content, providers, and format - e.g., heavy focus on summer); (2) In each project year, 20 teachers will participate in an 8-session online professional development course. The courses will become the intellectual property of the partnering districts, thereby allowing them unlimited use; (3) In each project year, six Lead Teachers will receive leadership training to build their skills in actively modeling high quality teaching to their peers. This will occur in five districts; one district serves as a control group for experimental design purposes; (4) The project emphasizes content-related teaching strategies by (i) focusing on narrative as an effective teaching tool, and (ii) including two annual five-session lesson studies series for 10 teachers each, facilitated by trained Lead Teachers.
- (b) Members of the partnership, who were all part of the planning process, believe that the PD program described in section 1 constitutes a robust and powerful plan that will significantly improve teaching and student achievement in the districts. A joint letter of support from the planning team is located in Appendix 8; letters of support and commitment from each district are in Appendix 2. Impact objectives are further described in section 3.
- (c) Teachers will use the knowledge acquired from project activities to improve the quality of instruction in the following ways: (a) teachers will know about more historical sites and make greater use of them in their classes, as measured by a questionnaire; (b) teachers will make greater use of primary source documents in their classes, as measured by a questionnaire and by Lead Teacher examination of lesson plans; (c) teachers will become more confident in their abilities to teach AH and will be more likely to think of themselves as historians, as measured by

a questionnaire; (d) teachers’ knowledge of and use of narrative as a teaching tool will increase, as measured by a questionnaire and Lead Teacher review of lesson plans; and, (e) teachers will make use of the exemplary lesson plans and support from Lead Teachers in their instruction, as measured by a review of records of borrowing/viewing exemplary lessons and by a questionnaire. Plans for measurement and impact objectives are further described in section 3.

### **3. Quality of Project Evaluation**

The evaluation will include: (a) *a process evaluation*, which will provide continuous feedback about the manner in which the program is being implemented and an in-depth overview of the program from start to finish; and (b) *an outcome evaluation*, which will report intermediate outcomes expected throughout the project’s operation as well as the extent to which the long-term goal is achieved.

(a) Table 2 on the following page displays the project’s objectives and their respective measures. Teacher knowledge will be measured with multiple-choice items from the Advanced Placement history test. Measures of other objectives will be developed for the project. A scale consisting of several items will be created and pilot tested for each measure. Scale reliability will be tested and improved once they are administered to a substantial number of teachers. All teachers participating in professional development (PD) activities will be surveyed and asked for feedback about the value of those activities and the impact on their teaching.

Measures of the project’s goal of increasing student knowledge of AH will vary by grade. Overall, a 20% improvement is expected over the course of the first three years, and 30% over five years. The AH section of the *Massachusetts Comprehensive Assessment System* (MCAS), a standardized state-wide exam required for graduation in Massachusetts beginning with the class of 2011, will be administered annually to all 5<sup>th</sup> and 11<sup>th</sup> graders in Massachusetts. In addition,

Newton is developing a three-hour AH exam that will be administered to all 8<sup>th</sup> graders. Finally, the District Liaison for Watertown is part of a working group developing an objective AH test for elementary students, which will be administered to affected elementary students.

Table 2: Performance Measures of Project Objectives for Teachers of American History (AH)

<i>Objective</i>	<i>Measures</i>
1. Teachers’ knowledge of AH will improve 20% over three years, 30% over five years.	AH items from the AP test
2. Teachers’ familiarity with historical sites will increase 50% over three years, 75% over five.	Questions about specific sites covered in PD
3. Teachers’ familiarity with primary sources will improve 20% in three years, 30% over five.	Questions about the primary sources covered in PD
4. Teachers’ exposure to scholars will increase 30% over the three years, and 45% over five.	Scales measuring confidence in teaching AH
5. Teachers’ use of narrative in the classroom will increase by 70% over the five year period.	Review of lesson plans and observations by Lead Teachers
6. The number of teachers using exemplary lessons will increase 20% over 3 years, 30% over 5.	Review of lesson plans to determine use of exemplary lessons
7. AH teachers’ attendance at conferences will increase 20% over three years, 30% over five.	School records of conference attendance
8. Teachers’ pedagogical skills will improve 20% over the first three years, and 30% over five.	Questions about techniques taught in PD and changes in teachers’ practices

The above teacher and student performance measures will also be used to test the following hypotheses: (1) *Utilizing lead teachers improves the impact of PD.* Study #1: Newton

has two high schools, each serving similar populations. Brookline High School also serves a similar population. One Newton high school will employ the lead teacher system; the other Newton high school and Brookline high school will not. Study #2: Each year, one Lead Teacher will be trained from each district. We will compare the AH teachers exposed to the Lead Teachers with those not exposed. (2) *Some PD activities are more effective than others.* All AH teachers will be asked to select *all* first-year activities that interest them. To the extent possible, the evaluators will randomly assign teachers to their first activity, taking into account teachers’ preferences. Thus, different teachers will have different activities as their first project-related PD experiences. (3) *Some teachers benefit more than others from PD.* For example, it is predicted that *inexperienced teachers will benefit more from the PD than experienced teachers. However, experienced teachers who make little use of narrative will improve significantly more than experienced teachers who already make extensive use of narrative.* (4) *The greater a teachers’ exposure to the project’s PD, the greater the improvement on the performance measures.*

(b) The evaluation plan is derived directly from the project design. The process evaluation closely tracks all aspects of the project implementation in order provide timely feedback to the Project Director, Advisory Board, and USED Program Officer. The outcome evaluation includes many measures that will provide objective indicators of the success of the project.

(c) The description of the PD plan in section 1 (outlined in Appendix 9) lists benchmarks for each project objective, and Table 3 in section 4 includes a timeline of management activities. The process evaluation will closely monitor implementation and provide timely feedback about each benchmark. Table 2, above, lists the outcome measures that will assess project impact on teachers. Outcome measures for assessing impact on students are listed at the end of section 3 a.

(d) NPS will use Social Science Research & Evaluation, Inc. (SSRE) to conduct the project

evaluation. (Note: Because SSRE is on the MA State Contract, Newton is not required to hold a bid process for this service in accordance with MA General Law, Chapter 30, Section B). An outside evaluator will ensure implementation of an objective evaluation that includes reliable and valid performance data. SSRE, a nonprofit research firm, consults to government entities and nonprofits. Company personnel have extensive experience conducting basic and applied social science research, organizing results into publishable material, and presenting findings to professional and lay audiences. SSRE has evaluated numerous USED grants that included extensive PD (e.g., Elementary Counseling Program grant, Emergency Response and Crisis Management grant, Physical Education Program grant). In addition, SSRE has an 11-year working relationship with Newton. A statement of qualifications of SSRE is located in Appendix 12 as is the C.V. for the specific evaluator for this project, Dr. Robert Apsler. In addition, SSRE’s letter of support and commitment is available in Appendix 12.

(e-i) *Process Data*: The evaluator will compare program implementation with the program plan using copies of all communications disseminated by the Project Director (e.g., schedules, minutes, email exchanges). For each project activity, the evaluators will record its objectives, methods, content, and reaction by participants. All participants in PD activities will be surveyed about their reactions and the influence on their teaching. A structured interview will be administered to the Project Director. *Outcome Data*: Teachers will take the AP history test (AH items) and complete new multiple-choice questionnaires developed to measure the impact of PD. Measurement of student outcomes is described in section 3a.

(e-ii) *Process data* will be collected as it becomes available and as project activities are implemented. Teachers will be surveyed annually. The Project Director will be interviewed quarterly. *Outcome data*: Participating teachers will be pre-tested and post-tested for every PD

activity. All AH teachers will be tested annually near the end of the school year so that participants and non-participants respond to the same questions at the same point in time. All students will be tested each year in the week that the state mandates administration of MCAS.

(e-iii) *Process data*: Evaluators will read copies of all relevant electronic and paper communications that are part of the project. The Project Director will be interviewed in-person. Teachers will be surveyed electronically. *Outcome data*: Students will complete scan sheets provided for MCAS. Other student tests will be paper-and-pencil booklets. All student testing will be closely monitored by teachers and the evaluators.

(e-iv) The evaluator will develop (a) pre- and post-tests tailored to each PD activity, (b) an annual survey of teacher reactions to PD, (c) a protocol for interviewing the Project Director, and (d) an annual questionnaire for teachers that measures all project objectives except knowledge of AH. NPS is currently developing an objective AH test for 8<sup>th</sup> graders. The Watertown District Liaison is part of a workgroup developing an objective AH test for elementary students.

(e-v) *Process data*: Analysis of process data will include quantitative statements (e.g., means and frequency distributions), such as the number of staff who participated in an activity. It will also document the extent to which the project achieved key milestones. Qualitative analyses will extract common themes and issues from minutes and interviews, such as teacher impressions and recommendations for the project. *Outcome data*: Multiple regression analysis will be used for most of the outcome data. With this procedure, the main predictions can be tested while also controlling for factors likely to affect the results, such as teachers’ previous coursework in AH.

Teachers training and working together as Lead Teachers may resemble each other more than two teachers chosen at random. Therefore, this study faces a problem of lack of independence of observations when analyzing the impact of Lead Teachers. To address this,

SSRE will use the generalized estimating equations (GEE) regression estimator with the robust variance adjustment correction. GEE adjusts for the clustering of the data within groups, without actually estimating parameters for the group level, as would the alternative, multilevel modeling.

Analysis of student data faces the same problem of lack of independence. Here too, SSRE will address this potential source of error by using GEE regression estimator with the robust variance adjustment correction. Covariates will control for average test scores within each school, teacher experience, and so on.

(e-vi) Findings from the formative evaluation will be used to refine the project as needed in a continuous quality improvement process. Evaluation findings will be regularly presented to the Project Director and to the Advisory Board at each meeting. In addition, NPS is committed to sharing evaluation findings with parents, teachers, and other community members, whose support would be bolstered by positive findings and who could provide critical feedback in the case of disappointing findings. Sharing results will occur via public meetings, parent trainings, and press releases. Findings will be presented using charts/graphs and language so that they are readily understandable by community members with little or no research experience.

(e-vii) The process evaluation will closely track implementation of the project and provide frequent feedback to the Project Director and Advisory Board. This feedback will include progress toward benchmarks and feedback from PD participants. The outcome evaluation will produce ongoing, objective results of progress toward each project goal and objective.

The final report will incorporate key findings from both the process and outcome evaluations to present a comprehensive picture of the entire project. In addition, the final report will include sections on Lessons Learned (e.g., selection of PD providers, motivation of teachers to participate in PD, impact of PD), Sustainability (e.g., enduring impacts such as the long-term



efficacy of Lead Teachers), and Effective Strategies for Replication (e.g., necessary infrastructure, anticipated costs, likely obstacles and possible solutions). Results, with a focus on replication, will be presented at the USED TAH conference, if appropriate, and at the local TAH conferences planned for this project in years three and five.

(e-viii) The project will devote 10% of its federal funds to evaluation, which is an average rate in New England. SSRE approximates the hours to be spent on the project as 496 in year 1, 389 in year 2, and 384 in year 3. Similar contributions are expected in years 4 and 5.

#### **4. Quality of Management Plan**

A Project Director will be responsible for all aspects of the project, including monitoring of all PD, coordination of district liaisons, oversight of the evaluation, and reporting to USED. Liaisons selected for each district will be responsible for recruiting teachers and supervising testing of district teachers and students (Appendix 4). An Advisory Board will provide guidance and assistance as needed. Table 3 on pages 24-25 shows the management plan.

Dr. Janet Buerklin has been selected as the .70 full time equivalent (FTE) Project Director. A job description is located in Appendix 13, and Dr. Buerklin’s resume is included in Appendix 14. Dr. Buerklin was chosen from a pool of nine applicants who responded to a posting about the position, pending grant funding. She holds a Doctorate in Education, Educational Administration and Policy from Boston University. The last 10 years of her 30 year career have been spent as the K-8 Coordinator of History and Social Sciences for Newton Public Schools, which included developing and providing professional development. Over the last four years, she has acted as District Liaison for Newton Public Schools on a federal Teaching American History grant. As attested to by her supervisor (Dr. Wyatt’s letter is in Appendix 2), the selection of Dr. Buerklin to this position will ensure outstanding project management, not

only in terms of coordination and organization, but also with regard to continuous engagement of partnering districts, positive relationships with professional development providers, regular quality management and project adjustment based on formative evaluation data, and exceptional programming. Dr. Buerklin participated fully in the project design phase.

Dr. Buerklin will report to Dr. Carolyn Wyatt, Assistant Superintendent for Curriculum and Instruction, who holds a doctorate in education from Harvard University, has been the Assistant Superintendent for 10 years, and has worked in public education for more than 25 years (biographical statement in Appendix 14; letter of commitment in Appendix 2). Dr. Wyatt will provide semi-monthly supervision meetings to Dr. Buerklin, or more often if needed, and will sit on the project Advisory Board. Dr. Wyatt’s time is provided as in-kind support.

Dr. Buerklin will receive support and assistance (.04 FTE) from Susan Linn, Grants Coordinator for the Newton Public Schools. Ms. Linn has extensive experience in managing Federal grants; she currently manages \$9.3 million in funds per year (resume in Appendix 14). A .05 FTE grants secretary will provide clerical support such as developing subcontracts, managing financial ledgers, and producing purchase orders.

Dr. Buerklin will also be answerable to an Advisory Board, which will meet quarterly. The Board will be composed of six District Liaisons (job description in Appendix 4), who will be responsible for recruiting teachers, especially those in schools identified for improvement, corrective action, or restructuring under NCLB. As fully described in Appendix 4, Liaisons will also coordinate each district’s participation. Brief biographies of each of the Liaisons are located in Appendix 7. The Advisory Board will include Dr. Wyatt and Ms. Linn. An organizational chart is provided in Appendix 15.

Table 3: Timeline of Key Management Tasks

*Timeline in quarters in year 1, assuming July 1, 2008 start date. Years 2 through 5 are shown in 1/2 year increments.*

ACTIVITY	PERSONS RESPONSIBLE	Year 1				Yr2		Yr3		Yr4		Yr5	
		1	2	3	4	1/ 2	3/ 4	1/ 2	3/ 4	1/ 2	3/ 4	1/ 2	3/ 4
Press release announces award	Project Dir.; Grants Coordinator	x											
Contracts issued to each participating district	Grants Office; LEA Law Dept.	x				x							
Advisory Committee meets quarterly	Advisory Committee	x	x	x	x	x	x	x	x	x	x	x	x
Project Director meets with Newton Assistant Superintendent for supervision, semi-monthly	Asst. Superintendent; Project Director	x	x	x	x	x	x	x	x	x	x	x	x
Proj. Dir. meets with Grants Coord. for progress and budget reports quarterly	Project Director; Grants Coordinator		x	x	x	x	x	x	x	x	x	x	x
Budget update presented to Advisory Committee at each Committee meeting	Grants Coordinator	x	x	x	x	x	x	x	x	x	x	x	x
Annual report provided to the Newton Public Schools School Committee	Project Director			x									x
Design and produce brochures and email communication about program offerings	Project Director		x				x				x		

*Continued*

ACTIVITY	PERSONS RESPONSIBLE	1	2	3	4	1/ 2	3/ 4	1/ 2	3/ 4	1/ 2	3/ 4	1/ 2	3/ 4
Ensure program offerings are listed in district professional development catalogues	Project Director		X			X		X		X		X	
Participate in training to become a provider of online professional development	Project Director		X										
Meet on-site at districts with District Liaisons to develop recruitment strategies	Project Director; District Liaisons		X			X		X		X		X	
Contracts issued to professional development providers	Grants Office; LEA Law Dept.	X			X		X		X		X		
Professional development offerings proceed as described in section 1 of the proposal	Project Director; Professional Development providers; Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Third-party evaluator contract issued	Grants Office; LEA Law Dept.	X				X		X		X		X	
Ongoing evaluation activities as described in section 3 of this proposal	Evaluation Consultant (SSRE)	X	X	X	X	X	X	X	X	X	X	X	X
Evaluators present formative evaluation reports to the Advisory Committee	Evaluation Consultant (SSRE)			X	X	X	X	X	X	X	X	X	X
Annual required report and final performance report, including GPRA data, submitted to Advisory Board & US ED	Evaluation Consultant (SSRE); Project Director; Grants Coordinator				X		X		X		X		X

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 2812-Mandatory\_Newton\_Appendices.pdf**

# APPENDICES

APPENDICES	26-155
1: MOUs and Letters of Commitment from the Professional Development Providers	29-48
Boston University	30
Discovering Justice	31-32
Education Development Center	33-35
John F. Kennedy Presidential Library and Museum	36
Gilder Lehrman Institute of American History	37-41
Museum of Fine Arts	42
National Archives and Records Administration	43-44
Peabody Museum of Archaeology and Ethnology at Harvard University	45
Plimoth Plantation	46-47
Tsongas Industrial History Center	48
2: Letters of Support and Commitment from the Lead LEA and District Partners	49-59
Lead LEA – Superintendent	50
Lead LEA – Assistant Superintendent for Curriculum and Instruction	51
Brookline Public Schools	52
Cambridge Public Schools	53-54

Sudbury Public Schools	55-56
Waltham Public Schools	57-58
Watertown Public Schools	59
3: Summary of Data from the Teacher Survey	60-64
4: Roles and Responsibilities of District Liaisons	65
5: Student Enrollment and Teacher Counts by District	66
6: Rationale on the Use of Narrative for Understanding and Teaching American History	67-68
7: Brief Biographies of Members of the Planning Team	69-70
8: Letter of Support from the Planning Team	71-72
9: Outline of the Professional Development Plan	73-78
10: Key Personnel – Professional Development Providers	79-110
Boston University	80-84
Discovering Justice	85-87
Education Development Center	88-95
Museum of Fine Arts	96
National Archives and Records Administration	97-98
Peabody Museum of Archaeology and Ethnology at Harvard University	99-107
Plimoth Plantation	108-110
11: Descriptions of the Organizations Providing Professional Development	111-132
Boston University	112-113
Discovering Justice	114
Education Development Center	115-118

John F. Kennedy Presidential Library and Museum	119
Gilder Lehrman Institute of American History	120-124
Museum of Fine Arts	125
National Archives and Records Administration	126
Peabody Museum of Archaeology and Ethnology at Harvard University	127
Plimoth Plantation	128-129
Tsongas Industrial History Center	130-132
12: Project Evaluator: Letter of Commitment, Corporate Capabilities, and Resume of the Evaluator	133-144
SSRE Letter of Commitment	134
SSRE Corporate Capabilities	135-136
C.V. for Dr. Robert Apsler	137-144
13: Job Description of the Project Director	145
14: Resumes of the Key Project Personnel – Lead LEA	146-154
Dr. Janet Buerklin, Project Director	147-149
Dr. Carolyn Wyatt, Supervisor	150-152
Ms. Susan Linn, Grants Coordinator	153-154
15: Organizational Chart of the Project	155



**Appendix 1:**  
**MOUs and Letters of Commitment from  
the Professional Development Providers**

# Boston University

School of Education  
Curriculum and Teaching Department  
Two Sherborn Street  
Boston, Massachusetts 02215



December 4, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

## Letter of Support and Commitment

Dear Mr. Stein,

I would be pleased to serve as a professional development provider for, "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," a Teaching American History grant partnership of six public school districts. For more than three decades I have served as Department Chair of Boston University's School of Education and as a consultant to many school systems as they strengthen their curriculum and diversify the classroom strategies of their teachers. In this program I plan to:

I. Develop and implement a 2-day Institute for 6 lead teachers in the summers of 2008, 2009, 2010, and two additional years pending an extension of grant funding to 60 months. The goals of the institute would be to train lead teachers to develop a common understanding of the highest quality curriculum materials and classroom instruction. During the institute, the criteria for "highest quality" will be refined by carefully reviewing nominated best lessons. These criteria will include the students' mastery of historical data, their understanding of the relationships between broad historical and local history, and their ability to understand the power of individual decisions and narratives influencing the course of events. The institute will further develop the crucial hands-on elements of successful, professional, peer-reviewed procedures, especially the effective use of technological communication. Cost: \$5,000.

II. Provide 24 hours of consultation per year to the Project Director, and/or Advisory Board, to help her/them integrate a focus on pedagogy in the offerings of more traditional providers of professional development. Cost: \$3,600.

I believe that the proposed project is unique in two important ways. First, the project is district-driven. Second, the partnership's focus on pedagogy is commendable. Because this project not only seeks to deepen teachers' understanding of and appreciation for American history, but also provides teachers with the tools to translate that knowledge into effective classroom practice, the goals of this Federal program will be more than fulfilled as this project is designed. I'm pleased to provide the strongest possible recommendation for this proposal.

Sincerely,

Stephan Ellenwood  
Chairman, Curriculum & Teaching Department  
Boston University School of Education

# DISCOVERING JUSTICE



THE JAMES D. ST. CLAIR  
COURT EDUCATION PROJECT

## Main Office:

Discovering Justice  
John Joseph Moakley  
United States Courthouse  
One Courthouse Way  
Suite 3120  
Boston, MA 02210

617.748.4185  
617.748.4199 fax

Discovering Justice  
John Adams Courthouse  
One Pemberton Square  
Suite G-304  
Boston, MA 02108

617.557.1032  
617.557.1015 fax

[www.discoveringjustice.org](http://www.discoveringjustice.org)

December 6, 2007

Susan Linn  
Grants Coordinator  
Newton Public Schools  
100 Walnut Street  
Newton, MA 02460

Dear Ms. Linn,

Discovering Justice is excited to be a partner on the proposed Teaching American History Grant "Liberty and the Pursuit of Happiness: Narrative as a Lens on History."

Discovering Justice will participate in the project by providing a three-day summer institute to eighteen elementary teachers. The workshop will take place in the second year of the grant, with the following six school districts: Newton, Waltham, Watertown, Sudbury K-8, Brookline High School and Cambridge Rindge and Latin. The theme for the second year of the project will be Liberty Codified (Founding Documents). The workshop will be entitled: "The Bill of Rights—Living the Narrative". The goals of the workshop are to help teachers better understand the Bill of Rights and to provide strategies that actively engage students in learning about the Bill of Rights. Discovering Justice will draw on existing programming as well as create new resources to support this summer institute.

Discovering Justice has three programs that will serve as resources for developing the Summer Institute:

- *Children Discovering Justice*, a literacy-based social studies program reaching 290 classrooms in the Greater Boston Area. Students are exposed to concepts in American History and the founding documents beginning as early as first grade.
- *Discovering Justice through Theatre and Courthouse Tours*, a public tour program at the John Adams Courthouse of the State Supreme Judicial Court of Massachusetts and the US Moakley Courthouse, and a theatre program in which courtrooms become classrooms as students view plays by professional actors about historic legal concepts, with a follow-up discussion led by a judge.
- *Discovering Justice through Mock Trials*, a mock trial program for middle school students participating in the Citizen Schools after-school Legal Apprenticeship Program. Students spend ten weeks learning to litigate a mock trial, coached by attorneys, and then present the cases in the Moakley US Courthouse in front of real judges and adult jurors.

In addition to drawing on these existing programs, Discovering Justice will develop many new resources for the three-day institute.

Founded under the auspices of the Boston Bar Foundation

DISCOVERING  
JUSTICE



THE JAMES O. ST. CLAIR  
COURT EDUCATION PROJECT

Discovering Justice is a non-profit leader in civic education. Dedicated to educating for democracy by teaching about justice, Discovering Justice inspires students and adults alike with the power and potential each citizen holds in a democratic society. Discovering Justice uses courthouses as classrooms and has created a variety of interactive educational programs—plays, curricula, mock trials, courthouse tours and seminars—that teach about the least understood branch of American government—the justice system. By creating a deeper and more personal understanding of how that system works, Discovering Justice helps to build an active, engaged and informed citizenry that strengthens our democracy.

Main Office:

Discovering Justice  
John Joseph Moakley  
United States Courthouse  
One Courthouse Way  
Suite 3120  
Boston, MA 02210

617.748.4185  
617.748.4195 fax

Discovering Justice  
John Adams Courthouse  
One Pemberton Square  
Suite G-304  
Boston, MA 02108

617.557.1032  
617.557.1015 fax

[www.discoveringjustice.org](http://www.discoveringjustice.org)

Sincerely,

Sarah Churchill Silberman  
Director of Education  
Discovering Justice

Founded under the auspices of the Boston Bar Foundation

## +MEMORANDUM of UNDERSTANDING

Between Newton Public Schools and  
Education Development Center, Inc.

Education Development Center (EDC) is pleased to participate in this Teaching American History Grant application with Newton Public Schools. This memorandum of understanding covers EDC participation from April 2008 – March 2011 and will take effect only if and when Newton Public Schools is awarded a Teaching American History Grant from the U.S. Department of Education.

Newton Public Schools has chosen to partner with Education Development Center, Inc. for three years, at an expected total remittance to EDC of \$90,000: \$30,000 in Years One, Two and Three. EDC therefore commits itself to the following undertakings:

In each of the three grant years, EDC will provide consulting and instructional design services to create an eight-session online professional development course for teachers of American History in the six partner districts. In addition, EDC will provide training and support for a facilitator to run each workshop for 20 teachers across the partner districts.

Each course will include the following design elements:

- Each course will incorporate pedagogical strategies appropriate for teachers of American History across grade levels.
- Each course will incorporate content and resources provided by specific project partners including local history museums and historical sites.
- Each course will be structured in a manner that guides and enables teachers to explore and study deeply the history content that is the focus of the course.
- Each course will be written to be highly engaging with the teacher in mind.
- Each course will be designed to be facilitated with a *learning community* model approach where educators participate in a course as a cohort, completing readings and assignments, and engaging in facilitated discussions and collaborative activities with other participants.
- Each course will include eight sessions, each of which will include online readings, interactive activities, online discussions, assessments and additional web-based resources. Each course will include a culminating project that will focus on implementation in the classroom.
- Each course will be designed for export and use in a Moodle course management system.
- Each course will include approximately 40 hours of content.

The EDC course development team will include project management, instructional designers, content experts, technical support and graphics development, working closely with the Project Director and the other content providers and partners.

An overview to the course that will be developed each year is below.

**Year One: Using Narrative to Teach American History: A focus on the Pre-Revolutionary War Period (\$30,000)**

This course will be appropriate for teachers of all levels, but will focus on elementary teachers. Topics that will be addressed include:

- What is Narrative?
- Creating and Teaching the Essential Questions in History
- Reading and Analyzing Historical Narratives - with an eye to their use in the classroom
- Identifying and Applying Online Resources for Narrative
- Identifying and Accessing Local Resources for Narrative

Content providers will include: the Project Director; Local Resources (MFA; PEM; Harvard Peabody Museum); Deerfield Village in Western MA.

**Year Two: The Effects of Founding Documents on 2010; Using Primary Sources in the Classroom (\$30,000)**

This course will be appropriate for teachers of all levels. Topics that will be addressed include:

- The Constitution
- Bill of Rights
- The Declaration of Independence
- Federalist Papers
- Landmark Court Decisions

Content Providers will include the Waltham National Archives, Adams Historical Park (Mock constitutional convention) and the Old South Meeting House

**Year Three: Voices of Protest Challenging Liberty (\$30,000)**

This course will be appropriate for teachers of all levels. Topics that will be addressed include:

- African American Voices
- Rights of the poor
- Women's Voices
- Voices of the Poor in the Industrial Revolution
- Immigration voices

Content providers will include: African American Museum, the Black Heritage Trail,

Waltham Industrial Museum, Tsongas Center, Armenian Museum in Watertown, Waltham National Archives

**Facilitator Training and Support:** EDC will provide facilitator training and support for the Project Director to deliver each of the online history workshops to group of 20 educators from the partner districts. Through a multi-session online course designed by EDC in Moodle the facilitator will gain skills specific to online facilitation. The training course will be facilitated by a trained EDC facilitator familiar with both online facilitation as well as the content of the online history courses developed by EDC. EDC will employ a *learning community approach* and will prepare the facilitator to use this approach in the online courses they will facilitate. In a learning community approach, educators participate in a course as a cohort, completing readings and assignments, and engaging in facilitated discussions and collaborative activities with other participants. This is the model that will be used in the online history workshops that will be developed, so it is helpful for the facilitator to experience this model in their training


**Responsibility of Newton Public Schools**

If and when a Teaching American History Grant is awarded, Newton Public Schools will provide the following:

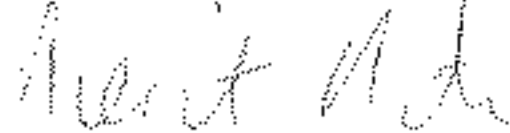
- A Project Director to work with the instructional design team at EDC
- Contact with partner organizations identified for each workshop.
- Recruitment of twenty educators from the six partner districts each year to enroll in the History courses.
- Facilitation and management of the courses once they are delivered.
- An expected total remittance to EDC of \$90,000: \$30,000 in Years One, Two and Three.


**Conclusion**

Newton Public Schools will assume responsibility for fiscal management for the duration of the grant award period. Education Development Center will be a subcontractor for this project.

  
\_\_\_\_\_  
For Newton Public Schools

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Robert Rotner

  
\_\_\_\_\_  
Date

Senior Vice President and Treasurer, Education Development Center

JOHN F. KENNEDY  
PRESIDENTIAL LIBRARY AND MUSEUM

December 7, 2007

Susan Linn  
Grants Coordinator  
Newton Public Schools  
100 Walnut Street  
Newton, MA 02460

Dear Susan,

The John F. Kennedy Presidential Library and Museum is pleased to support the six partnering school districts' (Newton, MA; Waltham, MA; Watertown, MA; Sudbury, MA, K-8; Brookline, MA High School; and Cambridge Rindge and Latin High School, Cambridge, MA) proposal: *Liberty and the Pursuit of Happiness: Narrative as a Lens on History* to the U.S. Department of Education Teaching American History grant program.

As part of the initiative, the Education Department of the Kennedy Library and Museum will participate in a two-day conference for 91 teachers in late June 2011. Our role in the conference will be to inform educators about the programmatic and historical resources the Library provides for elementary, middle, and high school audiences.

The Kennedy Library and Museum has an ongoing commitment to partner with school systems for the improvement of teaching American history. We support the goals and objectives of the *Liberty and Pursuit of Happiness* proposal. We look forward to working with educators from the six-district collaborative on this worthy project.

Sincerely,



Nancy McCoy  
Director of Education



# THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY

## MEMORANDUM of UNDERSTANDING

Between Newton Public Schools and  
The Gilder Lehrman Institute of American History

**Co-Chairmen**  
Richard Gilder  
Lewis L. Lehrman

**President**  
James G. Basker

**Executive Director**  
Lesley S. Herrmann

**Advisory Board**  
Joyce C. Appleby  
Edward L. Ayers  
William B. Baker  
Thomas H. Bender  
Carol Berkin  
Ira Berlin  
Lewis W. Bernard  
David W. Blight  
Gabor S. Boritt  
Richard Brookhiser  
Kenneth L. Burns  
Riz Burns  
Andrew Carroll  
David B. Davis  
Richard Ekman  
Joseph J. Ellis  
Drew Gilpin Faust  
David Hackett Fischer  
Seymour Hingel  
Eric Foner  
Ellen V. Futter  
Henry Louis Gates, Jr.  
S. Parker Gilbert  
Allen C. Guelzo  
Roger Herrig  
James O. Horton  
Kenneth T. Jackson  
Daniel P. Jordan  
David M. Kennedy  
Roger G. Kennedy  
Reger Kimball  
Richard C. Levin  
Peter Maslowski  
James M. McPherson  
Steven Mintz  
John L. Nau III  
Russell P. Renneyer  
Diane Ravitch  
Elizabeth Barlow Rogers  
Elihu Rose  
Arthur M. Schlesinger, Jr.  
Gordon S. Wood

The Gilder Lehrman Institute of American History (GLI) is pleased to participate in this Teaching American History Grant application with Newton Public Schools. This memorandum of understanding covers GLI participation from September 2008 – August 2013 and will take effect only if and when Newton Public Schools is awarded a Teaching American History Grant from the U.S. Department of Education.

Newton Public Schools has chosen to partner with the Gilder Lehrman Institute for three years, at an expected total remittance to GLI of \$458,300: \$157,300 in Year One, \$45,000 in Years Two, Three, and Four, and \$166,000 in Year Five. GLI therefore commits itself to the following undertakings:

### **Partnership Component 1: Years One and Five** **History Educational Resources (\$121,000)**

During the first and fifth grant years, the Gilder Lehrman Institute will provide a planning session and the following instructional materials for up to 302 teachers in the grant, including:

#### ***Traveling Panel Exhibition*** (one per LEA per year)

- Exhibitions provide an introduction to critical topics in American history for students and teachers. Curated by the Gilder Lehrman Institute and drawing largely on documents from the Gilder Lehrman Collection, the exhibitions are yours to keep, for permanent circulation within your district. The exhibitions are accompanied by educators' guides, which provide a basis for student discussions and projects and allow for special programming at schools. Four exhibitions are currently available: *Frederick Douglass from Slavery to Freedom: A Journey to New York City*; *Looking at Lincoln: Political Cartoons from the Civil War Era*; *The Age of Progressive Reform*; and *The Founding Era*. Additional exhibitions are in development.

#### ***Visual Resources***

- ***American History Calendars***  
Gilder Lehrman's calendars feature daily historical facts and full-color portraits of individuals. Teachers receive each of our three calendars: the

Calendar of African Americans in the Founding Era, the Calendar of the American Revolution, and the Calendar of the Abolition of Slavery.

- *American History Posters*  
A full set of 19 gorgeous American history posters depicting selected individuals and events such as the Boston Massacre, Phyllis Wheatley, and a Civil War Recruiting poster.

### *Print Resources*

- *History in a Box*  
A compact briefcase filled with superior, classroom-ready teacher tools, including an interactive CD-ROM, a DVD featuring historians discussing the topic of the box, posters, placards of primary documents with discussion questions, a timeline, and an Educator's Guide. Volumes include: *The Founding Era*, *Alexander Hamilton*, *Abraham Lincoln*, *The American West*, *The Age of Exploration* (in production), and a box for Elementary School educators (in production).
- *The Boisterous Sea of Liberty: A Documentary History of America from Colonization through the Civil War* by David Brion Davis and Steven Mintz  
A main selection of the History Book Club, *The Boisterous Sea of Liberty* draws on primary documents -- including letters, diary entries, personal narratives, trial transcripts, and newspaper articles -- to provide a comprehensive look at American history through 1865.
- *The Soldier's Pen: Firsthand Impressions of the Civil War* by Robert E. Bonner  
Bonner uses letters, journal entries, and sketches of 16 Civil War infantrymen, all previously unpublished, to convey the experiences of war as recounted by those who witnessed it at its most elemental level. Accompanied by a CD-ROM of printable images featured in the book.
- *Why Documents Matter: American Originals and the Historical Imagination, Selections from the Gilder Lehrman Collection*  
Edited by James G. Basker  
A booklet of historic documents with transcriptions from the Gilder Lehrman Collection spanning 200 years of American history. Accompanied by a CD-ROM of printable images featured in the booklet.
- *Document Booklet from the Gilder Lehrman Collection to Commemorate National Constitution Day*

Annotated Founding Era primary documents from the Gilder Lehrman Collection, designed to assist teachers in making the U.S. Constitution accessible to students. Accompanied by a CD-ROM of printable images featured in the booklet.

### ***Digital Resources***

- *Test Your Knowledge-American History Quizzes*  
A CD-ROM of 24 quizzes covering the entire span of American history designed to assess comprehension of each area.
- *Teaching Digital History: A Guide to Creating Historical Documentaries in the Classroom*  
A DVD tutorial featuring Professor Steven Mintz as he provides instruction on how to use documentary filmmaking to teach history and engage students.
- *Historians on the Record*  
A DVD library of Gilder Lehrman-sponsored lectures by leading historians on topics in American history including: The Founding Era, Abraham Lincoln, Slavery and Abolition, and The Twentieth Century.
- *Survey Course Lesson Plans and Document Archive*  
A curriculum-rich CD-ROM that includes Gilder Lehrman's lesson plans as well as an archive of annotated primary documents with document-based questions. The CD-ROM is accompanied by an Educator's guide.

### **Partnership Component 2: Year One (2008-2009)**

#### **Staff Development Workshop (\$36,300)**

During the first grant year, the Gilder Lehrman Institute will provide a planning session and the following:

***A Three-Day Staff Development Workshop*** for up to 302 teachers structured to enhance teacher knowledge of core content areas as well as pedagogical skills. The workshop will include:

- *Morning lecture* by a renowned historian  
Topic: Liberty Conceived: Using Narratives to Teach the Revolutionary War  
Possible scholars include: Professor Gordon Wood, Brown University; Professor Carol Berkin, Baruch College, or John Demos, Yale University.
  - Each teacher will receive a copy of a book by the historian as preparation for the workshop.

- *Afternoon pedagogical sessions*  
Led by a master teacher, these sessions will enable teachers to bring substantive American history content into the classroom in dynamic ways. These sessions will emphasize the use of narratives as teaching tools.
  - Sessions will be devoted to strategies for lesson planning, classroom activities, and methods to engage students. Each teacher will receive an accompanying document booklet and instructional resources. The master teacher will also devote time to a thorough introduction to the extensive resources on the Gilder Lehrman website.
- *Planning session*  
This opportunity will allow districts to customize the workshop to their needs regarding length, topic, format, and location. Gilder Lehrman welcomes the opportunity to incorporate museums and historic sites into the structure of the workshop as a means to demonstrate alternative methods for teaching American history using exhibitions and historic locations.

District personnel are responsible for any travel, accommodation, and meals for district participants. The Gilder Lehrman Institute will cover travel, accommodations, and meals for the historian and master teacher.

**Partnership Component 3: Years Two, Three, Four, and Five**  
**Summer Seminar Participation (\$3,000 per teacher)**

During Years Two, Three, Four, and Five, the Gilder Lehrman Institute will reserve 15 places in its array of over 30 summer seminars led by award-winning professors. These one-week seminars are taught by outstanding scholars such as Ira Berlin, Eric Foner, and David Kennedy and at colleges and universities throughout the United States and the United Kingdom.

- Seminar topics include: The Great Depression, World War II, and the American West; Passages to Freedom: Abolition and the Underground Railroad; and The Era of George Washington.
- Accompanying materials include: books, document booklets, and a copy of each participant's document project at the conclusion of the seminar.
- The Gilder Lehrman Institute will provide stipends (\$400) and will pay for books, room, and board for each teacher.

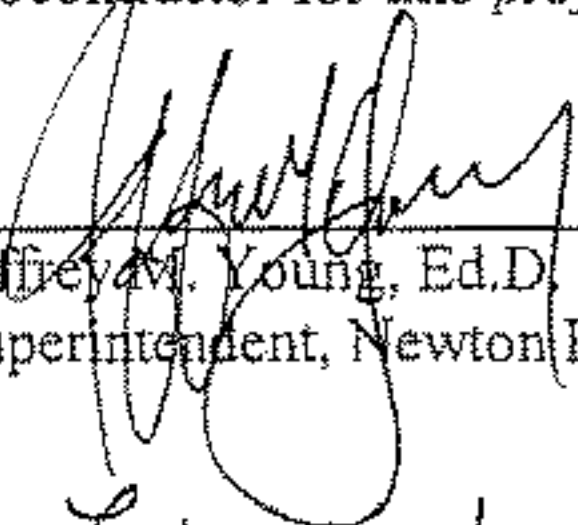
**Responsibility of Newton Public Schools**


If and when a Teaching American History Grant is awarded, Newton Public Schools will provide the following:

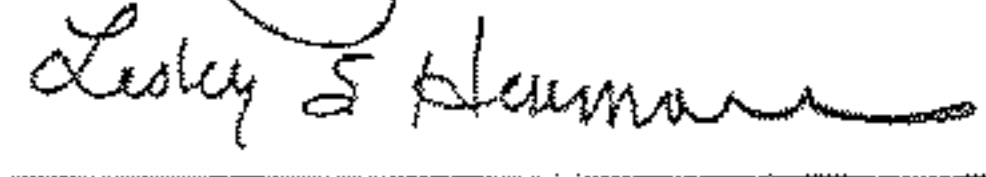
- A manager of the grant project to facilitate local arrangements.
- Recruitment of participating teachers and district personnel.
- Space for the meetings (including breakout space).
- An expected total remittance to GLI of \$458,300: \$157,300 in Year One, \$45,000 in Years Two, Three, and Four, and \$166,000 in Year Five. GLI therefore commits itself to the following undertakings:

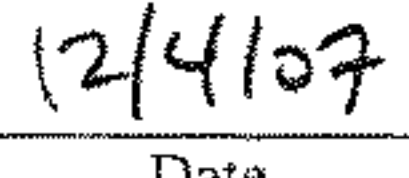
**Conclusion**

Newton Public Schools will assume responsibility for fiscal management for the duration of the grant award period. The Gilder Lehrman Institute will be a subcontractor for this project.

  
\_\_\_\_\_  
Jeffrey M. Young, Ed.D.  
Superintendent, Newton Public Schools

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Lesley S. Herrmann, Executive Director  
Gilder Lehrman Institute of American History

  
\_\_\_\_\_  
Date

December 6, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

### Letter of Support and Commitment

Dear Mr. Stein,

The Museum of Fine Arts, Boston is pleased to serve as a professional development provider for "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," a Teaching American History grant project for six Boston area school districts. The MFA is one of the country's preeminent repositories of historic American artifacts. The Museum's American Colonial and Federal Art collection ranks as one of the most important in the country. Our collection offers a unique opportunity to compare and contrast styles over time in the early years of the colony and new nation.

Specifically, MFA intends to work with the project leadership team to:

- Contribute to the development of an 8-week online professional development series for the 2008 – 2009 school year, entitled "Using Narrative to Teach American History: A focus on the Pre-Revolutionary War Period." The MFA's extensive online collection—and in particular, our new online resource specifically for educators—makes it ideally suited to contribute to this project.
- Contribute to the development and delivery of a 3-day seminar for high school and middle school teachers for the 2008 – 2009 school year on "Art and Artifacts as Narrative." The MFA's Colonial Art Collection allows teachers to see how life, craftsmanship, and aesthetic values changed from early colonial days to the time of the young nation, for example, with decorative arts objects such as the Dennis *Joined Chest*, the *High Chest of Drawers* (Boston), and the Cogswell *Chest-on-Chest*, or with portraits such as Smibert's *Mrs. William Dudley* compared with Copley's *Mrs. James (Mercy Otis) Warren*.
- In late June 2009, deliver a one-day summer institute to elementary school teachers, "Lessons from Art: 1703 – 1789." The MFA's famous *Sons of Liberty Bow* by Paul Revere, John Singleton Copley's portrait, *Paul Revere*, and *Revere's Boston Massacre* print, for example, together provide rich opportunities to animate historical narrative about the Revolutionary Period.
- Consider hosting part of the Year Three Teaching American History conference at the MFA. This function is ideally timed with to take place shortly after the scheduled opening of the MFA's new American Art Wing—the ideal Boston venue for this important conference.

Thank you for considering the proposal for funding. The MFA is pleased to be a partner in this powerful professional development project.

Sincerely,



William Moore  
Head of School Programs and Resources



Museum of Fine Arts, Boston

465 Huntington Avenue, Boston MA 02115



National Archives and Records Administration

NORTHEAST REGION (BOSTON)

380 TRAPELO ROAD

WALTHAM, MASSACHUSETTS 02455-8100

[www.nara.gov/region](http://www.nara.gov/region)

December 7, 2007

Dear Ms. Linn:

NARA is pleased to offer its support and commitment to the project, "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," for which you are applying for a U.S. Department of Education grant. National Archives and Records Administration, Northeast Region-Boston has a continuing interest in supporting teachers and putting primary sources into the hands of students which the Department of Education TAH grants encourage. The possibilities of NARA Northeast Region-Boston reaching a significant number of teachers and students through partnering with the other "Liberty and the Pursuit of Happiness: Narrative as a Lens on History" TAH grant participants is important to the agency.

It is the intention of the National Archives and Records Administration, Northeast Region-Boston to participate as a content provider in this grant. Our facility will embrace the following roles in the project:

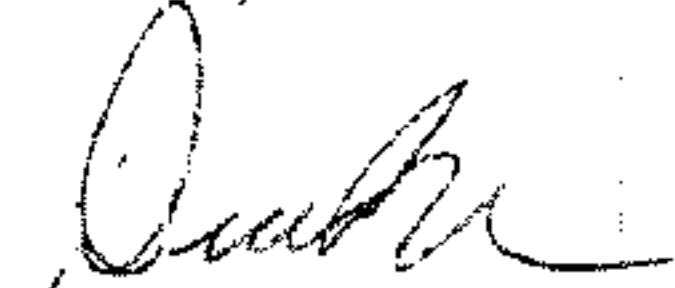
- (1) In 2009-2010, with several other providers, help develop content for an 8-session Internet based professional development series for 20 teachers on the theme, "The Effects of Founding Documents on 2011." Session topics will include: The Constitution, Bill of Rights, The Declaration of Independence, Federalist Papers, & Landmark Court Decisions.
- (2) In 2009-2010, with the assistance of the grant director develop and implement a three-day school-year seminar for 18 elementary teachers on, "Using Constitution Day to launch a study of the US Constitution."
- (3) In 2010-2011, with the assistance of the grant director develop and implement a one-day seminar for 18 elementary teachers on "Challenging the Boundaries of our Country."
- (4) In 2010-2011, help develop content for an 8-session online professional development series for 20 teachers, "Voices of Protest Challenge Liberty."

OFFICE OF REGIONAL RECORDS SERVICES

(5) A: the end of 2011, participate in a Teaching American History Conference for 91 teachers.

NARA is enthusiastic about the project as we believe it will make a very significant impact on the 302 teachers of American history in the six participating districts and their students. We have a special interest in this project because the partners include the town where our offices are located and surrounding communities. We look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Diane LeBlanc", written in a cursive style.

Diane LeBlanc  
Regional Administrator





PEABODY MUSEUM  
*of* ARCHAEOLOGY & ETHNOLOGY

Harvard University, 11 Divinity Avenue, Cambridge, Massachusetts 02138-2019

December 6, 2007

Susan Linn  
Grants Coordinator  
Newton Public Schools  
100 Walnut Street  
Newton, MA 02460

Dear Ms. Linn

The Peabody Museum of Archaeology and Ethnology at Harvard University would like to extend its enthusiastic support to your application to the U.S. Department of Education for a Teaching American History grant for school teachers in Newton, Waltham, Watertown, Sudbury, Brookline, and Cambridge, Massachusetts. The Peabody Museum has substantial archaeological, ethnographic, archival, and photographic holdings from North America and would be pleased to inform local teachers about its holdings and assist them in utilizing these resources in their teaching.

The Museum expects to fill the following roles in the proposed project:

In 2008-2009, act as a resource for the development of an eight-session online professional development course for 20 teachers on the theme of "Using Narrative to Teach American History: A focus on the Pre-Revolutionary War Period."

In 2008-2009, work with Project Director Janet Buerklin and the Museum of Fine Arts to develop and implement a three-day seminar for 12 High School and Middle School teachers on the theme of, "Art and Artifacts as Narrative."

At the end of June 2011, provide an exhibit and/or give a talk at a local 2-day Teaching American History conference for 91 teachers. One focus of the conference will be to better acquaint teachers with our local resources.

The Museum is pleased to express its strong support for your project and offer its participation in conferences, seminars, and online learning in accordance with its collections and curatorial resources. We look forward to working with you.

Sincerely,

William L. Fash  
William and Muriel Seabury Howells Director  
Peabody Museum

Appendices 45



Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

Dear Mr. Stein:

Plimoth Plantation in Plymouth, Massachusetts is very pleased at the prospect of joining the Newton, Waltham, Watertown, Sudbury (k-8), Brookline (high school), and Cambridge Rindge and Latin schools as a partner in their Teaching American History project, *Liberty and the Pursuit of Happiness: Narrative as a Lens on History*. The staff of Plimoth Plantation is excited about the opportunity to work with teachers from the partner schools in order to help them gain a deeper understanding of American history using narrative as a pedagogical tool. As experts in the field of 17<sup>th</sup> century colonial and Wampanoag Native American history and living history, we feel that we are uniquely suited to help teachers develop a more thorough understanding of the project's year-one theme, "Liberty Conceived."

As a collaborative partner, Plimoth Plantation will contribute the following to the partnership:

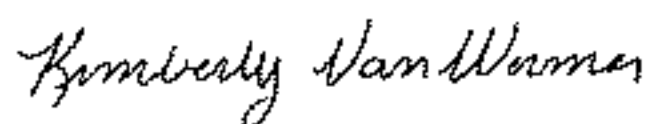
- a 3-day professional development workshop at Plimoth Plantation. Teachers will spend three days at the museum deeply involved in exploring the Wampanoag and English cultures, their interactions, and the events that set the stage for the emergence of the nation. Teacher training will include lectures, hands-on colonial and Wampanoag activities such as woodworking and hearth cooking, group discussions about integrating the subject matter into the classroom, visits to the museum's original artifact collections and visits to the museum's living history sites including the recreated 1627 Pilgrim Village, the Wampanoag Homesite and *Mayflower II*.
- training materials for teachers, including primary source documents, historical background essays, bibliographies, and classroom materials.
- consultation with grant staff.
- participation in a local Teaching American History conference with the theme of *Liberty and the Pursuit of Happiness*, with an emphasis on acquainting local educators with local history resources.

Plimoth Plantation's mission is to offer "*powerful personal experiences of history, built upon thorough research of the Pilgrim and Wampanoag communities. The museum offers multiple learning opportunities to provide a deeper understanding of the relationship of historical events to modern America.*" Plimoth Plantation is committed to, and well known for, its through research and interpretation of the social culture that evolved between the Wampanoag (indigenous population of New England) and the colonists who established Plymouth in 1620. A pioneer in the development of "living history" interpretation, Plimoth Plantation offers a diversity of programming to serve families, adults and children—at the museum, offsite, and online.

The museum also has a long history of providing authentic, stimulating and innovative teacher training. Professional development programs draw upon the expertise and wealth of resources that make Plimoth Plantation one of the most well-known and respected living history museums in the country. Workshops are taught by experienced staff, including both Native and non-Native presenters. In addition to covering historical content that meets state and national curriculum standards, workshops also address the processes of studying American history and effective methods for incorporating museum resources into the classroom. Workshops are designed to excite and inspire teachers, and blend classroom instruction with hands-on, experiential activities and visits to the museum's living history sites. Recent workshops include a 2004 Landmarks of American History Summer Institute, "Encounters and Change: Expanding Perspectives on Natives and Colonists in 17<sup>th</sup>-century Plymouth" funded by the National Endowment for the Humanities, and collaborations with Teaching American History grant recipients, including a previous partnership with the Region One Service Center.

Plimoth Plantation is committed to teaching about the Wampanoag and English colonial history of Plymouth Colony and to providing excellence in American History education to the teachers of Newton, Waltham, Watertown, Sudbury (k-8), Brookline (high school), and Cambridge Rindge and Latin schools. We look forward to bringing an important segment of American history to life for the teachers and for their students, with the ultimate goal of raising student achievement. We commend the project team for putting together an important and exciting project, and look forward to working with them in the future.

Sincerely,



Kimberly VanWormer  
Plimoth Plantation  
Director of Education  
[kvanwormer@plimoth.org](mailto:kvanwormer@plimoth.org)  
508-746-1622 ext. 8361



December 5, 2007

Susan Linn  
Grants Coordinator  
Newton Public Schools  
100 Walnut Street  
Newton, MA 02460

Dear Susan:

The Tsongas Industrial History Center is pleased to partner with the Newton Public Schools and its partner districts for the "Liberty and the Pursuit of Happiness: Narrative as a Lens on History" professional development series you are proposing for a Teaching American History Project.

As you know, the Tsongas Industrial History Center is a partnership between UMass Lowell and Lowell National Historical Park. A central part of our mission is to engage teachers and students in active, experiential learning about the causes and consequences of industrialization.

Over the past twelve years, Tsongas Center professional staff, UMass Lowell historians, and Lowell National Historical Park Rangers have offered K-12 teachers quality professional development through teacher institutes, primary source and artifact study kits, media for the classroom, hands-on workshops, and Park tours that bring history to life. These approaches will be equally useful to teachers in your project, strengthening their content knowledge and helping them develop effective instructional practices that build historical understanding and engage students in meaningful historical inquiry using local resources.

As we have discussed, Tsongas Center/Park staff agree to contribute to your online professional development series on the theme of "Voices of Protest - Challenge Liberty." We will facilitate a session or two on "Women's Voices and Voices of the Poor in the Industrial Revolution," possibly in collaboration with the Waltham Museum of Industry. Our recent work in developing and presenting distance-learning programs in area schools will likely prove useful in our online work with you.

In addition, we will develop and implement a one-day seminar for middle and high school teachers on "Women's and Immigrants' Stories in the Mills of Lowell." We will be able to offer teaching and learning activities centered around resources like the Park's and University's collections of oral history interviews, mill girl letters, and photographs, as well as those resources mentioned above. We also agree to participate in a local two-day Teaching American History conference for teachers in late June 2011.

We wish you much success with your proposal!

Sincerely,

A handwritten signature in cursive script that reads "Sheila Kirschbaum".

Sheila Kirschbaum  
Professional Development Coordinator

Boott Cotton Mills Museum, 115 John Street  
Lowell, Massachusetts 01852  
978-970-5080 FAX 978-970-5085

An educational program of the Graduate School of Education  
University of Massachusetts Lowell and  
Lowell National Historical Park

<http://www.uml.edu/tsongas>  
Appendices 48

Appendix 2:  
Letters of Support and Commitment  
from the Lead LEA and District Partners



Newton Public Schools  
100 Walnut Street  
Newton, MA 02460

Telephone  
(617) 559-6100

Fax  
(617) 559-6101

Dr. Jeffrey M. Young  
Superintendent of Schools

December 4, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

### Letter of Support and Commitment

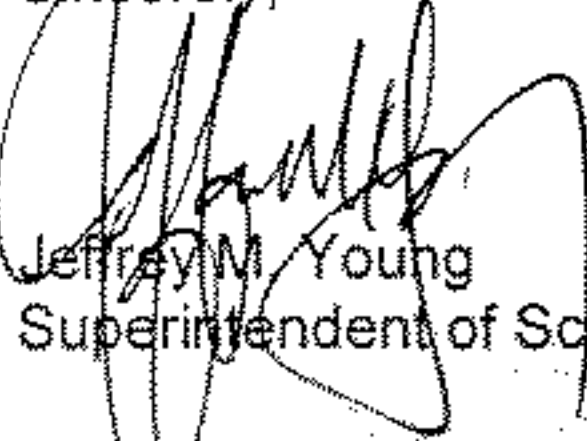
Dear Mr. Stein:

Newton Public Schools is pleased to provide leadership to the proposed Teaching American History project, "**Liberty and the Pursuit of Happiness: Narrative as a Lens on History.**" Through this project, 302 American history teachers in six public school districts in the metropolitan Boston area will receive high-quality professional development. The selected providers are all exceptional, and include the national Gilder Lehrman Institute for American History, prestigious Boston University, and a host of outstanding local resources like the Boston Museum of Fine Arts and the National Archives, located in one of our partnering communities (i.e., Waltham).

Newton is in the end phase of a successful Teaching American History grant partnership with three different school districts. With our leadership, we met all project goals and exceeded project objectives. We have learned important lessons over these last four years, which will make the proposed project even more successful. Lessons learned, which are reflected in our proposed project design, include: partnering districts should be close in geographic proximity to each other; the Project Director should be employed by and report to the lead LEA; the Advisory Committee needs to be consistently engaged in active project management; the project must include a strong focus on pedagogy so that teachers can translate knowledge into practice; and professional development offerings for elementary school teachers need to be distinct from those for middle and high school teachers for maximum impact.

I respectfully request that you look favorably upon our grant application for \$1 million. These funds will improve more than 25,000 students' understanding of and interest in American History. The grant comes at an important time for our district and our partners as students in the class of 2012 will be the first expected to pass a state standardized exam on history and social studies. Further, our districts (i.e., Newton, Waltham, Watertown, Cambridge, Sudbury, Brookline) include a number of schools in "Need of Improvement" or "Restructuring" under NCLB. I hope you agree that our carefully planned, teacher and student centered, multi-faceted program will lead to significant improvement outcomes for our students and teachers, and therefore, will grant us funding.

Sincerely,



Jeffrey M. Young  
Superintendent of Schools

JMY/mb

Appendices 50

# NEWTON PUBLIC SCHOOLS

100 Walnut Street, Newtonville, MA 02460-1398

Office of Curriculum & Instruction

Phone: 617-559-6125

Fax: 617-559-6126

December 4, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

## Letter of Support and Commitment

Dear Mr. Stein,

As the Assistant Superintendent for Curriculum and Instruction for Newton Public Schools, it is my pleasure to write this letter in enthusiastic support of the proposed project, **“Liberty and the Pursuit of Happiness: Narrative as a Lens on History.”** The proposal has many strengths, of which I would like to highlight three.

First, I believe the project is unique in its attention to pedagogy. While deepening content knowledge and interest in American History is an important goal, it is not sufficient to change teaching practices and to make significant improvements in students’ learning. The project’s focus on narrative as a vehicle for helping teachers develop content knowledge as well as to teach students will make significant contributions to reaching and exceeding the goals of this federal program.

Second, the project was thoughtfully planned by curriculum leaders in history in each of the six partnering districts. The fact that the leadership and vision for this project has come from district personnel who know first-hand what their teachers and students need has ensured that the project is tailored to local challenges and will successfully engage the intended audience. In addition, the team took the extra step of surveying teachers in all districts in the planning phase, and it has used that data as the groundwork for project planning.

Third, the selection of Dr. Janet Buerklin as the .70 FTE Project Director will lead to outstanding project management, not only in terms of coordination and organization, but also with regard to continuous engagement of partnering districts, positive relationships with professional development providers, regular quality management and project adjustment based on formative evaluation data, and exceptional programming. Dr. Buerklin has been in my employ as the K-8 Coordinator of History and Social Sciences for 10 years. She is an extraordinary choice with regard to her leadership and her ability to discern and implement effective strategies for assisting classroom teachers and their teachers.

I sincerely hope you will make the vision of the Advisory Committee a reality by granting us \$1 million in funding to implement our proposal. I look forward to providing leadership to the project through semi-monthly supervision meetings with Dr. Buerklin and attendance at quarterly Advisory Board meetings. I appreciate your consideration.

Sincerely,



Carolyn D. Wyatt, Ed. D.  
Assistant Superintendent for Curriculum and Instruction



**THE PUBLIC SCHOOLS OF BROOKLINE**  
BROOKLINE, MASSACHUSETTS 02445

Phone: 617-730-2429  
FAX: 617-264-6451

**William H. Lupini, Ed.D.**  
*Superintendent of Schools*

**Jennifer Fischer-Mueller, Ed.D.**  
*Deputy Superintendent for  
Teaching and Learning*

December 3, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

**Letter of Support and Commitment**

Dear Mr. Stein,

The Public Schools of Brookline is pleased to have Brookline High School teachers participate in the Teaching American History grant project, "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," led by Newton Public Schools. Gary Shiffman, High School Curriculum Coordinator, has been actively involved in planning the project with the partnering districts. If funded, Mr. Shiffman will act as the District Liaison to the project.

I support Brookline High School teachers of American History in developing their skills and content knowledge through the proposed project. We are particularly excited by the opportunity for our teachers to participate in Gilder Lehrman summer institutes. This grant program will give our high school teachers multiple opportunities for professional development that will improve our students' understanding of and interest in American history.

Brookline is in the process of developing a strong proposal for a Teaching American History grant as LEA for five other districts for elementary and middle school teachers. Because the target teaching population of the Newton grant is different, the Newton proposal will allow for high school teachers to benefit from high quality professional development as well.

Thank you for your consideration.

Sincerely,

William H. Lupini, Ed.D.  
Superintendent of Schools

Jennifer Fischer-Mueller, Ed.D.  
Deputy Superintendent for Teaching and Learning



*Cambridge Public Schools*  
*159 Thorndike Street, Cambridge, MA 02141*

---

*Thomas Fowler-Finn, Ed.D.*  
*Superintendent of Schools*

December 5, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW Room 4W206  
Washington, DC 20202-5960

**Letter of Support and Commitment**

Dear Mr. Stein,

Cambridge Public Schools welcomes the opportunity to have our High School teachers participate in the Teaching American History grant project, "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," led by Newton Public Schools.

I hereby certify that the involvement of Cambridge Public Schools in the proposed project qualifies Newton's Teaching American History grant application for competitive preference priority points because Cambridge Rindge and Latin (CRLS) high school is in year one of Corrective Action due to the AYP status of subgroups for ELA under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. An additional indicator of need is the fact that 42.7% of CPS students are low-income, compared with a state average of 28.9%.

Wendell Bourne, K-12 Coordinator for History and Social Science, and Candyce Dostert, Program Development/Grant Specialist, have been actively involved in planning the project with the partnering districts in a series of six planning meetings. If funded, Mr. Bourne, in coordination with a CRLS lead teacher, will act as the District Liaison to the project.

In the development phase of the project, Cambridge teachers participated in a teacher assessment survey, the results of which were used to design the project. The survey revealed a heightened need for professional development in American history among Cambridge teachers: only 12.5% of Cambridge teachers majored or minored in U.S. History in college, versus the average of 25% of teachers across the total of six districts that participated in the assessment.

Additional information revealed by the survey included the fact that 75% of Cambridge teachers teach the era of 1703-1789, and that 75% indicated an interest in professional development focusing on this era. Therefore, years one and two of the proposed project include this time

Telephone: 617-349-6494 Fax: 617-349-6496 E-mail Address: [superintendent@cpsd.us](mailto:superintendent@cpsd.us)  
The Cambridge School Department is an equal opportunity/affirmative action employer.

period as a focal point. As we enter the pre-test phase of the project, Cambridge and Waltham's teachers' needs (i.e., both high needs districts as defined by the RFP) will be prioritized with regard to making programmatic adjustments to address the needs of these teachers.

The idea of focusing on narrative as a vehicle for deepening teachers understanding of and interest in American history, as a pedagogical method for helping teachers teach U.S. History, and as a means for increasing students' understanding of and interest in American history was suggested by Cambridge representatives.

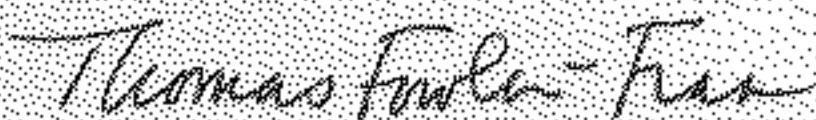
The project is organized to provide incentives to teachers to participate in professional development, including stipends for work beyond the school day and the school year and multiple opportunities for receiving excellent teacher materials, such as the Gilder Lehrman resources that will be purchased in year one of the grant, and if funding is extended, also in year five. Further, a District Liaison will be compensated to help guide the project and to recruit teachers. Although, compared to other districts, the number of American history teachers Cambridge will recruit into the project is relatively small (i.e., 9 teachers), the Cambridge Liaison will work closely with the Project Director and team to ensure full implementation of all aspects of the proposed professional development. We expect that 100% of Cambridge High School teachers of American history will participate in and gain enormous benefit from the project over the three-year period.

Cambridge's elementary and middle schools are also participating in a Brookline Public Schools-led Teaching American History grant application. Because only Cambridge High School teachers will be engaged in the Newton-led proposal, and because the focus of the two projects is significantly different, I hereby certify that Cambridge's participation in the Newton-led project is substantially separate; there will be no overlapping professional development provided to Cambridge High School teachers should both applications be selected for funding.

I am confident that the proposed project will offer critical, high quality professional development in American History to our high school teachers, and, by extension, improve our students' understanding of and interest in American history. This is particularly timely as Massachusetts is in the process of implementing a high stakes statewide history exam (i.e., MCAS), which high school students in the class of 2012 must pass to graduate.

Thank you for your consideration.

Sincerely,



Thomas Fowler-Finn  
Superintendent of Schools

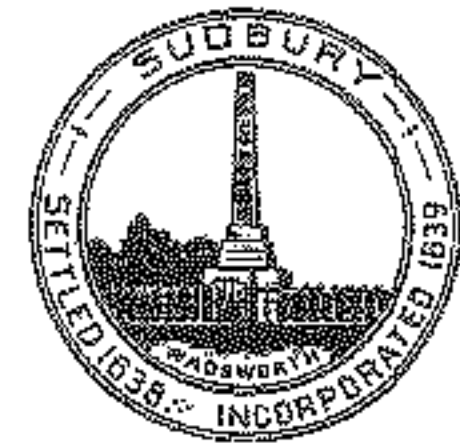
# *Sudbury Public Schools*

*40 Fairbank Road*

*Sudbury, Massachusetts 01776*

*(978) 639-3216*

*Fax (978) 443-9001*



**Robert R. Milley**

*Assistant Superintendent of Schools*

bob\_milley@sudbury.k12.ma.us

December 3, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

## **Letter of Support and Commitment**

Dear Mr. Stein,

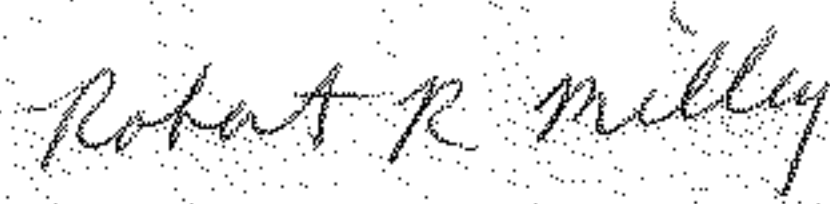
Sudbury Public Schools, a K-8 district, is enthusiastic about the participation of our American History teachers in "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," led by the Newton Public Schools. Ann Barysh, Coordinator for K-8 Social Studies for the Sudbury Schools, has been actively involved in planning the project with the partnering districts. If funded, it is planned that Ms. Barysh will act as Sudbury's liaison to the project. She is expected to serve on the Advisory Board and may be assigned responsible for teacher recruitment.

There are several aspects to this particular project that excite Sudbury. The K-8 Massachusetts History and Social Studies Frameworks have an emphasis on American History, Civics, and Geography. Because many of our elementary teachers do not have undergraduate degrees in US History, we feel it is incumbent on the district to help these teachers find professional development situations that will address this need. This project, with its dual emphasis on academic rigor and teacher collegiality, will provide our teachers a needed opportunity to work with academics in the field of American History while at the same time consult with their colleagues from other districts to discuss how elementary teachers can make complex ideas and themes in American History and American Civic culture understandable and engaging to young children.

Our middle school teachers will also be enriched by this grant. Clearly it will provide them with an opportunity to deepen their considerable knowledge and interest in American History; but, it will also provide them an opportunity to collaborate with their colleagues in the elementary schools on any number of on-going professional or curriculum-based projects.

Given the depth and length of this grant, as well as its use of technological best practices as a way to continue the topics and ideas generated during the summer institute, we feel strongly that deep professional bonds will be created among the teachers who participate in this grant. Indeed, we believe that the impact of the grant in terms of creating enduring professional relationships will ultimately result in a level of superior instruction in American History that will continue to be felt by our students long after the grant implementation is over. It is this collaboration, beyond the increased depth of knowledge and understanding that our teachers will experience, that we feel is particularly important in this opportunity. We truly appreciate any consideration given to this proposal, and hope that you might be as confident as we are that significant contributions to our teachers and students would result from its acceptance.

Sincerely,

A handwritten signature in cursive script that reads "Robert R. Milley".

Robert R. Milley

# Waltham Public Schools



Dr. Susan I. Parrella  
*Superintendent*

December 6, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW Room 4W206  
Washington, DC 20202-5960

## Letter of Support and Commitment

Dear Mr. Stein,

The Waltham Public School system is committed to having our 50 teachers of American History participate in the grant project, "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," led by Newton Public Schools.

I hereby certify that the involvement of Waltham Public Schools in the proposed project qualifies the application for competitive preference priority points because our schools have been identified for improvement under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. We are a high-needs district, as identified by the Massachusetts Department of Education.

Stephen Goodwin, Director of History and Social Science, has been actively involved in planning the project with the partnering districts in a series of six planning meetings. Waltham hosted one of the planning meetings. Sandra Roby, Waltham Director of Educational Technology/Library Media Services, participated in planning the online professional development opportunities. If funded, Mr. Goodwin will act as the District Liaison to the project, and he will be tasked with recruiting high school teachers to participate. Unlike other non-high needs district partnering in the project, Waltham will have a second District Liaison, who will be responsible for recruiting elementary teachers. Both Liaisons will participate in an Advisory Board, to whom the Project Director will report. We expect that 100% of Waltham teachers of American history will participate in the project over the five-year period.

617 Lexington Street

Waltham, Massachusetts 02452-3099

Tel: 781-314-5440

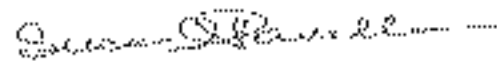
Fax: 781-314-5411

In planning the project, Waltham teachers participated in a teacher assessment survey. The project was then crafted to address these specific needs. For example, according to the survey, 68% of Waltham teachers teach the era of 1703-1789, and 74% teach the period of 1775-1783. Waltham student MCAS data reveal, among other things, the need for improvement in knowledge of the Revolutionary War. Therefore, years one and two of the proposed project include these time periods as focal points. As we enter the pre-test phase of the project, Waltham and Cambridge's teachers' needs (i.e., both high needs districts) will be prioritized with regard to making programmatic adjustments to address the needs of the teachers and students in these districts. This is particularly important as the Commonwealth implements a high stakes statewide exam (i.e., MCAS), which high school students in the class of 2012 must pass to graduate.

The project is organized to provide incentives to teachers to participate in professional development, including stipends for work beyond the school day and the school year and multiple opportunities for teacher materials, such as the Gilder Lehrman resources that will be purchased in year one of the grant, and if funding is extended, also in year five. The importance of monetary incentives for Waltham teachers was underscored by Mr. Goodwin, and hence it has become an important and necessary component of the proposed budget.

I am enthusiastically supportive of "Liberty and the Pursuit of Happiness: Narrative as a Lens on History." I strongly believe that the well-thought out proposed project will offer much needed, high quality American history professional development to our teachers, and thereby, will improve our students' understanding of and interest in American history. The participatory and collaborative approach that has been used to develop the project and which will characterize its implementation will help to ensure its success. I hope you will select our project for funding.

Sincerely,



Susan I. Parrella, E. Ed.  
Superintendent of Schools  
Waltham Public Schools



# Watertown Public Schools

30 Common Street, Watertown, MA 02472-3492 (617) 926-7700 Fax: (617) 923-1234

**STEVEN A. HIERSCHÉ, Ed.D**  
Superintendent  
shiersche@watertown.k12.ma.us

**ANN KOUFMAN-FREDERICK, Ph.D**  
Assistant Superintendent  
akoufman@watertown.k12.ma.us

December 3, 2007

Alex Stein  
Team Leader  
Teaching American History Program  
U.S. Department of Education  
400 Maryland Ave., SW, Room 4W206  
Washington, DC 20202-5960

## Letter of Support and Commitment

Dear Mr. Stein,

Watertown Public Schools is pleased to participate in "Liberty and the Pursuit of Happiness: Narrative as a Lens on History," a Teaching American History project led by Newton Public Schools. Ann Koufman, Assistant Superintendent, and David Sheehan, Social Studies Curriculum Coordinator, have been actively involved in planning the project with the partnering districts. If funded, Mr. Sheehan will act as the District Liaison to the project. Mr. Sheehan will sit on the Advisory Board and will be responsible for teacher recruitment.

If funded, 26 Watertown teachers of American history will participate in professional development. This project comes at a significant time for Watertown because we are revising our history and social studies curriculum, including possible adjustments to the grades in which American history is taught. We are particularly enthusiastic about the development of lead teachers in our district. The combined focus on content and the pedagogy of teaching American history will help ensure success in the improvement of our teachers' abilities to deepen students' understanding of, and interest in, American history.

We also believe that the opportunity for online professional development is critical. We look forward to giving social studies teachers the access and the experience of working together online to develop technology enriched curriculum units. We expect that the online professional development made available with this project will influence classroom pedagogy as well as improve access to content, such as primary sources and the relevant work of other colleagues worldwide.

Watertown Public Schools fully endorses the proposed project, and I ask you to please make a grant to our partnership.

Sincerely,

Steven Hiersche, Ed.D.

Ann Koufman-Frederick, Ph.D

Superintendent

Assistant Superintendent

**Appendix 3: Summary of Results from the TAH Teacher Survey**

November, 2007

Table 1: Response Rate

	Respondents	% of Respondents	Total American History Teachers per District	Response Rate per District
Brookline H.S.	6	6%	23	26%
Cambridge H.S.	8	7%	9	89%
Newton (K-12)	46	42%	138	33%
Sudbury (K-8)	16	15%	56	29%
Waltham (K-12)	19	17%	31	61%
Watertown (K-12)	14	13%	26	54%
<b>Total</b>	109	100%	283	39%

Table 2: Respondents by Grade Level

	Total	In which district do you teach?					
		Brookline	Cambridge	Newton	Sudbury	Waltham	Watertown
	105	5	8	44	15	19	14
K-2	0%						
3	18%	0%	0%	23%	27%	0%	36%
4	1%	0%	0%	0%	7%	0%	0%
5	26%	0%	13%	32%	27%	26%	21%
<i>K-5</i>	<i>45%</i>	<i>0%</i>	<i>13%</i>	<i>55%</i>	<i>60%</i>	<i>26%</i>	<i>57%</i>
6	1%	0%	13%	0%	0%	0%	0%
7	3%	0%	25%	0%	7%	0%	0%
8	15%	0%	38%	18%	33%	0%	0%
<i>Gr6-8</i>	<i>19%</i>	<i>0%</i>	<i>75%</i>	<i>18%</i>	<i>40%</i>	<i>0%</i>	<i>0%</i>
9	9%	0%	25%	5%	0%	16%	14%
10	18%	20%	38%	7%	0%	42%	29%
11	26%	80%	38%	25%	0%	47%	0%
12	11%	40%	38%	0%	0%	26%	7%
<i>High School</i>	<i>63%</i>	<i>140%</i>	<i>138%</i>	<i>36%</i>	<i>0%</i>	<i>132%</i>	<i>50%</i>

How many years have you been teaching (any subject or grade)? Average = 13 years

How many years have you been teaching U.S. History? Average = 9 years

Majored or Minored in History in college? Yes = 25%



Table 3: Amount of Professional Development to Date

<b>How much professional development have you had in U.S. History?</b>		
A great deal	15	14%
A fair amount	33	30%
A little bit	36	33%
Almost none	26	24%
<b>Total</b>	110	100%

Table 4: Amount of Professional Development by Grade

<b>How much professional development have you had in U.S. History?</b>				
	N=106	Elem.	Middle	HS
A great deal	14%	10%	43%	5%
A fair amount	31%	22%	33%	42%
<i>A great deal + A fair amount</i>	<i>45%</i>	<i>33%</i>	<i>76%</i>	<i>47%</i>
A little bit	32%	31%	14%	39%
Almost none	23%	37%	10%	14%
<i>A little bit + Almost none</i>	<i>55%</i>	<i>67%</i>	<i>24%</i>	<i>53%</i>

Table 5: Confidence in U.S. History Content

How confident, overall, do you feel about the U.S. History content you are teaching?

	N=106	Elem.	Middle	HS
Very confident	46%	27%	76%	98%
Somewhat confident	41%	47%	24%	47%
Not very confident	13%	27%	0%	2%
Not at all confident	0	0%	0%	0%

Table 6: Confidence in Pedagogy

How confident do you feel about the pedagogy (i.e., strategies and style of instruction) you are using to teach U.S. History?

	N=106	Elem.	Middle	HS
Very confident	38%	23%	65%	46%
Somewhat confident	47%	51%	35%	51%
Not very confident	13%	26%	0%	3%
Not at all confident	0	0%	0%	0%

Table 7: Interest in PD in Pedagogy

Would you be interested in professional development that focused on pedagogy?

	N=106	Elem	Middle	HS
Yes	79%	86%	76%	83%
No	21%	14%	24%	17%

Table 8: Aspects of Pedagogy

To what extent do you think you might like help with any of the following? *(Presented in descending order of interest)*

	"No interest" and "Little interest"	"Great deal of interest" and "Some interest"
Increasing students' interest in history?	7%	93%
Connecting history lessons to students' lives?	7%	86%
Challenging advanced students?	11%	84%
Serving special needs students?	15%	82%
Techniques for integrating history with other subjects?	12%	82%
Assessing student progress?	16%	81%
Judging writing assignments?	27%	69%
Readying students for MCAS?	33%	65%

\* "Not Sure" omitted

Table 9: Format of Professional Development

Please rate how much each of the following formats appeals to you. *Note: Presented by descending order of interest.*

	"No appeal" and "Very little appeal" and "Little appeal"	"Some appeal" and "Great appeal"
full-day summer workshop	22%	78%
three-day summer institutes	22%	78%
half-day summer workshop	24%	76%
five-day summer institutes	42%	58%
study tours	45%	55%
a one-time 2-hour session afterschool	48%	53%
a series of afterschool sessions	50%	51%
hybrid models: online courses that include in-person meetings	52%	48%
five-day summer programs outside of the New England area	55%	44%
online professional development courses	60%	40%
half-day Saturday workshops	68%	32%
ten-day summer institutes	68%	31%
full-day Saturday workshops	77%	23%

Table 10: Professional Development Providers

Below is a randomized list of some of the professional development providers with which we might be able to work if we apply for and receive a Teaching American History grant. Please rate your degree of interest in working with each. *Note: Presented by descending order of interest.*

	"Not at all interested" and "Not too interested"	"Somewhat interested" and "Very interested"
Black Heritage Trail (Boston)	9%	91%
Primary Source	12%	88%
Teachers as Scholars	13%	88%
National Archives (Waltham)	13%	87%
Massachusetts Archives (Boston)	13%	87%
African-American Museum (Boston)	14%	86%
Museum of Fine Arts (Boston)	15%	85%
Minuteman Park (Lexington)	16%	84%
Other Boston Sites (Paul Revere house, Old South Meeting House, etc.)	16%	84%
Adams Historical Site (Quincy)	19%	81%
Freedom Trail (Boston)	19%	81%
Peabody Essex Museum	21%	79%
College or University (like Boston College or Brandeis)	23%	77%
Facing History and Ourselves	25%	75%
Waltham Museum of Industry	26%	74%
Plimoth Plantation	27%	73%
USS Constitution Museum	27%	73%
Jackson Homestead (Newton)	29%	71%
Tsongas Center (Lowell)	32%	68%
Sturbridge Village	33%	67%
Armenian Library and Museum of America (Watertown)	39%	61%
Slater Mill (Pawtucket, RI)	39%	61%
Lynn Museum and Historical Society	41%	59%
Blackstone Valley Corridor	42%	58%
Gilder Lehrman Institute	43%	57%
Woonsocket History Museum	44%	56%

\*"Not familiar" responses omitted

Table 11: Areas of American History Taught and Interest in PD

Areas that more than 1/2 teach are noted in **bold**. Both questions had "check all that apply" instructions.

	Which areas of U.S. History do you currently teach?				In which areas of U.S. History would you like to participate in professional development?		
	N=105	Elem	Middle	HS	Elem	Middle	HS
Pre-Columbian Life in the Americas (before 1450)	42%	<b>71%</b>	10%	32%	47%	24%	13%
European Exploration of the Americas (1400-1600)	49%	<b>75%</b>	10%	42%	<b>59%</b>	19%	14%
Colonial Era (1607-1775)	<b>71%</b>	<b>94%</b>	<b>76%</b>	48%	<b>82%</b>	38%	33%
Creating a New Government (1703-1789)	<b>70%</b>	<b>71%</b>	<b>86%</b>	<b>64%</b>	<b>71%</b>	<b>71%</b>	<b>56%</b>
Revolutionary War (1775-1783)	<b>66%</b>	<b>67%</b>	<b>76%</b>	<b>61%</b>	<b>71%</b>	48%	30%
Early Republic (1789-1820)	49%	31%	<b>81%</b>	<b>58%</b>	35%	<b>76%</b>	36%
Early Industrial Revolution (1780-1840)	40%	10%	<b>71%</b>	<b>59%</b>	16%	48%	41%
19th Century Change (1820-1860)	37%	-	<b>67%</b>	<b>64%</b>	12%	<b>76%</b>	<b>66%</b>
Second Industrial Revolution (1850-1900)	33%	-	38%	<b>68%</b>	10%	38%	<b>55%</b>
Civil War (1861-1865)	39%	4%	<b>81%</b>	<b>62%</b>	16%	<b>67%</b>	42%
Gilded Age (1865-1900)	23%	-	10%	<b>58%</b>	8%	19%	59%
Progressive Era (1890-1913)	26%	-	10%	<b>68%</b>	4%	19%	48%
World War I (1914-1928)	30%	-	-	<b>83%</b>	8%	10%	48%
The Great Depression (1929-1939)	29%	-	-	<b>76%</b>	8%	14%	<b>55%</b>
World War II (1941-1945)	31%	-	10%	<b>83%</b>	6%	19%	<b>53%</b>
Cold War and Detente: Foreign Policy (1945-1990)	30%	-	-	<b>80%</b>	4%	14%	<b>69%</b>
Domestic Politics & Culture Wars (1945-present)	28%	-	-	<b>74%</b>	8%	24%	<b>73%</b>

#### **Appendix 4: Roles and Duties of District Liaisons**

Each partnering district has identified one District Liaison, except Waltham Public Schools, which will have two Liaisons (i.e., elementary and high school) to bolster its time and effort to recruit teachers at the elementary and high school levels because 60% of its schools are “in Need of Improvement” under NCLB. Because the Project Director will be employed by Newton Public Schools, Newton will not have an additional District Liaison. Each District Liaison will be responsible for the following:

- Monitoring the implementation of the project, providing feedback to the Project Director, and regularly reviewing formative evaluation data, primarily through attendance at quarterly Advisory Board meetings.
- Recruiting teachers to participate in professional development, with special attention to teachers in schools “in Need of Improvement” or “Restructuring,” if applicable.
- Publicizing the program with district American History teachers, including timely distribution of hard copy and electronic program promotional materials.
- Facilitating connections to district technology offices with regard to online professional development components of the project.
- Facilitating connections to district business offices with regard to executing district subcontracts, ensuring contract terms are met, and assisting with regular billing to the lead LEA, Newton Public Schools.
- Ensuring that teacher participants maintain time and effort records in association for payment of honoraria for their participation.
- Ensuring that program materials purchased with federal funds are labeled as such and are appropriately offered to teachers of American History.
- Identifying lead teachers.
- Disseminating and tracking information regarding access to college credits.
- Cooperating with the project evaluator, Social Science Research and Evaluation, to ensure that data is provided in terms of GPRA requirements and other aspects of project evaluation as outlined in the grant proposal.

**Appendix 5: Student Enrollment and American History Teachers, by District**

<b>District</b>	<b>Teachers of American History</b>	<b>Student Enrollment, 10/1/06 (latest available)</b>
Newton	Gr. 3=45 Gr. 5=30 Gr. 8=15 H.S.=48 Total 138	11,631
Brookline High School	H.S.=23	1,829 (this is the enrollment in HS only)
Cambridge High School	H.S.=9	1,606 (this is the enrollment in HS only)
Sudbury, a K-8 district	Gr. 3, 4 & 5=51 Gr. 7 & 8=5 Total 56	3,299
Waltham	Gr. 4 & 5=34 H.S.=16 Total 50	4,836
Watertown	Gr. 4 & 5=20; H.S.=6 Total 26	2,491
<b>TOTAL</b>	<b>302</b>	<b>25,692</b>

## **Appendix 6: The Use of Narrative in Teaching and Learning American History**

*By Dr. Janet Buerklin and Dr. Marshall Cohen*

*Dr. Buerklin will be the Project Director. Both authors served on the planning team.*

Over the years the study of history has become somewhat precious and dry. The emphasis on historical measurement (cliometrics in the realm of economic history is a good example of this) as well as the increase in the number of quantitative studies, often of an overly specific nature, has led many historians to an effort to rediscover narrative as a method of exposition. A prime example of this response is James M. McPherson's celebrated study of the Civil War, *The Battle Cry of Freedom*. In this widely acclaimed study, McPherson pieced together several parallel studies into a flowing narrative account of the war that allowed a lay audience to access the information which was highly analytical. In a similar spirit, several important members of the Organization of American Historians have called for narrative accounts of other chapters in this nation's story that are accessible to general readers, and these have led to the publication of several examples of this genre.

History is a series of stories: stories of people; stories of events; stories of cross purposes; stories of power and ambition, of ideas and creation. Students, as early as kindergarten, appreciate a well-told story. Children identify with the characters; children learn lessons from the characters; children can imagine different endings to stories as well as imagine themselves in a story. In short, students connect to the events and characters of stories, whether fictional or historical. Capitalizing on children's natural interest in story provides the rationale for using historical narrative in the history classroom across all levels.

What is it about narrative that is so universally appealing? Narrative is the most basic and natural form of conveying ideas. Its roots are in the oral storytelling tradition that transcends all cultures and all time. Narrative provides the easiest format to follow with its beginning, middle, and end. The threads of story introduce events and characters and result in a lesson learned or an enlightened understanding. In our own lives, we learn our family's history/story early in life. As students grow older, they accumulate stories, both personal and otherwise. The narrative structure provides a multitude of avenues for students to enter the historical stories that are so important.

Publishers have realized the power and popularity of biography. McCullough's *John Adams* appealed to millions of American adults, making the events of colonial and Revolutionary America accessible to virtually any adult who chose to read the tome. Publishers of children's books have learned the power of biography as well. A favorite nonfiction genre, students will pick up a biography before picking up a history text, yet learn the history of a given era from the biography they hungrily consume.

Using primary source documents and asking students to write personal accounts to demonstrate a deep understanding of history is the latest application of the trend toward the rediscovery of narrative in history. Such techniques also ask students to empathize with historical characters who are actors in the "historical drama." Not only does such an

approach test more accurately for deep understanding, but it also empowers students by illustrating that history is a series of personal choices.

Akin to narrative history as an empowering method is the focus on “contingency” in the historical investigation. This is a critical tool in the repertoire of the historical pedagogue. Contingency is the relationship between events that happened in the past. Historical events are not necessarily “determined” to have happened the way they happened. Instead, a student can speculate how the chain of events would have unfolded differently with the alteration of one or two critical items. Events are thus “contingent” upon one another. For example, had Union troops not discovered a copy of General Lee’s orders prior to the battle of Antietam how would history have been affected? Had Lee captured Philadelphia would the Emancipation Proclamation have been issued, would the Confederacy have survived, would the Union have been sundered? Such speculative questions are empowering for students because they trend against a determinist view of history and historical events. Determinist views are deadly for students because if events in the past are predetermined then where is human agency? In fact, they often ask, why study the past at all.

“History as story” is actually “history as many stories”. Using narrative allows teachers to bring together the many stories or perspectives of a time or situation. It is no longer just Columbus’ story. Students must know the story of the Catholic monarchy of Spain – and the story of the men who left Europe’s shores with little knowledge of what was ahead – and the story of the Tainos whose lives would change once the Europeans chose to settle this land. Knowing the diverse stories allows students to have a deeper and more accurate understanding of historical events and decisions. Those different stories and the contingency of events paint a different picture from the one that many adults learned in their history classes.

These trends in contemporary historiography provide a fuller and richer experience for students as they try to make sense of the past in order to understand the present and work to shape the future.



## **Appendix 7: Brief Biographies of District Liaisons/Planning Team**

### Dr. Gary Shiffman, Brookline District Liaison

Gary Shiffman is the Social Studies Curriculum Coordinator at Brookline High School, a position he has held since 2006. Before that, he taught in the History and Social Sciences Department at Newton North High School from 2002-2006. Before entering the high school teaching profession, Dr. Shiffman was a member of the Political Science faculty at the University of California, San Diego, from 1994-2002. He earned his Doctorate in Political Science at the University of Michigan and his undergraduate degree at the State University of New York at Binghamton.

### Mr. Wendell Bourne, Cambridge Public Schools

Wendell Bourne is the K-12 Social Studies Curriculum Coordinator for Cambridge Public Schools. Mr. Bourne previously held the position of K-12 Coordinator of Multicultural Curriculum with the Cambridge Public Schools and was formerly a Social Studies teacher in the Weston and Concord Public School districts. He holds a bachelor's degree in History from Northeastern University and a master's degree in African-American Studies from Boston University.

### Ms. Ann Barysh, Sudbury District Liaison

Ann Barysh has been involved in education throughout her entire career. She has been a High School and Middle School History teacher in Westwood, Acton and Brookline Ma. While a teacher in Brookline she co-directed a three year long summer institute on the teaching of Africa funded by the National Endowment of the Humanities. Ms. Barysh has published Social Studies curriculum, been a Social Studies department chair in a suburban middle school, a Vice Principal in a large urban middle school and a member of the clinical faculty at the University of Massachusetts and Boston College. She is currently the coordinator for K-8 History, Social Studies for the Sudbury Schools. Ms. Barysh holds an undergraduate degree in US History from Boston University, a Masters degree in Human Development from the Harvard Graduate School of Education and a C.A.G.S in Educational Leadership and Administration from the Lynch School of Education, Boston College.

### Mr. Stephen Goodwin, Waltham District Liaison - High and Middle School Level

Mr. Goodwin holds a Masters n Education from Boston College. He taught history and social studies in Waltham Public Schools for 29 years before becoming the K-12 Director / Supervisor of History and Social Science in 2000, a position has held since that time. He is the 1989 Recipient of the John F. Kennedy Library Excellence in Teaching Award and the 1988 Recipient of the Massachusetts Association for Law Related Education "Teacher of the Year" Award.

### To be named, Waltham District Liaison – Elementary School

A Liaison will be selected upon grant award, according to the job description located in the appendices.

Mr. David Sheehan, Watertown District Liaison

David Sheehan is the social studies curriculum coordinator, grades 9-12, in the Watertown Public Schools. He is presently serving on the curriculum committee of the National Council for the Social Studies. Throughout the past three decades, he has worked on curriculum projects under the auspices of the Fulbright Foundation, the Korea Foundation, the Goethe Institute, the Japan Foundation, and The Children's Museum. He received his BA in International Relations from Clark, his MA in Russian history from Boston University, and his MA in Administration from the University of Massachusetts.

Newton Public Schools

Because Newton will employ the Project Director (i.e., Dr. Buerklin's resume is in the appendices), Newton will not have an additional District Liaison. The high school level department chairs participated in the planning of the project, and so their brief biographies are included here.

Dr. Jon Bassett, Chair, Newton North High School History Department

(participant in project design and planning)

Dr. Jonathan Bassett has been a high school history teacher since 1990. He earned a BA in history from Columbia University and an MAT in history from Brown University. He has taught at Saint Pius V High School in the South Bronx, at Dover-Sherborn Regional High School, and at Newton North High School. Dr. Bassett became chair of the history and social sciences department at Newton North in 2001, and received his Doctorate in Curriculum and Instruction from Boston University in 2004. As department chair, Dr. Bassett is responsible for curriculum and instruction, including supervision and evaluation of faculty, in a department of 19.75 FTE. Dr. Bassett is also a founder of the Newton Teacher Training Institute, a district-based teacher licensure program based in Newton's high schools, and is currently serving as the Institute's program director.

Dr. Marshall Cohen, Chair, Newton South High School History Department

Marshall Cohen has been the Department Head of History and Social Science at Newton South High School since 1997. He has taught history in the Newton Public Schools since the fall of 1972, all at Newton South except for a Fulbright in the U.K. during the 1988-1989 school year, the first year of the National Curriculum. Dr. Cohen earned his B.A. in Government in 1970 from Oberlin College. His Masters Degree (1972) and Doctorate (1976) were from the Politics Department at Brandeis University. Over the years he has worked on many curriculum committees and has played a leading role in a wide variety of professional development initiatives.

Appendix 8:  
Letter of Support from the  
Planning Team

**Letter of Support from the Project Planning Team**

December 5, 2007

In signing this letter, we confirm our enthusiasm and support for "Liberty and the Pursuit of Happiness: Narrative as a Lens on History." The proposed project would make a significant impact on 302 American history teachers serving more than 25,000 students in six school districts. As we were committed to working hard to plan the project, so too are we committed to ensuring the success of the project in the implementation phase.

By signing below, I attest that I have been an active participant in the planning of the project. The planning process lasted more than two months and included six team meetings.

We respectfully request that the United States Department of Education make our vision a reality by awarding us a grant for \$1 million. Thank you for your consideration.




Dr. Gary Shiffman, Brookline High School



Mr. Wendell Bourne and Ms. Candyce Dostert, Cambridge Public Schools



Ms. Ann Barysh, Sudbury Public Schools



Mr. Stephen Goodwin, Waltham Public Schools



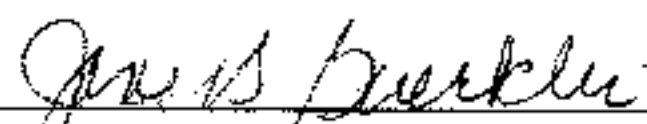
Dr. Ann Koufman, Watertown Public Schools



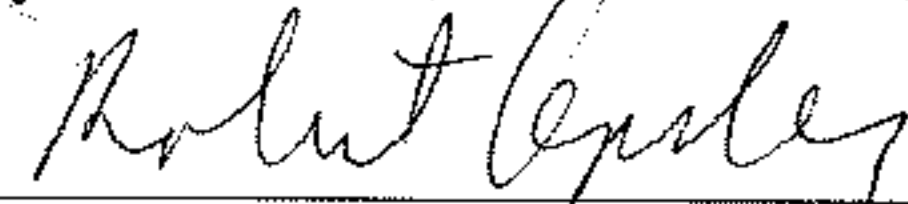
Dr. Jon Bassett, Chair, Newton North High School History and Social Studies Department



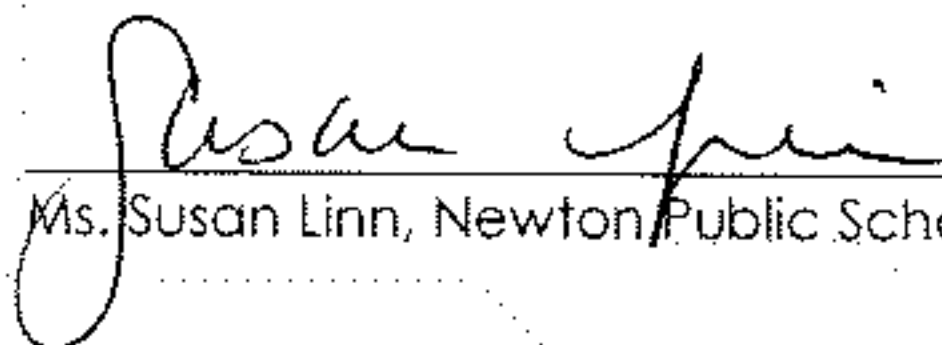
Dr. Marshall Cohen, Chair, Newton South High School History and Social Studies Department



Dr. Janet Buerklin, Newton Public Schools K-8 Coordinator of History and Social Studies



Dr. Robert Apsler, Social Science Research and Evaluation



Ms. Susan Linn, Newton Public Schools Grants Coordinator

## **Appendix 9: Outline of the Professional Development Program**

### **“Liberty and the Pursuit of Happiness: Narrative as a Lens on History”**

**Year One Theme: Liberty Conceived** (American History through the Revolutionary War)

*Up to 302 teachers to be served- 100%*

#### **Part I: Developing Lead Teachers**

All levels

6 Lead Teachers developed per year

Two-day summer institute (August 2008, 2009, 2010) provided by Boston University (confirmed provider)

#### **Part II: Lesson Studies: Using Narrative to Differentiate Instruction for Students of History**

All levels – led by Lead Teachers; support from Project Director and Boston University (confirmed provider)

Two 5-session Lesson Studies afterschool – 10 teachers per series; 20 teachers total

Theme of series 1: Using narrative to connect history lessons to students’ lives and to increase students’ interest in history

Theme of series 2: Using narrative to differentiate instruction: Serving special needs students; challenging advanced students

#### **Part III: Online Professional Development**

All levels, with a focus on elementary

20 teachers

Theme: Using Narrative to Teach American History: A focus on the Pre-Revolutionary War Period

Sessions (8 total):

What is Narrative?

Creating and Teaching the Essential Questions in History

Reading and Analyzing Historical Narratives - with an eye to their use in the classroom

Participants will read several narratives, analyze their historical content, discuss how those particular narratives could be used with students and/or discuss how narratives, in general, can be used.

Identifying and Applying Online Resources for Narrative

Identifying and Accessing Local Resources for Narrative

Providers: EDC (confirmed), Project Director; Local Resources – confirmed: Museum of Fine Arts (MFA) and Peabody Museum of Archaeology and Ethnology at Harvard University (PMAE); outreach anticipated to Deerfield Village and Peabody Essex Museum

**Part IV: Three Days of Gilder Lehrman School-year Professional Development Workshops**

All levels

Up to 302 teachers to be served

Theme: Liberty Conceived

GLI is a confirmed provider

**Part V-A: School year 3-day seminar for High School and Middle School Teachers**

10% of all middle and high school teachers (12)

Theme of series: Art and Artifacts as Narrative

Providers: MFA and PMAE (both confirmed)

**Part V-B: School year 3-day seminar for Elementary School Teachers**

10% of all elementary school teachers (18)

Theme of series: Native Americans and Colonial America

Provider: Plimoth Plantation (confirmed)

**Part VI: 1-day Summer Institute for Elementary School Teachers**

10% of all elementary school teachers (18)

Theme: Lessons from Art: 1703-1789

Provider: MFA (confirmed)

**Part VII: Educational Resources Provided to All Participating Teachers**

Provider: GLI (see MOU for details)

**Year Two Theme: Liberty Codified (Founding Documents)**

*109 teachers to be served (could be duplicated) 36%*

**Part I: Developing Lead Teachers**

All levels

6 Lead Teachers developed per year

(see year one)

**Part II: Hybrid Model (Online and Face-to-Face) Lesson Studies: Using Narrative to Differentiate Instruction for Students of History**

All levels – led by Lead Teachers; support from Project Director and Boston University (confirmed provider)

Two 5-session Lesson Studies – 10 teachers per series; 20 teachers total

Theme of series 1: Using narrative to connect history lessons to students' lives and to increase students' interest in history

Theme of series 2: Using narrative to differentiate instruction: Serving special needs students; challenging advanced students

### **Part III: Online Professional Development**

All levels - 20 teachers

Theme: The Effects of Founding Documents on 2010; Using Primary Sources in the Classroom

Sessions (8 total):

The Constitution

Bill of Rights

The Declaration of Independence

Federalist Papers

Landmark Court Decisions

Providers: EDC (confirmed); Project Director; NARA (confirmed); outreach planned to Adams National Historical Park (Mock constitutional convention) and Old South Meeting House

### **Part IVA: School year 3-day seminar for High School & Middle School Teachers**

10% of all middle/high school teachers (12)

Theme of series: "Elections as a Reflection of the Constitution"

Provider(s) of Series: To be determined.

### **Part IVB: School year 3-day seminar for Elementary School Teachers**

10% of all elementary school teachers (18)

Theme of series: "Using Constitution Day to Launch a Study of the US Constitution"

Provider: NARA (confirmed)

### **Part V: 3-day Summer Institute for Elementary School Teachers**

10% of all elementary school teachers (18)

Theme of series: "Bill of Rights - Living the Narrative"

Provider: Discovering Justice at the Moakley Courthouse (confirmed)

### **Part VI: Gilder Lehrman Summer Institutes**

All levels

The Gilder Lehrman Institute will reserve 15 places in its array of over 30 summer seminars led by award-winning professors. These one-week seminars are taught by outstanding scholars such as Ira Berlin, Eric Foner, and David Kennedy and at colleges and universities throughout the United States and the United Kingdom. (confirmed)

**Year Three Theme: Liberty Challenged (Industrialization Periods; Immigrants; Enslavement; Rights of the Poor; Women's Issues; Changing Economics)**

*182 teachers to be served (could be duplicated) 60%*

### **Part I: Developing Lead Teachers**

All levels

6 Lead Teachers developed per year

(see year one)

## **Part II: Hybrid Lesson Studies: Techniques for Improving the Teaching of American History**

All levels – led by Lead Teachers; support from Project Director and Boston University (confirmed provider)

Two 5-session Lesson Studies – 20 teachers total

Theme of series 1: Reading and Analyzing Historical Narratives - with an eye to their use in the classroom

Theme of series 2: Creating and Teaching the Essential Questions in History

## **Part III: Online Professional Development**

All levels -20 teachers

Theme: Voices of Protest Challenge Liberty

8 Sessions:

African American Voices: African American Museum and Black Heritage Trail (outreach planned)

Women's Voices and Voices of the Poor in the Industrial Revolution: Waltham Industrial Museum and Tsongas Center (latter confirmed)

Immigration Voices: Armenian Museum in Watertown (confirmed)

Additional providers: EDC (confirmed); Project Director; NARA (confirmed)

## **Part IV-A: School year 1-day seminar for Middle/High School Teachers**

10% of all middle/high school teachers (12)

Theme of series: Women's and Immigrants' Stories in the Mill of Lowell

Provider: Tsongas Center (confirmed)

## **Part IV-B: School year 1-day seminar for Elementary School Teachers**

10% of all elementary teachers (18)

Theme of series: Challenging the Boundaries of our Country

Provider: NARA (confirmed)

## **Part V: American History Conference**

30% of all teachers (91)

Themes: Liberty and the Pursuit of Happiness: Narrative as a Lens on History

Native American, African American, and European Art and Culture (Song, Poetry, etc.)

Presentation of Evaluation Findings by SSRE, evaluator

The Approach of MCAS

Exhibits by Local Cultural Groups

Accessing Local Resources – Exhibits and Talks by Local Resources (e.g., Plimoth Plantation, NARA, both confirmed, and outreach to others, like Jackson Homestead, planned)

Presentations by Lead Teachers: Using Narrative to Teach American History

One day of conference held at MFA (confirmed interest)



## **Part VI: Gilder Lehrman Summer Institutes**

All levels

The Gilder Lehrman Institute will reserve 15 places in its array of over 30 summer seminars led by award-winning professors. These one-week seminars are taught by outstanding scholars such as Ira Berlin, Eric Foner, and David Kennedy and at colleges and universities throughout the United States and the United Kingdom. (confirmed)

*The major themes of years four and five have been developed by the planning team. Specific content and providers for each component will be developed with input from the Advisory Board and professional development providers. An outline is provided for both years.*

### **Year Four Theme: Liberty: Continuously Evolving Values**

The U.S.'s pursuit of liberty and its impact on the world: WWI, WWII, Vietnam

*Up to 302 teachers to be served- 100%*

### **Part I: Developing Lead Teachers**

All levels -6 Lead Teachers developed per year

### **Part II: Hybrid Lesson Studies**

All levels – led by Lead Teachers; support from Project Director and Boston University

Two 5-session Lesson Studies – 20 teachers total

### **Part III: Online Professional Development**

All levels -20 teachers 8 Sessions:

To be developed by EDC, Project Director, and other professional development providers as appropriate

### **Part IV: Three Days of Gilder Lehrman School-year Professional Development Workshops**

All levels

Up to 302 teachers to be served

Theme: Liberty: Continuously Evolving Values

Provider: GLI

### **Part V-A: School year 3-day seminar for High School & Middle School Teachers**

10% of all middle/high school teachers (12)

### **Part V-B: School year 3-day seminar for Elementary School Teachers**

10% of all elementary school teachers (18)

### **Part VI: 3-day Summer Institute for Elementary School Teachers**

10% of all elementary school teachers (18)

### **Part VII: Gilder Lehrman Summer Institutes**

All levels

The Gilder Lehrman Institute will reserve 15 places in its array of over 30 summer seminars led by award-winning professors. (confirmed; see MOU)

### **Year Five Theme: Preserving Liberty**

A focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries

*182 teachers to be served (could be duplicated) 60%  
100%, when counting Educational Resources*

### **Part I: Developing Lead Teachers**

All levels -6 Lead Teachers developed per year

### **Part II: Hybrid Lesson Studies**

All levels – led by Lead Teachers; support from Project Director and Boston University  
Two 5-session Lesson Studies – 20 teachers total

### **Part III: Online Professional Development**

All levels -20 teachers 8 Sessions:

To be developed by EDC, Project Director, and other professional development providers as appropriate

### **Part IV-A: School year 1-day seminar for Middle/High School Teachers**

10% of all middle/high school teachers (12)

### **Part IV-B: School year 1-day seminar for Elementary School Teachers**

10% of all elementary teachers (18)

### **Part V: Educational Resources Provided to All Participating Teachers**

Provider: GLI (see MOU for details)

### **Part VI: Gilder Lehrman Summer Institutes**

All levels

The Gilder Lehrman Institute will reserve 15 places in its array of over 30 summer seminars led by award-winning professors. (confirmed; see MOU)

### **Part VII: American History Conference**

30% of all teachers (91)

Major Theme: Liberty and the Pursuit of Happiness: Narrative as a Lens on History  
Native American, African American, and European Art and Culture (Song, Poetry, etc.)

Presentation of Evaluation Findings by SSRE, evaluator

MCAS

Exhibits by Local Cultural Groups

Accessing Local Resources – Exhibits and Talks by Local Resources

Presentations by Lead Teachers: Using Narrative to Teach American History

**Appendix 10:**  
**Key Personnel – Professional**  
**Development Providers**

VITA

STEPHAN E. ELLENWOOD

(b)(6)

CURRENT POSITION

Chairman Curriculum and Teaching Department  
School of Education  
Boston University  
Boston, Massachusetts  
1987-present

and With responsibility for designing and implementing several  
interdisciplinary graduate and undergraduate programs in Curriculum  
Teaching and the Master of Arts in Teaching Program with the Graduate  
School

Associate School of Education  
Professor Boston University  
1976-present

PROFESSIONAL EXPERIENCE

Associate Dean External Funding and Faculty Development  
School of Education  
Boston University  
Boston, Massachusetts  
2004-2006

Director Division of Instructional Development and Administration  
Associate Professor  
School of Education  
Boston University  
Boston, Massachusetts  
1979-1986

Chairman Social Education Department  
School of Education  
Boston University  
Boston, Massachusetts  
1973-1979

Overseas Boston University  
Assistant Graduate Program in Europe

Professor	Heidelberg, Germany and Naples, Italy 1972-1973
Assistant Professor	School of Education Boston University Boston, Massachusetts 1971-1976
Assistant Professor	College of Education Northwestern University Evanston, Illinois 1970-1971
Teaching Fellow	College of Education Northwestern University Evanston, Illinois 1968-1970
History Teacher	Maine South High School Park Ridge, Illinois 1964-1968

#### REPRESENTATIVE PUBLICATIONS

Editor, Journal of Education, special issue on Character Education, Fall 2006.

"Revisiting Character Education: From McGuffey to Narratives," Journal of Education, Fall 2006.

"Literature-Based Character Education," with N. McLaren, Middle School Journal, November 1994.

The Art of Loving Well, 3rd edition, with Kevin Ryan, Nancy McLaren and Ron Goldman, produced with a grant from U.S Department of Health and Human Services, Copyright Boston University, 1993.

"The Narrative and Moral Education," (with Kevin Ryan) Moral Behavior and Development: Advances in Theory, Research and Application. W.M. Kurtines and J.L. Gewirtz (eds.) Lawrence Earlbaum: New York, 1990.

The U.S. Supreme Court, Unigraph Corporation, Seattle, 1979.

White Collar Crime, guest editor, Law in American Society, Journal of National Center for Law Focused Education. September, 1976.

Teaching and Learning: Philosophical, Curricular, and Psychological Implications with Diane Lapp and Hilary Bender. Macmillan Company, New York, 1974.

Teaching Social Studies in the Secondary School with John Lee and Tim Little. The Free Press, New York, 1972.

#### DELIVERED PAPERS

Two lectures: "The Confusing Past & Bright Future for Character Education," for the South Carolina Department of Education, Cober College & Orangeburg State University, June 12 & 13, 2006.

"The Less Familiar Qualities of Fine Teaching." International Symposium on Teaching Excellence in College Teaching, Harvard University, Cambridge, June 17, 2005.

Invited speech (to be included in Symposium Documents) "Learning about Character through Literature," International Education Foundation Conference; Moscow, Russia; July 30, 2000

"Values and Character in Schools;" Plenary Session at 18th Annual Conference; Association for Teacher Education; Lisbon, Portugal; September 7, 1993.

"Character Education" - New England League of Middle Schools, Hyannis, Massachusetts, March 1992; and March 1993.

"Education Against Hatred", Haifa University and Elie Wiesel Foundation Conference, Haifa Israel, June 1-5, 1990.

"Law-Focused Education for Elementary, Junior High School, Senior High School, and Corrections Educators." National Conference on Law-Focused Education, Chicago, Illinois.

"The Second Question" National Conference on Law-Focused Education, Chicago, Illinois.

"Language and Politics and Moral Accountability" Massachusetts Council for the Social Studies, Boston, Massachusetts.

"Biography as a Source in Social Education" New England Council for Social Studies, Boston, Massachusetts.

"The Use of Fiction in History Classes" New England Council for Social Studies, Boston, Massachusetts.

#### GRANTS AND CONTRACTS

Economic Education Project - sponsored by The Financial Executives Institute of Boston. Teacher training and curriculum development \$75,000 over two years (1998-2000).

Sex Education Project - U.S. Department of Public Health, developing classroom materials for 8th grade, 1987-1990. Collaboration with School of Communication, \$724,000 over 5 years.

Character Education Project - U.S. Department of Education, developing classroom materials for junior high school students, 1986-87, \$147,000. Co-director with Kevin Ryan.

United States Justice Department - National School Resource Network, in-service training to reduce school violence, vandalism, and disruption, 1979-80, \$200,000.

Community-Based Economic Education, Department of Education, Commonwealth of Massachusetts, materials development, 1976-77, \$50,000.

Human Services Training Program, graduate in-service training program, 1975-1978, approximately \$170,000.

Wider Horizons Project in Intercultural Education, materials development, 1974-1978, approximately \$175,000.

Economic Education Council of Massachusetts, consecutive one-year grants for teaching an in-service economic education course for teachers, 1974-1978. Total approximately \$75,000.

#### CONSULTANCIES AND PROFESSIONAL SERVICE

President's Committee on Education, Unitarian-Universalist Association, 2000-2003

Chairman, Board of Trustees for Massachusetts Council on Economic Education

Selected Participant, Conference on Hatred, jointly sponsored by Elie Wiesel Foundation and Governor Mario Cuomo, New York, November 1992.

Williamsburg and Jamestown Settlement, Williamsburg, Virginia, 1990-present.

Distinguished Juror - Elie Wiesel Prize for Essays in Ethics - 1989-present.

Chairman, Chairman's Advisory Committee on Education, U.S. Holocaust Memorial Council, 1985-1987 (advisor to Chairman, Elie Wiesel).

EPCOT, Educational Division, Orlando, Florida, 1984-present.

National Planning Committee, National Council for the Social Studies, Washington, D.C., 1976-1979.

National Faculty for Law-Focused Education, Law in American Society Foundation, 1973-1981, Chicago, Illinois.

Social Studies and Curriculum Consultant, Little, Brown and Company Publishers, Boston, Massachusetts.

National Research Advisory Committee, National Council for Social Studies, Washington, D.C.

Consultant, Division of Youth Services, Commonwealth of Massachusetts, Boston, Massachusetts.

Consultant, Schools in Greater Boston – Dracut, North Andover, Beverly, Newton, Lowell

#### CAMPUS SERVICE

Advisory Committee, Center for Excellence in Teaching, 2000-2

Dean's Search Committee  
School of Education, 1980-1981, 1987

Committee on Degrees and Programs  
University Council, 1979-2000 plus 2002-present

Student Life Committee, Chair, 1977-1978

#### FORMAL EDUCATION

Ph.D. Northwestern University  
Evanston, Illinois  
Education - 1970

M.A.T. Brown University  
Providence, Rhode Island  
History and Education - 1964

B.A. Grinnell College  
Grinnell, Iowa  
History - 1963



**Sarah Churchill Silberman**

(b)(6)

---

**EDUCATION**

**Boston University, Ed.D program: Language Literacy and Culture**, attended 1997-1999.

**Tufts University/Shady Hill School, M.A.T.**, 1989.

Massachusetts Teacher Certification: Ele. (1-6), Social Studies (5-9), Reading (K-12).

**Oberlin College, B.A., East Asian Studies**, 1986.

Study/travel: Nanjing University, Peoples Republic of China, C.I.E.E. six month.

**La Sorbonne, University of Paris, France.** 1981-1982.

**Milton Academy, Milton, MA.** 1981.

**PROFESSIONAL  
EXPERIENCE**

**Education Director, Discovering Justice**, Boston, MA. 7/00-present. Wrote and implemented five literacy-based curriculum units for elementary students about rules and justice. Developed program from 14 classrooms to present 250 classrooms in the Greater Boston Area. Currently provide training institutes for new teachers, on-going coaching through site visit program, and revise existing drafts to incorporate teacher feedback. Working with two districts to align Social Studies curriculum with frameworks and DJ curriculum. Serve as education expert for all Discovering Justice programs and content. Educational policy advisor to organization.

**Project Manager, Boston Annenberg Challenge**, Boston, MA. 12/99-6/01. Assisted the directors of a five year, \$35 million grant to improve instruction in the Boston Public Schools. Responsibilities: donor relations, site visits to assess best practices, communications to Board, and reports to funders.

**Staff Person, Roslindale Village Main Street**, Roslindale, MA. 8/99-11/01. Part-time position responsible for staffing fundraising initiatives: Organized dinner fund-raiser, 450 guests and \$52,000 profit; staffed annual appeal and created signature event Road Race, increased revenue threefold to cover half of operating budget.

**Title 1 Literacy Teacher, Chelsea Public Schools, Grades 1- 5**, Chelsea, MA. 1997-1999. Team-taught reading instruction, for Mainstream, Bilingual, and English as a Second Language Learners. Served as mentor for new teachers. Planned professional development workshops. Served on pre-referral committee for Special Education evaluation, and Social Studies Committee.

**Teacher, The Park School, Grade 2**, Brookline, MA. 1996-1997. Collaborated with Second Grade Team to plan unified curriculum. Initiated exchange with inner-city school. Participated in admissions process. Member of Diversity in Education group.

**Lead Teacher, Friends School of Atlanta, Grades K-3**, Atlanta, GA. 1991-1996. Founding teacher. Created educational policies for academic programs and community service program. Developed and taught curriculum in all subject areas. Designed educational plans to include students with learning disabilities into the mainstream classroom. Participated in recruitment,

hiring, and mentoring of beginning teachers. Organized professional development workshops. Created exchanges with local public school for field day, and with Head Start classroom for literacy. First Faculty Representative to the Board of Oversight. Participated in trainings by the North Carolina Outward Bound School and Educators for Social Responsibility.

**Co-Lead Teacher, Paideia School, Grade 6**, Atlanta, GA. 1989-1991. Developed curriculum in all subject areas. Created specialized curriculum in Chinese and African-American history. Member of Educational Policies Committee. Participated in the admissions process.

**Student Teacher, Teacher Training Course**, Shady Hill School, Cambridge, MA. 1988-1989. Year long student teaching placement in school fifth grade and sixth grade classrooms.

**History Teacher**, Beaver Country Day School, Chestnut Hill, MA. 1987-1988. Taught World History I and II, ninth and tenth grade sections. Designed new curriculum, brought in guest speakers.

## VOLUNTEER EXPERIENCE

**Member, MCAS Assessment Development Committee, Massachusetts Department of Education**, 2004-present. Reviewed, revised and comment on test items for 5<sup>th</sup> grade Social Studies MCAS test.

**Pro Bono Consultant, Suffolk County District Attorney's Office**, Boston, MA, 2002-2004. Advised, wrote and edited curriculum for juvenile violence prevention project. Served as advisor for educational programming. At request of DA, served on six-person committee, to advise community grants program for asset forfeiture funds. Reviewed proposals and awarded funds.

**Roslindale Village Main Streets**, Roslindale, MA. 1998- Present. Board Member from 2001-present; committee chair 3 years, committee member 5 years, director of signature event Road Race for 5 years: initiated, organized and produced annual Roslindale Road Race.

**Alumni Council, Shady Hill School**. 2000-2004. Chair of reunion gift committee. Participated on alumni board for strategic plan. Participated in annual gift appeal and reunion planning.

**Member Hawthorne and Sycamore Street Crime Watch**, Roslindale, MA, 2002-2005. Attended monthly meetings. Organized block party.

**Boston Public Library Foundation Young Professionals Committee**. 2001-2002. Board member and co-chair of Service Committee. Participated in fund-raising activities and developed Career Day program for BPL after-school tutors.

**Charter School Committee**, Roslindale, MA. 9/1998-6/1999. Board member. Transformed parents' ideas into educational plan for school. Co-wrote proposal for charter school submitted to State Board of Education. Gave public presentations to civic groups and the state charter school office. Conducted interviews with local paper.

**Boston Urban Forestry Tree Inventory**, Roslindale, MA, 1998. Used mapping technology to inventory trees.

**Brookside Head Start**, Atlanta, GA. 1991-1999. Organized second and third grade students to read to Head Start students. Made books for take-home reading program.

## PROFESSIONAL DEVELOPMENT

**LeadBoston Class of 2005**. Selected to participate in a 40-person leadership development program that focuses on issues of social justice and teaches participants to be agents of change in building Boston's corporate, non-profit, public sector and civic leadership.

**Association of Fundraising Professionals, AFP Basics Course**. Summer 2002.  
16 hour course.

**Consultant, Citizens Schools**. Summer 2000. Developed writing assessment plans for organization. Trained staff in assessment procedures and writing instruction.

**School Representative, Department of Education Conference History and Social Science Frameworks monthly conference**. 1998-1999. Year long course to disseminate best teaching practices in standards-based instruction.

**Presenter, Shore Collaborative Principals Meeting**. 1999.

**Presenter, Chelsea Teachers Professional Development Workshop**. 1998.

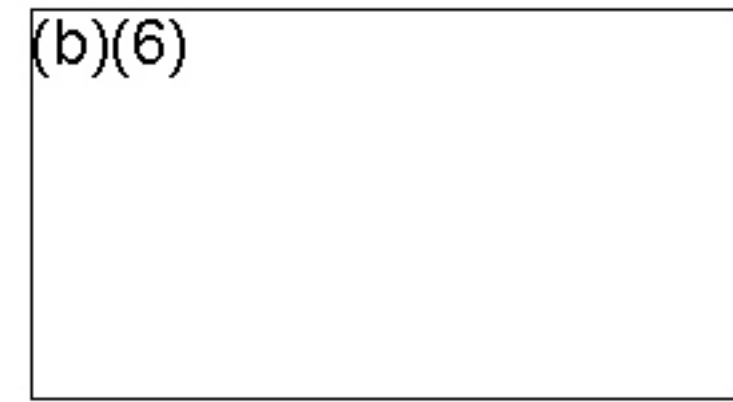
**Presenter, Massachusetts Association for Bilingual Education Annual Conference**. 1998.

**Presenter, Friends School of Atlanta Staff Development Day**. 1995-1996.

BARBARA TREACY

**Office**

Education Development Center (EDC)  
55 Chapel Street, Newton, Ma 02458  
617-618-2550  
[btreacy@edc.org](mailto:btreacy@edc.org)



*Areas of Expertise*

- Professional development
- Virtual learning for teachers and students
- Leadership development
- New business development
- Educational technology
- Scaling-up educational innovations.
- Project Management
- Partnership Development

*Education*

Harvard University, Ed.M., Technology in Education, 1998, Pforzheimer Fellowship for public service

Harvard University, A.B., History, 1974, cum laude

*Professional Experience*

1999 – present **Education Development Center, Inc (EDC) Newton, MA**

Held increasingly responsible positions in EDC, a large, international education research and development non-profit organization, reporting to EDC Vice President. Current role: Managing Project Director, Center for Online Professional Education

*Current roles at EDC*

2004 – present **Managing Project Director, Center for Online Professional Education**

Member of senior leadership team responsible for a growing EDC Center of 30+ staff with responsibility for center-wide planning, management, new business development, proposal development, and staff recruitment and retention.

2001 – present **Project Director, *EdTech Leaders Online (ETLO)***

<http://www.edtechleaders.org>

Founding member, responsible for leading and managing national capacity-building online learning program for state departments of education, school districts and other educational organizations with over 200 clients in more than 35 states and generating \$1.5M in annual fee-for-service and grant funding. Responsibilities include designing, implementing, facilitating, and assessing online professional development courses and programs; managing project staff and consultants; developing grant proposals; developing and managing budgets; managing partnerships, strategic planning and new business development.. Key clients include South Carolina Department of Education, National Education Association, Los Angeles Unified School District, Milwaukee Public Schools, Louisiana Virtual School and many others.

2005 – present **Co-chair, ETLO/SREB National Online Learning Institute**

Founder and co-chair of national, annual online learning institute for K-12 online learning leaders and practitioners.

- 2005 – present **Director, *E-Learning for Educators* Partnership**  
 Responsible for leading and managing EDC's collaboration with *E-Learning for Educators* an eight state online professional development consortium funded by the US Department of Education based on partnerships of each state's department of education and public television stations to establish state-wide online professional development programs. EDC is providing the core professional development training to prepare online instructors and course designers, leadership and implementation consulting, and developing of a set of 15 model online courses in specific subject areas and grade levels to be used research and in ongoing state programs.
- 2006 – present **Director, DoDEA (Department of Defense Agency) Online Facilitation of Mathematics Courses for Middle and High School teachers**  
 Responsible for online facilitation services for a series of online math workshops for DoDEA teachers around the world.

*Prior roles at EDC*

- 2001 – 2005 **Steering Committee, Northeast and the Islands Regional Technology in Education Consortium (NEIRTEC)**  
 Core member of the Strategic Planning Group representative for NEIRTEC, one of 10 US Dept. of Education funded regional technical assistance consortia with a particular providing capacity building online professional development programs at the state and district level.
- 2006 **Senior Advisor, Online Facilitator Training for University of Northern Iowa**  
 Senior advisor to development team for hybrid training program for math instructors to prepare them to teach online courses to DoDEA math teachers.
- 2003 – 2005 **Co-Director, Leadership Training Program, State Education Technology Directors Association (SETDA)**  
 Provided a national leadership development program funded by the AT&T Foundation combining face-to-face and online learning, for State Department of Education officials responsible for technology policies and programs.
- 2003 **Facilitator and Presenter, Maine Education Leadership and Planning for the Future Institute**  
 Facilitated leadership teams and presented workshops at Institute for Maine school district leadership teams held at Colby College, funded by the Gates Foundation.
- 2000 **Instructional Designer and Facilitator, Understanding and Using Data Online Course**  
 Responsible for leading the development and implementation of an online course focused on using data for school change based on a partnership between EDC's Center for Online Professional Education, the New England Comprehensive Center (NECAC), TERC and WestEd.
- 2000 **Instructional Designer, WEEA Gender Equity in Math and Science (GEMS) Online course**  
 Online design and development consultant for WEEA Equity Resource Center's online course for math, science and technology teachers, "Engaging Girls in Math and Science".
- 1999 – 2004 **Director, Concordia Parish Technology Innovation Grant Project**

Responsible for managing collaboration, training, online course development and online facilitation for consortium of 5 school districts in Northern Louisiana implementing a 5-Year Technology Innovation Challenge Grant funded by the US Department of Education.

- 1997 – 1999 **Facilitator and Presenter, Leadership and New Technologies Institutes**  
Presenter and Facilitator, for the Leadership and the New Technologies Summer Institutes, training educational leaders in the use of new technologies in professional development collaboration between EDC and the Harvard Graduate School of Education..

#### *Prior Positions*

- 2001 **Harvard University Extension School, Cambridge**  
*Technologies in Education Certificate Program*, Co-Instructor, EDUC: E-130: Leadership Strategies for Implementing Technology in Schools. Course combined both online and face-to-face meetings.
- 1998 – 1999 **Harvard Graduate School of Education, Cambridge, Education Technology Center**  
Coordinated the Technology Integration Project , a collaborative technology integration project between HGSE and the Burke Technology Magnet High School, Boston.  
Responsibilities included overall planning and management, designing and delivering professional development workshops for Burke faculty, implementing technology enhanced curricular projects and managing HGSE student interns.
- 1983 – 2000 **University of Massachusetts, Boston, College of Arts and Sciences**  
  
**K-16 Mathematics Curriculum Alignment Project (1999- 2000)**  
Project Coordinator, K-16 Curriculum Alignment Project, funded by a Board of Higher Education Campus Improvement Grant, to address the alignment of K-16 math education, assessment and student performance. Responsibilities included management, planning, recruitment of faculty participants and design and facilitation of professional development activities.  
  
**Academic Support Math Skills Instructor (1983 – 2000)**  
Instructor in basic math and algebra skills for underprepared students. Developed curriculum for pre-algebra, algebra, study skills and the use of graphing calculators. Responsibilities also included advising and preparing students for college level work.
- 1991 – 1996 **Simmons College, Department of Education Boston, MA**  
Supervisor, Mathematics Student Teachers and Interns in local public schools.
- 1980 – 1982 **Roxbury Community College**  
Math Instructor

#### *Selected Keynotes, Presentations and Publications*

Treacy, B., Unlocking the Present and Future State of Online Education, invited panelist, Alabama Educational Technology Conference- 2007, Birmingham, Al, June, 2007

Treacy, B., Building Successful e-Communities for Educators: Opportunities and Challenges, invited keynote Maryland E-Communities Summit, Baltimore, MD, March 2007

Treacy, B., Online Professional Development to Educate and Retain Quality Instructors, invited webinar for State Educational Technology Directors Association, March 2007

Treacy, B., Capacity Building Online Professional Development, invited presentation National Research Council workshop on Enhancing Professional Development for Teachers: Potential Uses of Information Technology, Irvine, CA, February, 2007

Treacy, B., Capacity Building State Programs for Online Professional Development and Virtual Schools, invited presentation Council of Chief State School Officers (CCSSO) Mega Meeting, New Orleans, LA, February, 2007

Treacy, B., e-Learning for Educators: State Partnerships for Online Professional Development, invited presentation Southern Region Education Board (SREB) Educational Technology Cooperative, Atlanta, GA, December, 2006

Treacy, B., Scaling Up and Institutionalizing Online Learning, invited presentation North American Council on Online Learning Research Symposium, San Antonio, TX, November, 2006

Treacy, B., E-Learning for Educators: Meeting Teacher Needs via E-Learning, invited presentation Southern Region Education Board Educational Technology Cooperative Annual Meeting, Palm Harbor, FL, September, 2006

Treacy, B., EdTech Leaders Online: Evaluation and Lessons Learned, Coalition of School Networking (CoSN) Annual Conference, Washington, DC, March 2006

Kleiman, G.M. & Treacy, B. (2006). EdTech Leaders Online: Building Organizational Capacity to Provide Effective Online Professional Development. In C. Dede (Ed.), *Online Professional Development for Teachers: Emerging Models and Methods*. Cambridge, MA: Harvard Education Press.

Treacy, B., Online Professional Development: Evaluations and Lessons Learned, Coalition of School Networking (CoSN), Washington, DC, March 2006

Treacy, B. High Quality Online Professional Development: A Criteria for Success, Coalition of School Networking (CoSN), Washington, DC, March 2005

Treacy, B. *Enhance Teacher Quality with Online Professional Development* National Educational Computing Conference (NECC), New Orleans, June 2004

Treacy, B., Kleiman, G., Peterson, K. (2002). "Successful Online Professional Development", *Learning & Leading with Technology (L&L)*, ISTE, 30(1), 42-47.

Treacy, B., & Peterson, K. *Building Capacity with Online Professional Development* National Staff Development Council (NSDC), Boston, MA, December, 2002

Treacy, B. *Online Learning as a Catalyst for Administrator Leadership and Professional Communities* National School Boards Association (NSBA), Dallas, TX, November, 2002

### ***Professional Organizations***

International Society for Technology in Education (ISTE)  
Coalition of School Networking (CoSN), Annual Conference Committee  
North American Council on Online Learning (NACOL)

Elizabeth Farmer  
140 Huron Ave, #11, Cambridge, MA 02138  
E-mail: efarmer@edc.org

## EDUCATION

**Master of Education**, Harvard Graduate School of Education, *Cambridge, MA*

**Bachelor of Arts in Education and Italian Studies**, Brown University, *Providence, RI*

## WORK EXPERIENCE

**Associate Project Director**, Education Development Center, *Newton, MA*

March 2002-present

**EdTech Leaders Online Project (ETLO)** (July 2003-present)

- Facilitate *Online Professional Development* facilitator training course and *Online Course Design* training course for K-12 school districts, State Education Agencies and other organizations
- Develop and deliver customized online and hybrid facilitator training courses for clients
- Contribute to the management of the E-Learning for Educators project, a federally-funded eight-state consortium to build capacity for state level online professional development programs
- Manage support network for educators across the country in implementing and running local online professional development programs
- Create and maintain support materials for educators involved in ETLO programs

**Assessing Student Achievement Project** (March 2002-July 2003)

- Contributed to all project deliverables, including leading the development of the project web site, developing an online course for teachers, creating a resource compendium and writing case studies of best practices in assessment
- Collaborated on the design and implementation of professional development for teachers in partner schools, including the New Bedford Global Learning Charter School
- Presented project work at conferences and institutes

**Educational Consultant (PT)**, The Learning Lab @ Lesley University, *Cambridge, MA*

2001 - 2002

- Coordinated services for learning disabled children enrolled in the NetWorks for Success Program
- Provided on site observation and consultation to local schools regarding inclusion of LD students
- Identified assistive technology appropriate for students receiving services at the Learning Lab

**Lecturer (PT)**, Boston University, *Boston, MA*

2001-2002

- Taught semester length Italian language courses for undergraduate students
- Advised students regarding future academic studies in the department as well as study abroad options

**Associate Producer**, JuniorNet, *Boston, MA*

May 2000-Feb 2001

- Coordinated teams of developers, designers and QA testers to produce content for web-based educational service
- Evaluated and revised back end tools to facilitate usability
- Contributed to efforts to support teachers in using our product in their classrooms

**Software Producer and Editor**, Transparent Language Inc., *Merrimack, NH*

1998 - 1999

- Designed curriculum for several Italian language-learning CD-ROMs for children and adults
- Wrote and edited content for CD-ROM products, dual language newsletter, and our company web site

## RECENT PRESENTATIONS

**Online Learning Institute at the Florida Educational Technology Conference**, March 2006

- Round table facilitator on "Accessibility (508 and 504 compliance) Issues in Online Courses" and "Success Strategies for Recruitment and Retention of Online Learning Participants"

**National Staff Development Council Annual Conference (NSDC)**, December 2005

- Co-presented with Ashland Public Schools technology director: "The Next Frontier: Online Professional Development"

**National Educational Computing Conference (NECC)**, June 2005

- Co-presented half day workshop with Barbara Treacy of EDC: "Building Capacity with Online Professional Development"
- Delivered one-hour presentation: "Top Ten Strategies for Effective Facilitation of Online Professional Development"

## LANGUAGE AND COMPUTER SKILLS

Appendices 92



**Language:**

- Fluent in written and spoken Italian
- Intermediate reading and speaking level in Spanish

**Computer:**

- Skilled in using the following applications: MS Word, Excel, Powerpoint, Access, Dreamweaver, Adobe Photoshop
- Proficient with Blackboard, Desire2Learn and Moodle online course management systems
- Knowledge of basic HTML

## CURRICULUM VITA

JENNIFER HOWE PEACE, Ph.D.

### Office

Education Development Center (EDC)  
55 Chapel Street, Newton, Ma 02458  
617-618-2550  
[jpeace@edc.org](mailto:jpeace@edc.org)

(b)(6)

---

### Areas of Expertise

- Online curriculum development/course design
- Historical and cultural studies
- Professional development
- Virtual learning for teachers and students
- Assessment
- Instructional design
- Educational technology

### EDUCATION

Ph.D. Graduate Theological Union (GTU), Berkeley, CA, October 2005  
(Historical and Cultural Study of Religions)  
M.A. Gordon-Conwell Theological Seminary, Hamilton, MA, 1995  
B.A. Connecticut College, New London, CT, 1989

### FELLOWSHIPS AND AWARDS

Travel Grant: *Asian Pacific Society*, 1998 (for travel to Bali to research Gamelan music)  
Newhall Fellowship, *GTU*, 1999 (for research on the Women's Curriculum Project)  
Phi Alpha Chi, 1995  
Phi Beta Kappa, 1989

### DISSERTATION

*Sound Rituals: A Comparative Study of Charting and Communal Identity in a Hindu Temple and a Christian Abbey*  
Dissertation Committee: Dr. Judith Berling, GTU (chair), Dr. Mary McGann, GTU, Dr. Guy Beck, Tulane University

### PROFESSIONAL EXPERIENCE:

**Adjunct Faculty**, History Department, *Andover-Newton Theological School*, Newton, MA 2007-present

**Education Development Center, Inc (EDC)** Newton, MA 2000 - present  
Held increasingly responsible positions in EDC, a large, international education research and development non-profit organization.

### Relevant roles:

**Online Course Designer**, EdTech Leaders Online (ETLO), Ongoing responsibility for revising and updating our core online training courses: Online Professional Development and Online Course Design.

**Instructional Design Consultation**, ETLO, *Library of Congress, Teaching with Primary Sources*. Worked with a team at the Library of Congress to review and revise a series of eight workshops focused on the authentic use of primary sources in the classroom.

**Lead Instructional Designer**, ETLO, *Medgar Evers: Bringing his Legacy to Life in your Classroom* Designed for Mississippi Public Broadcasting. (Control click on the course title to go to Blackboard home page. Log in using "loc" for both the username and password. Click on the course title to view the announcement page. Click on the "Assignments" link in the left hand navigation bar to view each of the 4 sessions.)

**Workshop Updates Coordinator**, ETLO, Responsibilities include working with a team to manage ETLO's catalogue of 50 workshops including, content updates, technology updates, broken links, and overall instructional design issues. To view the ETLO catalogue go to: <http://edc.blackboard.com/> and click on the link for "EdTech Leaders Online Course and Workshop Preview."

**Online Facilitator**, ETLO, Ongoing responsibility for facilitating core training courses including, "Facilitating and Implementing Online Professional Development," "Online Course Design," and "Building a Community in Virtual Courses."

**Assessment Specialist**, *Assessing Student Achievement Project*, Center for Education, Employment and Community Services, EDC, 2000 – 2005. Involved in all aspects of this US DOE field grant focused on the assessment practices of charter schools. Designed and facilitated an online course, "Assessment for Teaching and Learning," as part of grant responsibilities.

#### SELECTED PRESENTATIONS:

**Presenter:** *Online Learning Institute*, Atlanta Georgia, June 2007.

**Presenter:** *CoSN's 12<sup>th</sup> Annual K-12 School Networking Conference: Bridging Individualized Learning & High Stakes Accountability*, March 2007, San Francisco, CA. "eLearning Delaware: Web-based Professional Development that Requires Classroom Implementation," Co-presented with *Dr. Wayne Hartschuh*, Executive Director of the Delaware Center for Educational Technology (DCET).

**Presenter:** NH DOE, 2006. Introduction to Facilitating and Implementing Online Professional Development.

**Presenter:** *American Academy of Religions (AAR)*, 1999. "Academic Teaching & the Study of Religion: The Pitfalls & Possibilities of Teaching On the Leading Edge,"(panel)

**Presenter (panel):** *Parliament of the World's Religions*, Cape Town, South Africa, 1999. "A Neighborhood of World Religions: An Exploration of Collaborative Approaches to the teaching of World Religions in a Pluralistic Culture."

#### SELECTED PUBLICATIONS:

*Safe Havens: School, Community, and the Education of Youth and Children Experiencing Homelessness*. Newton, MA: The New England Comprehensive Center, 2005. Co-authored with John Wong, Anne Wang, Caitlin Feeley and Bethany Carlson.

"A Liberating Model of Teaching and Learning: The CWR Curriculum Project," *Journal of Women and Religion, Volume 17*, 2000. Berkeley, CA: Graduate Theological Union. Co-authored with Dr. Cheryl Kirk-Duggan.

# “Liberty and the Pursuit of Happiness: Narrative as a Lens on History”

## Teaching American History Grant Proposal

Museum of Fine Arts, Boston  
Museum Learning and Public Programs Department  
School and Teacher Programs Section

### Staff Biographies

**Willamarie Moore** is Head of School Programs and Resources. With a B.A. from Oberlin College and an M.A. from George Washington University, Ms. Moore has two decades of experience in the field of education. She has taught students ranging from elementary school-aged children to adults, in Japan, Cambodia, Washington, DC, and throughout the greater Boston area. She has ten years of experience as a museum educator in the Boston area, developing, teaching, and consulting on a wide range of programs. Some examples include: a yearlong intensive study including a seventeen-day study tour to Japan for Boston and Cambridge public school teachers (1998 – 1999); and more recently, a course called “A Closer Look at American History Using Visual Thinking Strategies” as an Adjunct Professor in the Division of Graduate Education and Continuing Education at Framingham State College (Fall 2007). She has published multiple teaching kits and curriculum units for K – 12 educators to effectively link museum and classroom learning. Ms. Moore serves on the Board of the Massachusetts Art Education Association as well as the Board of the Laurel Fund for the Performing Arts in Washington, DC, and regularly presents at local and national conferences for both museum and teaching professionals.

**Judith King**, Manager of School and Teacher Partnerships, received her B.A. from Wellesley College, her MBA from the University of Chicago, and completed graduate work in Museum Studies at Tufts University. Prior to joining the MFA, she worked at the Minneapolis Institute of Arts and the Peabody Essex Museum in the areas of student visits, tour development, and docent training. At the MFA, Ms. King is responsible for all aspects of the Museum’s Teacher Professional Development workshops and institutes, from concept development to final execution. Recent workshop and institute topics include: “It Speaks to Me: Literacy and Art;” and “Art as History: Multiple Viewpoints and Voices in the Creation of a New Nation” (as part of a TAH grant project with The Education Cooperative, Dedham, MA). She also manages the MFA/Boston Public Schools Thinking Through Art Partnership program, currently serving nine elementary schools. The Partnership program includes intense collaboration at the school and Museum, as well as onsite professional development. Ms. King was the primary author/editor for the *School Arts Magazine* series featuring the collections of the Museum of Fine Arts, Boston (March 2005). She has made presentations at the National Art Education Association and the Northeast Regional Council for the Social Studies about MFA programs for K – 12 educators.





Co-Founder and Director, educational software and materials.  
Responsible for every aspect of educational software and print materials development from concept through production, client relationships, and personnel management.  
Product topics included Language Arts, Calculus, Computer Applications, and Law.  
Clients included Houghton-Mifflin, Addison-Wesley, IBM, Lotus Development, WGBH.

Continuous Learning Corporation, Cambridge, MA 1982-84  
Director, Educational Software Products, emphasis on computer literacy. Clients included United Negro College Fund, Control Data Corp., Addison-Wesley, D.C.Heath Pub. Co.

Cambridge Rindge and Latin School, Cambridge, MA 1979-81  
English Teacher at this urban high school. Member of English Curriculum Committee.

Germaine Lawrence School, Arlington, MA 1975-79  
Teaching Faculty and Librarian at residential school for emotionally disturbed girls.  
Manage reference and library services; supervise and teach all reference activities

## EDUCATION

- Ed.M. Counseling and Consulting Psychology, Harvard Graduate School of Education, Cambridge, MA 02138, June 1982.
- B.A. English and American Literature, Magna cum Laude, University of California, San Diego, La Jolla, CA, 92093, June 1972.

## ADDITIONAL PROFESSIONAL TRAINING & ACCOMPLISHMENTS

Massachusetts Department of Education Teacher Certification # 233139,  
History and English, grades 7-12

Seminars in museum procedures, conservation and preservation:

- Care of Paper Collections, Northeast Document Conservation Center at Cohasset Historical Society, Oct. 2005.
- Care of Flags and Textiles, Museum Textile Services, Andover, MA, Dec. 2003
- Creating Storage Solutions, Seminar Workshop at Hull Lifesaving Museum, June 2002.
- National Uniform Standards for Professional Appraisal Practice (USPAP) Certification, American Society of Appraisers, 1999.

## CURRICULUM VITA

(b)(6)

(W) 617-495-2273  
icmclaug@fas.harvard.edu

### Education

Ph.D. Anthropology, Columbia University, 1993  
M.Phil., Anthropology, Columbia University, 1991  
M.A., Anthropology, Columbia University, 1985  
B.A., Anthropology, Indiana University (Indianapolis), 1982

Dissertation "Colonialism, Cattle, and Class: A Century of Ranching on the Fort Berthold Indian Reservation."

**Research Interests** Politics and political economy, Visual culture, Historical Anthropology, Art and Material Culture, Museology, Native America, American West

### Employment

2002- Associate Curator of North American Ethnography  
Peabody Museum of Archaeology and Ethnology  
Harvard University

1999-02 Research Associate, Peabody Museum

1996- Lecturer on Anthropology, Harvard University; Instructor, Harvard University Extension School  
Studies program

1994-96 Assistant Professor of Anthropology, University of  
Missouri-St. Louis (joint position)

1994-96 Curator of Native American Ethnology, Missouri Historical Society  
(joint position)

1993-94 Visiting Assistant Professor, Indiana University-Purdue University  
(IUPUI; Indianapolis)

1993 Instructor on Anthropology, Department of Sociology and  
Anthropology, Southwestern University, Georgetown, Texas

- 1989-90 Archeological Research Assistant, University of North Dakota Archeological Research Center.
- 1986-88 National Park Service, Archeological Interpretation and Research: Knife River Indian Villages NHS, ND and Mesa Verde NP, CO.
- 1985-86 Graduate Research Fellow, Department of Anthropology, Columbia University
- 1984-85 Graduate Teaching Fellow, Department of Anthropology, Columbia University

### **Awards and Fellowships**

- 1996-99 Hrdy Fellowship in North American Ethnology, Peabody Museum, Harvard University
- 1994 NEH Summer Seminar for College Teachers, "Understanding Culture through Visual Media" University of California, Berkeley
- 1990-92 Woodrow Wilson Rural Policy Fellowship
- 1983-91 President's Fellowship, Columbia University
- 1989 Visiting Research Award, Smithsonian Institution
- 1989 Seminar fellowship, Plains Indian Museum, Buffalo Bill Historical Center
- 1987-88 Theodore Roosevelt Nature and History Association Research Grant
- 1982 Anthropology Department Fellowship, Columbia University
- 1982 Outstanding Anthropology Graduate, Indiana-Purdue University at Indianapolis
- 1981-82 Outstanding Scholar Award, Indiana University

### **Recent Projects**

- 2000-2003 Co-director, Peabody-Monticello Native Arts Project for the exhibit, "Framing the West at Monticello: Thomas Jefferson and the Lewis and Clark Exposition." Monticello.
- 2003 Exhibit curator, "From Nation to Nation: Rediscovering Lewis and



Clark's Indian Collection." Peabody Museum

## **Publications**

### Book

2003 Arts of Diplomacy: Lewis and Clark's Indian Collection. University of Washington Press and Peabody Museum Press.

### Articles and Book Chapters

- 2005 "The Bracelet" in Evocative Objects: Things We Think With (Sherry Turkle, ed.) Cambridge, MA: MIT Press.
- 2004 "Lewis and Clark's Mandan Robe: The Known and the Unknown." in The People of the Buffalo: The Plains Indians of North America, Vol.1: Military Art, Warfare and Change. Colin Taylor and Hugh Dempsey, eds., pp.53-65.
- 2003 "Objects and Identities: Another Look at Lewis and Clark's Side-fold Dresses." **American Indian Art Magazine** 29:1: 76-85 (Winter 2003).
- 2001 "Wild Horses." In The Mythical West: an Encyclopedia of Legend, Lore and Popular Culture. Edited by Richard W. Slatta. ABC-CLIO.
- 1998 Guest editor (with Tracy J. Andrews), "Farming and Ranching in Reservation Economies," special issue of **American Indian Culture and Research Journal** 22 (3). Author of "Introduction," pp 1-11.
- 1998 "Nation, Tribe, and Class: The Dynamics of Agrarian Transformation on the Fort Berthold Reserv" **American Indian Culture and Research Journal** 22:(3): 101-138.
- 1997 "Warrior from Above": Kiowa Artist Sherman Chaddlesone Links the Past and the Present. **Gateway Heritage: the Quarterly Journal of the Missouri Historical Society** (3): 46-50.
- 1994 The "Big Lease": Confined Range Ranching at Fort Berthold, 1900-1950. **North Dakota History: Journal of the Northern Plains** 61(4): 2-17.
- 1993 The Wild Ones: An Introduction to the Horses in Theodore Roosevelt National Park. Interpretive book published by the National Park Service and the Theodore Roosevelt Nature and History Association.
- 1992 The Politics of Agricultural Decline on the Fort Berthold Indian Reservation, North Dakota. **Culture and Agriculture Bulletin** 44:20-23.
- 1991 Badlands Broomtails: The Cultural History of Wild Horses in Western

North Dakota. **North Dakota History: Journal of the Northern Plains** 58(2):2-19.

1991 Ranching: An Important Part of Ft. Berthold History. In **The Art and Culture of the Three Affiliated Tribes** edited by Calvin Grinnell, pp.17-25. Special publication of the Three Affiliated Tribes.

1987 Style as a Social Boundary Marker: A Plains Indian Example. In Ethnicity and Culture, edited by Reginald Auger, et al., pp.55-66. Proceedings of the Seventeenth Annual Chacmool Conference. Archeological Association, University of Calgary, Calgary, Alberta.

### Invited Book Reviews

2005 Brizee-Bowen, For all to See: The Little Bighorn Battle in Plains Indian Art. In press, **North Dakota History**.

1999 Faiman-Silva, Sandra. Choctaws at the Crossroads: Political Economy of Class and Culture in the Oklahoma Timber Region. **American Anthropologist** 101 (4): 879-881.

1998 Banks, Marcus and Howard Morphy, eds. Rethinking Visual Anthropology. **Museum Anthropology** 71-73.

1996 Parman, Donald L. Indians and the American West in the Twentieth Century. **Gateway Heritage: the Quarterly Journal of the Missouri Historical Society** 53-54.

1996 Iverson, Peter. When Indians Became Cowboys: Native Peoples and Cattle Ranching in the American West. **North Dakota History: Journal of the Northern Plains** 63 (1): 37.

1995 Stern, Theodore. Chiefs and Chief Traders: Indian-White Relations at Fort Nez Perces, 1818-1850. **Ethnohistory** 42 (1):187-189.

1995 Svingen, Orlan J. The Northern Cheyenne Indian Reservation, 1877-1900. **The Journal of American History** March, 1995: 1745-1746.

1995 Herbst, Toby and Joell Kopp. The Flag in American Indian Art. **Journal of the West** 34 (4): 97.

1994 Biolsi, Thomas. Organizing the Lakota: The Political Economy of the New Deal on the Pine Ridge and Rosebud Reservations. **Plains Anthropologist** 39 (147): 99-101.

1994 Moore, John. The Political Economy of North American Indians. **Western Historical Quarterly** 29: 386.

- 1994 MacKichan, Margaret A. and Bob Ross. In the Kingdom of Grass. **North Dakota History: Journal of the Northern Plains** 61 (1): 54-55.
- 1992 Stoffle. et.al., Native American Cultural Resource Studies at Yucca Mountain, Nevada. **Impact Assessment Bulletin** 10(2):129-134.
- 1990 Lawrence, Elizabeth A. His Very Silence Speaks: Comanche- The Horse Who Survived Custer's Last Stand. **Anthrozoos** 3(3):205-206.

### Essays

- 2005 Lewis and Clark's grizzly Bear Claw Necklace. **Symbols** Spring 2005:3-4.
- 2003 In the Collections: A Pony Saddle and the Ghost of William Clark. **Symbols** Fall 2002: 2-3, 14.
- 1999 New Acquisition from the Contemporary American West: Sioux Horse Carving. **Symbols** Spring 1999: 17-18.
- 1998 The George F. Will Collection: A Cornucopia from Native North America. **Symbols** Spring 1998: 19-21.
- 1996-7 Organizer and guest editor, museum anthropology series, **AnthroWatch**
- 1995 New Directions for the Native American Collections at the Missouri Historical Society. **Gateway Heritage: the Quarterly Journal of the Missouri Historical Society** 16 (1): 6.
- 1994 Photographer Leo Harris at the Rodeo. **North Dakota History: Journal of the Northern Plains** 61 (4): 18-19.

### Documentary Films

Consultant, writer, still photography coordinator for the film, "Nokota." Perihelion Films. In production, 2004.

### Internet Exhibit

"The Ethnography of Lewis and Clark: Native American Object and the American Quest for Commerce and Science" (with Rubie S. Watson). Peabody Museum web site ([www.peabody.harvard.edu](http://www.peabody.harvard.edu))

### **Papers Presented** (Selected List)

- 2005 "Jefferson, Lewis and Clark, and the Indians" Abram Kartch Jefferson Lecture, William Paterson University. May 4
- 2005 Several presentations, Casper College Humanities Festival, "The Legacy of Lewis and Clark," Casper, Wyoming, April 28-30.
- 2003 "Their Objects Speak: Indian Encounters with Lewis and Clark." Plains Indian Seminar: Native Perspectives on the Lewis and Clark Expedition. Buffalo Bill historical Center, Cody Wyoming. October 2-4, 2003.
- 2003 "The Lewis and Clark Collection at the Peabody Museum" presented in the session, "The Material Culture of the Lewis and Clark Expedition," at "Jefferson's West: A Lewis and Clark Exposition." Charlottesville, VA Jan
- 2002 "Rediscovering Lewis and Clark's Indian Collection." The Atha Lecture, The Nelson Atkins Museum of Art, Kansas City, Missouri.
- 2000 "Indian People, Historical Materialism, and the New Western History." Western History Association conference, San Antonio, Texas, October 11-14.
- 1999 "Up the Missouri and into the Museum: the Lewis and Clark Collection at the Peabody Museum." Anthropology Day Symposium, Harvard University Department of Anthropology, September 17, 1999.
- 1999 "Branding the Broomtail: Culture, History, and the Transformation of Wild Horses." Symposium "Vision of the West: the Wild Horse." Buffalo Bill Historical Center, Cody, Wyoming, August 13-15, 1999.
- 1999 Discussant, "Interpreting the Visual Record: New Directions in Visual Culture Studies" New England American Studies Association Conference, Boston, May 15, 1999.
- 1998 Organizer, lecture series, "Animals, People, Pets: Cultural Transformations of Nature in the Twentieth Century." American Museum of Natural History, New York, April 15-May 13, 1998.
- 1998 "Branding the Broomtail: Wild Horses, History and Race Relations in the Twentieth Century West." American Museum of Natural History, New Yprk, April 22, 1998.
- 1998 "Branding the Broomtail: Colonialism, Wild Horses and Indian Ponies in the American West." Peabody Museum, April 16, 1998.

- 1997 "Picturing the Indian New Deal: Nationalism and the Decade of Documentary," Center for Literary and Cultural Studies, Harvard University, October 14, 1997.
- 1997 Seminar participant, "Exhibitionary Moments: the Display and Meaning of Native American Art." Center for Advanced Study in the Visual Arts, National Gallery of Art. October 3, 1997.
- 1997 "Lewis and Clark: Looking Back Down the Trail." Peabody Museum Association luncheon lecture May 20, 1997.
- 1996 "Imaging 'Indians at Work': New Deal Nationalism and Photography at Fort Berthold." American Studies Association Annual Meeting, October 31-November 3, Kansas City, Missouri.
- 1995 "How "Wild" is a Wild Horse? History, Commemoration and the Construction of Knowledge in an Applied Research Project." Presented in the symposium, "Anthropology and the American West" at the annual conference of the Plains Anthropological Society, Laramie, Wyoming, October 18-22,
- 1995 Organizer and chair, symposium "Anthropology and the American West." Plains Anthropological Society meetings, Laramie, Wyoming, October 18-22.
- 1994 "Changing Horses: Power, Identity, and the Herds of the Three Affiliated Tribes." Plains Indian Seminar, Buffalo Bill Historical Center, Cody, Wyoming. September 30-October 2, 1994.
- 1993 Invited discussant of the work of Joseph G. Jorgensen for "Leading Ideas in American Indian Studies," a conference sponsored by the Social Science Research Council and the Native American Studies Department at the University of Wisconsin. Madison, Wisconsin, September 22-24, 1993.
- 1993 Organizer and Chair: "The Role of Agriculture in the Colonization of Native North America." 92nd annual Meeting of the American Anthropological Association, Washington, D.C.
- 1993 "Indians at Work": The Paradoxes of New Deal Agrarian Programs at Fort Berthold." Paper presented at the 92nd annual Meeting of the American Anthropological Association.
- 1992 "Neocolonialism and Class Formation at Fort Berthold, 1880-1920." Paper presented at the 50th annual Plains Anthropological Society Meetings, Lincoln, Nebraska.

- 1992 "The Big Lease: Reservation Ranching at Fort Berthold," presented in lecture series, "Cowboys, Capitalism, and Culture," State Historical Society of North Dakota, Bismarck, June 27-28,
- 1991 "Dividing Lands and People: Agriculture in a Reservation Context." Paper presented at the 90th annual meeting of the American Anthropological Association meetings, Chicago, Illinois.
- 1985 "The Sociopolitical Context of Beadwork Styles on the Northern Plains." Paper presented at the Cooper-Hewitt Museum symposium on Native American art to support the exhibit, "Circles of the World: Traditional Arts of the Plains Indians," New York City.
- 1985 Organizer, "Museums and American Indians: Repatriation Issues." Symposium, Center for American Culture Studies, Columbia University.
- 1984 "Style as a Social Boundary Marker: A Plains Indian Example." Paper presented at the Chacmool Archeological Conference, Calgary, Alberta.

### **Fieldwork**

- 1999-05 Native American arts, Northern Plains and New Mexico
- 1997-99 Ranching communities, SW North Dakota (summers)
- 1989-92 Fort Berthold Reservation, North Dakota
- 1989 Pinion Canyon Maneuver site, Colorado; Theodore Roosevelt National Park, North Dakota (Archeology)
- 1987-89 Ranching Communities, SW North Dakota
- 1986 The Adena Project, Kentucky (Archeology)
- 1983-85 Pine Ridge Reservation, South Dakota (summers)
- 1982-1983 Urban Indian communities, New York City

### **Professional Service**

- 1999-2001 Board Member, Cora Du Bois Charitable Trust
- 1999- Member, Peabody Museum Curatorial Board
- 2000-2003 Consultant, Lewis and Clark bicentennial exhibit, Monticello,

Thomas Jefferson Foundation

- 1997-2003 Consultant, National Lewis and Clark bicentennial exhibit,  
Missouri Historical Society
- 1997-99 Council member, New England American Studies Association
- 1995- National Board Member, Columbia University Graduate  
Anthropology Alumni Association
- 1994-2001 Article Referee, American Indian Culture and Research Journal,  
Agriculture and Human Values, North Dakota History; Textbook  
consultant, Mayfield Publishing Company and Collegiate Press.
- 1994-95 Research Board Referee, University of Missouri

**Membership**

American Anthropological Association  
Society for Visual Anthropology  
Council on Museum Anthropology  
Native American Art Studies Association

**Kimberly A. Van Wormer**

(b)(6)

---

**EXPERIENCE**

**Director of Education**

**1/03 to present**

PLIMOTH PLANTATION

PLYMOUTH, MA

Manage museum's education division. Divisional activities include educational programming, both at the museum and outreach programs, development and publication of educational materials for teachers, development of interactive online activities for children, and teacher training programs. Oversee evaluation procedures for all education programs and special projects. Direct divisional budget and planning. Member of the museum's institutional planning team.

Coordinate the division's teacher training program which includes a variety of offerings, from half-day to multi-week opportunities. Manage collaborations with schools, districts, cultural institutions and funding agencies.

Co-Director of a series of three, weeklong Landmarks of American History Workshops funded by the National Endowment for the Humanities (NEH) over the summer of 2004. The workshops, entitled *Encounters and Change: Natives and colonists in 17<sup>th</sup>-century Plymouth*, served 133 teachers from across the country. Duties as Co-Director included developing the theme and content of the workshop, making arrangements with visiting scholars, communicating with teacher participants, coordinating and introducing daily workshop sessions, and overseeing the evaluation process.

Project Director, producer, and co-writer of the museum's online interactive curriculum, *You Are the Historian: Investigating the First Thanksgiving*. Launched October 2003, the site has won numerous awards, including the Massachusetts Interactive Media Council's (MIMC) best educational site, and the Museum's and the Web award for best innovative or experimental application.

**Education Associate**

**6/95 to 1/03**

PLIMOTH PLANTATION

PLYMOUTH, MA

Act as a resource for teachers by: developing and presenting workshops and accompanying written materials; writing teachers' manuals to accompany education department programs and field trips; producing educational materials to sell in the museum's shops; posting materials on the museum's web site; and answering teachers' queries by phone, mail, e-mail and in person.

**Education and Interpretive Specialist**

**6/93 to 6/95**

SAINT MARIE AMONG THE IROQUOIS LIVING HISTORY MUSEUM

LIVERPOOL, NY

(Museum depicting the meeting of French Jesuits and the Iroquois in the 17<sup>th</sup>-century)

Originated and produced a variety of museum programs for the general public, school and specialized groups, including school tours, children's and family activities, overnight programs, workshops, outreach programs, and major special events. Prepared written program materials for staff and educators. Supervised programs and led program evaluations.

Produced graphic materials, events calendars, and quarterly newsletter.



**Museum and Historic Site Manager****2/91 to 5/93**

SAINTE MARIE AMONG THE IROQUOIS LIVING HISTORY MUSEUM

LIVERPOOL, NY

Created a living history program for newly rebuilt and re-opened museum. Supervised site construction. Designed first person interpretive program and hired and trained interpreters. Researched and procured artifacts and reproductions, heirloom seeds, and appropriate breeds of animals. Researched and assisted in production of period costumes.

Supervised interpretive staff of eight as well as volunteers. Worked closely with staff by conducting daily meetings, preparing weekly schedules, completing evaluations, presenting training sessions, and directing on-site living history activities.

**Interpreter, Lead Interpreter and Museum Teacher****5/86 to 2/91**

PLIMOTH PLANTATION, INC.

PLYMOUTH, MA

Related the history and daily life of Plymouth Colony to visitors through role-playing. Assisted interpreters in development of museum skills. Helped organize annual 3-week long, pre-season training sessions. Developed and presented a variety of in-season staff development programs focusing on history and interpretive technique. Wrote research papers and interpretive notes for special events. Developed special events.

Delivered first-person classroom presentations and workshops to students from grades K to university level throughout New England.

**PROFESSIONAL AWARDS AND PRESENTATIONS**

*You Are the Historian: Investigating the First Thanksgiving* was a finalist for a 2004 CODIE award, and won a 2003 MIMC Education award, and the Museum's and the Web award for best innovative or experimental application. The site was selected as a Macromedia Site of the Day, Blue Web'n Hot Site of the Week, PC Magazine Site of the Week and California Computer News Site of the Week.

Co-author with Lisa Neal of "Balancing Learning and Fun when Teaching Children Online," presented at the E-Learn 2003 conference in Phoenix, AZ

New England Museum Association's Publication's Design Award for the Plimoth Plantation Field Guide to Field Trips, 1998

Presenter at the 1990 and 1995 Association for Living History Farms and Agricultural Museums conferences

**EDUCATION****Bachelor of Arts****1986**

STATE UNIVERSITY OF NEW YORK AT OSWEGO, HONORS COLLEGE

History Major, Museum Studies Minor

REFERENCES AVAILABLE UPON REQUEST

Appendices 109

--	--	--	--	--

15 WOOD ST. • PLYMOUTH MA. 02360  
PHONE 508-747-1622 EXT. 8102 • FAX 508-830-6022

R A N D Y J O S E P H

## EDUCATION

---

1989 - 1990 Cape Cod Community College -Cape Cod  
Massachusetts

*Criminal Law / Psychology*

■ 1990 –1992 Polk Community College - Winterhaven ,Florida  
*Criminal Law / Psychology*

## WORK

---

- 1994-1998 Wampanoag Museum Teacher Plimoth Plantation
- 2002-2004 Assistant Director of Wampanoag Education Program, Plimoth Plantation
- 2004-present Manager of Wampanoag Education Program, Plimoth Plantation
- Related Wampanoag history thru classroom presentation to students K to university level.
- Created educational programs for teachers with the Colonial director.
- Taught teacher workshops through out the United States.
- Department of Social Services - Supervisor/ Child Advocate.

## VOLUNTEER EXPERIENCE

---

Manomet Plymouth Council member .

Also I am a Wampanoag traditional singer and dancer.

## SUMMER JOBS

---

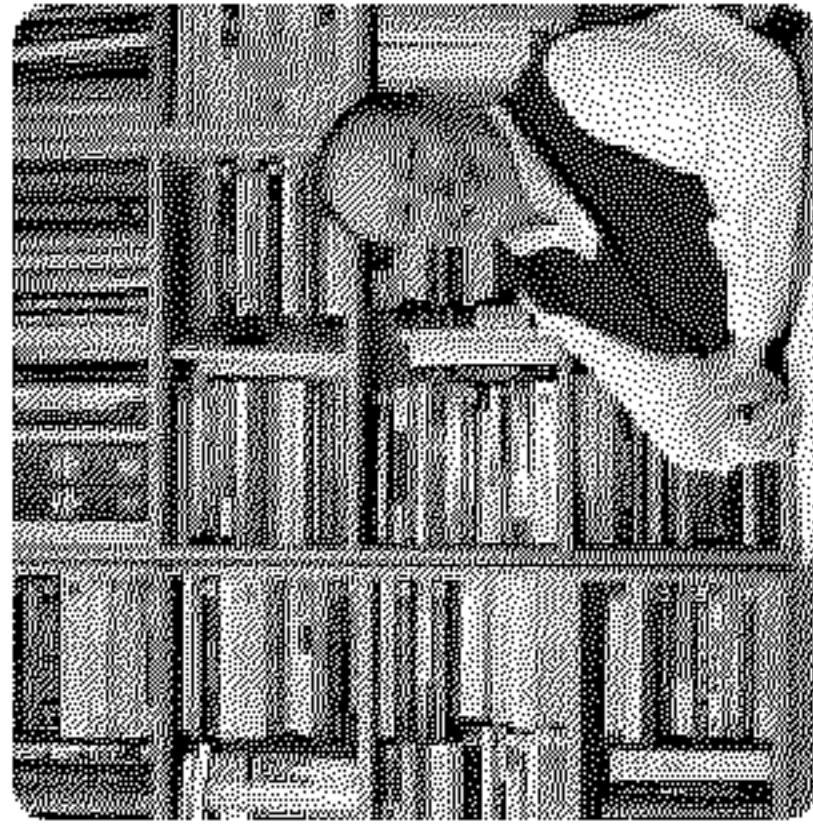
1997-2000 Mashnutuckett Pequoit Tribal council  
youth program director.

**Appendix 11:**  
**Descriptions of the Organizations**  
**Providing Professional Development**

## At A Glance

### About the Boston University School of Education

- [Faculty/Staff Directory](#)
- [Directions](#)



Dean *ad interim*: Charles Glenn

Boston University has a unique history of engagement with the city of Boston and the surrounding communities. Nearly a century ago, the third president of the University, Lemuel Murlin, described BU as being "in the heart of the city, in the service of the city." That sense of responsibility to the neighborhoods in which we live and learn is very much a part of campus life today. What is more, we believe that community involvement helps our students to better understand the lessons they learn in the classroom.

The School of Education is honored to stand directly at the crossroads of engagement and enlightenment. We have a tradition of direct involvement in public education that grounds our understanding of teaching and learning in hard-won experience. The School's roots stretch beyond the greater Boston area and extend across the globe. Students in our International Educational Development Program volunteer and study in communities as far away as Africa and Cambodia. Undergraduates are likely to remain closer to campus, although our exceptional study abroad program gives students the option of completing their practicum in London, say, or Australia. Whether in our on-campus Reading and Writing Clinic, at the Intergenerational Literacy Project in nearby Chelsea, Massachusetts, or at the HOPE initiative in Pokhara, Nepal, the School of Education fosters integral connections on both a local and global scale.

We recently welcomed Robert A. Brown as the tenth president of Boston University. With his fresh perspective and our renewed commitment, we are working to ensure that the past is prologue — the School of Education remains an institution deeply engaged in the classroom, the city, and the world.

Charles Glenn  
Dean *ad interim*

[Empty rectangular box]

At A Glance

## About the Boston University School of Education

Faculty/Staff  
Directory

### THE SCHOOL OF EDUCATION AT A GLANCE

Directions

Founded: 1918

---

Enrollment: 426 undergraduate students  
519 graduate students

---

Degrees: Bachelor of Science  
Master of Education  
Master of Arts in Teaching  
Master of Mathematics for Teaching  
Doctor of Education

---

Certificates: Certificate of Advanced Graduate Study (CAGS)  
16-credit graduate certificate

---

Programs of Study: 12 undergraduate  
26 graduate

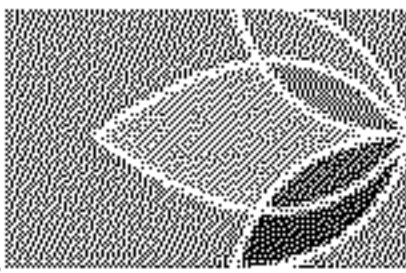
---

Number of Degrees/Certificates  
Awarded Last School  
Year: 416

---

Countries Represented by School of Education  
Alumni: 80





## ABOUT US

### History of Discovering Justice The James D. St. Clair Court Education Project

Who Was James D. St. Clair?

Get Involved

Our History

Our Board of Trustees

Our Supporters

Our Staff

Site Credits

Discovering Justice's mission is to educate about the role of the justice system in American democracy. Through our programs, federal and state judges dedicate their time to serve as teachers, educating the public about the federal judiciary. Lawyers participate as volunteers, teachers and mentors to students. We are proud and privileged to work with these volunteers to help strengthen democracy and encourage engaged citizenship amongst the youngest of citizens through adults.



In 1998, with the cooperation of the federal judges in Boston, the [Boston Bar Foundation](#) established the Federal Court Public Education Project to serve as a vehicle to educate citizens, particularly young people, for engaged citizenship. The judges of the U.S. Court of Appeals for the First Circuit and the U.S. District Court for the District of Massachusetts wanted the U.S. Courthouse to be a community center as well as a locus for the resolution of legal disputes.

In 1999, our first public education program featured a courtroom performance of *Sojourner Truth*, a one-woman play about the former slave who became an abolitionist and feminist. Following the performance, U.S. District Court Judge Reginald Lindsay, an African-American who grew up in the Jim Crow South, spoke with the young students about what it was like to be a little boy at a time when black children and white children were forbidden by law to play games together - even checkers. The judge also drew parallels for the audience between what they had just seen in the play and the history of federal law and civil rights.

In 2001, the Project was renamed in honor of Boston litigator James D. St. Clair and incorporated as an independent 501(c)(3) nonprofit organization with its main headquarters in the John

## **EDC**

### **Corporate Background and Experience**

**Education Development Center, Inc (EDC)**, a not-for-profit (501c3) research and development organization established in 1958 and based in Newton, Massachusetts, has a long history as a national leader in curriculum development, professional development, educational technology and research. EDC's early groundbreaking curricula—such as *PSSC Physics*, *ESS Science*, and *Man: A Course of Study*—focused on helping students gain a deep understanding of content through inquiry-based explorations and influenced design of educational materials worldwide. In the 1980s and 1990s, EDC remained a leader in educational materials development and the application of technology to education, with award-winning curriculum and professional development programs in a range of content areas. This has continued to the present, with EDC emerging as a national leader in online learning as well. Below are some recent examples of EDC's work that are similar in size, scope and function to the proposed project.

***Curriculum Development: History/ Humanities:*** EDC includes a wide range of professional development projects, both online, print and onsite that span all disciplines and all grade levels. For the past decade, EDC (through its Center for Children and Technology) has collaborated with the Library of Congress on a series of national initiatives to improve humanities teaching through the use of online primary sources from the Library's American Memory collections. Most recently this included consulting and instructional design work for a series of eight online professional development courses focused on authentic uses of primary sources in the classroom.

Another project developed by EDC (with funding from the National Science Foundation) is DigNubia which incorporates a hands-on exhibit, documentary, and interactive Web site introducing students to archaeology and the ancient African civilization of Nubia. DigNubia was developed to provide educational activities and resources based on extensive ongoing archaeological fieldwork conducted in modern Sudan and Southern Egypt. The materials are designed to help students understand how the scientific process of discovery and interpretation enable us to learn about ancient cultures.

In addition, EDC recently designed an online professional development course for Mississippi Public Broadcasting focused on the history of the civil rights movement in Mississippi and the specific contributions of Medgar Evers entitled, *Medgar Evers: Bringing his Legacy to Life in your Classroom*.

***Online learning and online course development:***

EDC is a recognized leader in the design and implementation of online professional development programs. In 1998, EDC founded the Center for Online Professional Education (COPE) to focus on e-learning in education. COPE's EdTech Leaders Online (<http://edtechleaders.org>) program has gained national recognition for its capacity building programs and online courses. EdTech Leaders Online provides training and support for state departments of education, school districts and other educational organizations to enable them to build successful online learning programs and improve student achievement. Since the program began in the fall of 2000, ETLO has trained

more than 1600 online specialists in more than 35 states to provide online courses to more than 30,000 teachers and administrators. The EdTech Leaders Online workshops have been run hundreds of times for educators across the country, including *Integrating Primary Sources into the Social Studies Classroom* which has recently been offered in Massachusetts, New Hampshire, Alabama, Delaware, Virginia, Pennsylvania, and Mississippi.

ETLO was recently incorporated as the central capacity-building component in *e-Learning for Educators*, an eight state online professional development collaboration funded by the USED Ready to Teach Program. As part of this grant, ETLO is developing 15 online professional development workshops based on the identified needs of the eight partner state departments of education. EDC also developed 21 mathematics and 6 English Language Arts online professional development courses for PBS TeacherLine, which blend content, pedagogy, and classroom applications of technology.

### ***Course Management System***

ETLO has experience working on multiple course management platforms, including the Moodle platform used by the Newton Public Schools, as well as Blackboard and Desire 2 Learn. Moodle is a free OpenSource course management system (CMS) designed specifically for educators. It is a cost-effective choice for districts to provide online professional development when compared with commercial course management systems. ETLO has experience designing in Moodle; training and supporting facilitators in Moodle; and providing ongoing technical consulting/support to districts and states using Moodle to deliver OPD.

### ***Prior Work with Project Partners***

EDC's Center for Online Professional Education has a long history of partnership with the Newton Public Schools and a number of other partner districts in this proposal. EDC has provided capacity building online professional development training and resources for the Newton Public Schools since 2001 and for the Cambridge Public Schools since 2002. EDC is currently partnering with both districts on another online professional development project to develop custom online training for middle school math teachers based in these two districts. This project, funded by a Massachusetts Department of Education Title IID grant, will also provide facilitator training and support for Newton and Cambridge teachers while they deliver the online workshops to math teachers in their districts.



## Proposed Project Staff

EDC staff brings the necessary skills, background and experience to develop the proposed History courses. The EDC course development team will include project management, instructional designers, content experts, technical support and graphics development, working closely with the Project Director and the other content providers and partners.

Background and roles of key project staff are described below.

**Barbara Treacy** is a senior advisor and manager who will support the overall development and implementation of the courses. Barbara is a Managing Project Director at EDC where she directs several online learning projects including EdTech Leaders Online, a national capacity-building online professional development program for state departments of education, school districts, regional education service providers and teacher training institutions, with participating organizations in over 35 states, including partner districts in this grant. Barbara also directs EDC's participation in *E-Learning for Educators*, an eight state consortium led by Alabama Public Television and funded by the US Department of Education, to establish state-wide online professional development programs. Barbara holds an A.B. from Harvard University and an Ed.M in Technology in Education from the Harvard Graduate School of Education.

**Jennifer Peace** is the lead instructional designer and content expert for the development of the history courses. As an experienced online designer, Jennifer manages an active catalogue of 50 online workshops. Jennifer has extensive experience in custom curriculum development including work for several client organizations in American history and social studies. Recently Jennifer worked as a consultant on the development of eight workshops for the Library of Congress focused on teaching with primary sources in the classroom. Jennifer also managed a contract with Mississippi Public Broadcasting and as lead instructional designer, created a custom online course focused on the role of Medgar Evers in the history of the US civil rights movement. Jennifer holds a Ph.D. in the historical and cultural study of religions and conducted extensive interviews and field work as part of her doctoral research.

**Liz Farmer** is an experienced online facilitator and developer as well as a Moodle specialist who will provide instructional design support for the development of the courses. Liz will also provide facilitator training for delivering the online history workshops. Liz has worked with numerous districts and organizations across the country to train teachers to facilitate and design online courses in Moodle and other course management systems. She is currently developing targeted facilitator training for teams from some of the partner districts including Newton, Cambridge, and other Massachusetts districts to deliver online workshops for Massachusetts teachers as part of a Title IID grant. She also manages ETLO's ongoing post-training support to educators around the country as they implement local online professional development programs.

**Michael Maffie** is a multimedia developer and graphic designer who will provide graphics and design components for the courses. As a Technical Associate at EDC, Michael develops multimedia educational content including online interactive multimedia applications and instructional software. He also contributes to the development of online professional development courses for teachers, and creates technical and non-technical illustrations and animations. Previously, he has developed interactives to help remedial reading instruction, and has worked on the NSF-funded The Science, Mathematics, Engineering, and Technology of Discovery: Unlocking the Secrets of Ancient Nubia project, for which he provided interactive Web-based instructional games and other content. He has previously taught at the elementary, secondary and adult levels, in the US and in West Africa. He earned his M.Ed. at the University of Massachusetts where he focused on future studies and instructional applications of computers.

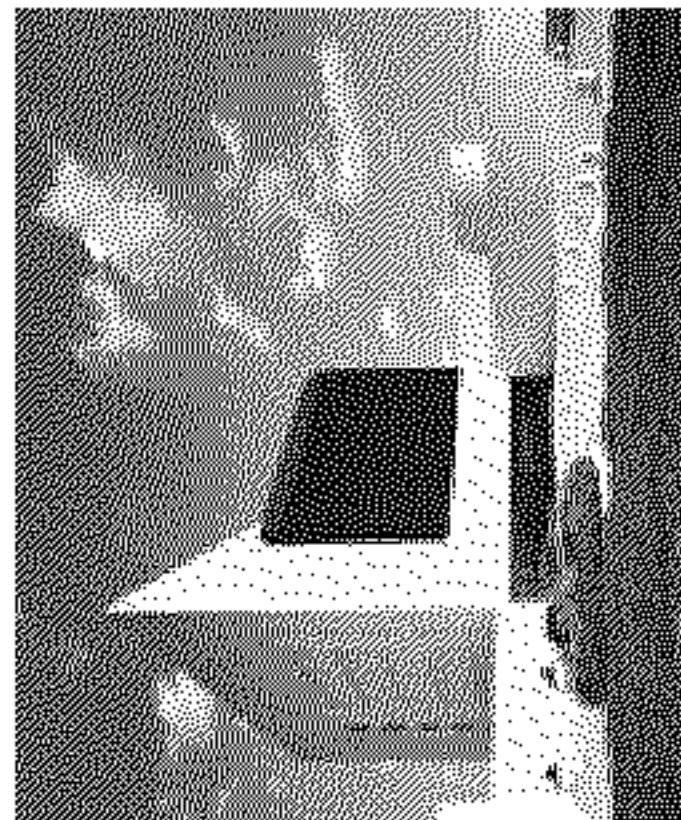
**Prerna Sood** is the technical specialist who will provide technical support for the course development and delivery. Prerna is a Technology Specialist for EdTech Leaders Online (ETLO), EDC's capacity building online professional development program for school districts, state departments of education, regional education service providers and teacher training institutions. Prerna holds a Certificate in Technologies program from the Harvard Extension School. Prerna also has formal training and background in architecture, including graduate work in design technology at MIT. While she was at MIT, she actively pursued her interest in issues related to technology, youth and community development, and worked with the Computer Clubhouse Network in India and Boston.

# JOHN F. KENNEDY PRESIDENTIAL LIBRARY & MUSEUM

## JFK LIBRARY & MUSEUM

[Home](#) > [JFK Library & Museum](#) > [General Information](#)

### GENERAL INFORMATION



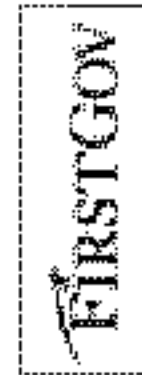
The John F. Kennedy Presidential Library and Museum is dedicated to the memory of our nation's thirty-fifth president and to all those who through the art of politics seek a new and better world.

Located on a ten-acre park, overlooking the sea that he loved and the city that launched him to greatness, the Library stands as a vibrant tribute to the life and times of John F. Kennedy.

Come tour our Museum which portrays the life, leadership, and legacy of President Kennedy, conveys his enthusiasm for politics and public service, and illustrates the nature of the office of the President.

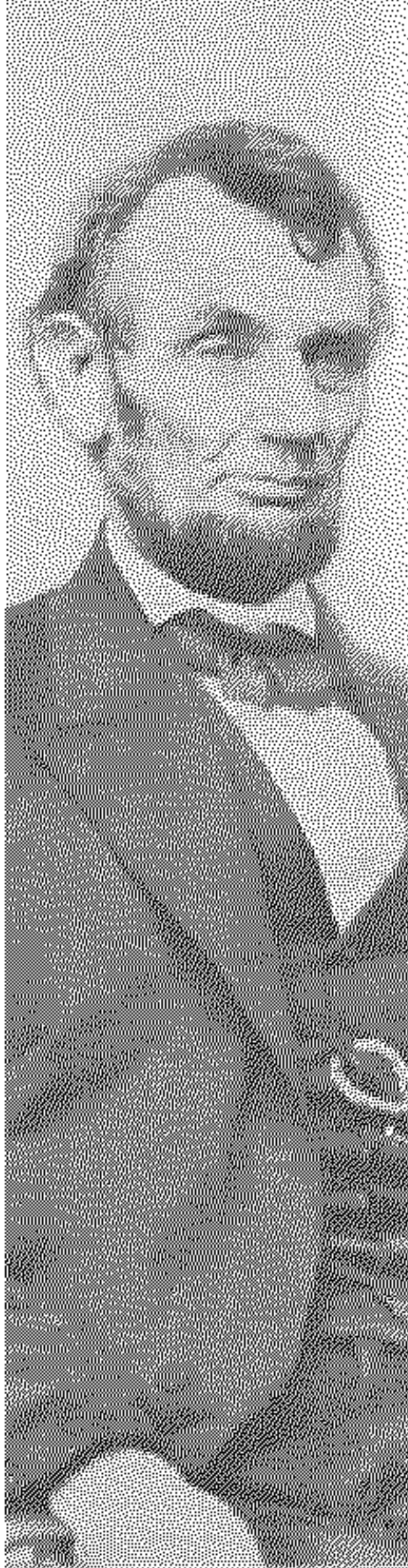
Students and scholars can also arrange to conduct research using our collection of historical materials chronicling mid-20th century politics and the life and administration of John F. Kennedy.

The Kennedy Library is one of [12 Presidential Libraries](#) administered by the [National Archives and Records Administration](#).



# THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY

► THE INSTITUTE FOR TEACHERS AND STUDENTS | FOR HISTORIANS | THE COLLECTION | SEARCH



Photograph of Abraham Lincoln. February 9, 1864. (GLC 07735)

## THE INSTITUTE

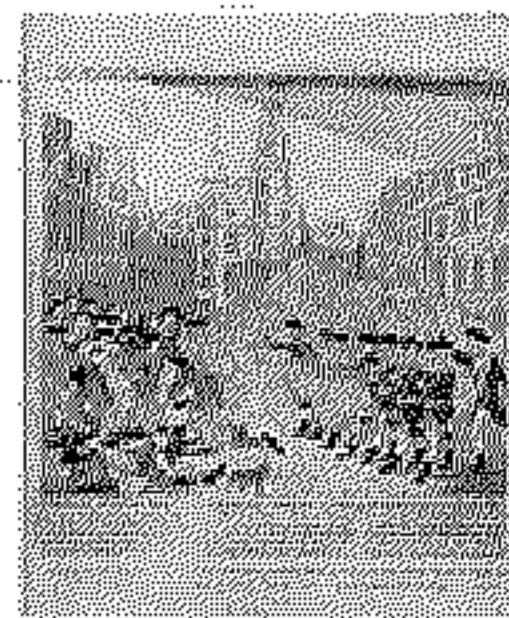
**F**ounded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history. The Institute serves teachers, students, scholars, and the general public. It helps create history-centered schools and academic research centers, organizes seminars and enrichment programs for educators, produces print and electronic publications and traveling exhibitions, sponsors lectures by eminent historians, and administers a History Teacher of the Year Award in every state through its partnership with Preserve America. The Institute also conducts awards including the Lincoln, Frederick Douglass, and George Washington Book Prizes, and offers fellowships for scholars to work in the Gilder Lehrman Collection and other archives.

The Institute maintains this website to serve as a portal for American history on the Web; to offer high-quality educational material for teachers, students, historians, and the public; and to provide up-to-date information about the Institute's programs and activities.

- [Meet the Board of Advisors](#)
- [Contact the Gilder Lehrman Staff](#)
- [Partners](#)
- [Annual Reports:](#) ► 2006 ► 2005 ► 2004 ► 2003

## The Collection

Treasures of the Collection traces American political and social history through 24 of the Gilder Lehrman Collection's most prized documents. To learn more about the Collection and these Treasures, [click here](#).



## Related Links



### ► Seminars

Professional development for teachers, public historians, and collegiate faculty



### ► Fellowships and Prizes

Encouraging the best scholarship and writing



### ► Online Exhibitions

Interactive features from the Collection



### ► Public Programs and Exhibitions

Lectures, symposia, conferences and exhibitions on American history



### ► Slavery Center

The first academic center for the study of slavery, resistance, and abolition based at Yale



### ► History Shop

Posters, calendars, books, documents, electronic publications, and more



### ► Podcasts

Listen to noted historians discuss their latest books

## Support the Institute

Invest in American history with your tax-deductible donation. [Contribute Today!](#)



# THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY

THE INSTITUTE | FOR TEACHERS AND STUDENTS | FOR HISTORIANS | THE COLLECTION | SEARCH



"The Fifteenth Amendment Celebrated."  
Lithograph, 1870.  
(Detail, [GLC 02917](#))

## FOR TEACHERS AND STUDENTS

### → SEMINARS

## → Summer Seminars for Teachers

The Gilder Lehrman Summer Seminars are designed to strengthen participants' commitment to high quality history teaching. Public, parochial, independent school teachers, and National Park Service rangers are eligible. These weeklong seminars provide intellectual stimulation and a collaborative context for developing practical resources and strategies to take back to the classroom.

**Seminars are tuition-free. In addition, seminars offer:**

- \* Stipends of \$400 (international seminar stipend of \$500)
- \* Books and teaching resources
- \* Room and board

### **Deadline for Applications:**

Applications must be postmarked or submitted via online application by February 15, 2008.

Seminars are limited to thirty participants by competitive application. Preference is given to new applicants.

Questions? E-mail [seminars@gilderlehrman.org](mailto:seminars@gilderlehrman.org) or call 646-366-9666.

- ▶ [To Apply](#)
- ▶ [FAQs](#)
- ▶ [Print Seminar List](#)



"The Fifteenth Amendment Celebrated."  
Lithograph, 1870.  
(Detail, [GLC 02917](#))

## Seminars 2008

### **For Elementary School Teachers**

July 13-19

#### **NEW Teaching American History through Documents**

University of Colorado, Boulder

**Fritz Fischer**

For more information, [click here](#).

### **For Middle and High School Teachers**

June 22-28

#### **The American Civil War: Origins and Consequences, Battlefields and Homefront**

University of Virginia

**Gary Gallagher**

For more information, [click here](#).

### Jump To

#### ▶ Overview

#### ▶ Summer Sem Teachers

##### ▶ To Apply

##### ▶ FAQs

##### ▶ Seminar Document P

#### ▶ National Park Seminars

#### ▶ Seminars for Professors

#### ▶ The Gilder Le History Schol Program

##### ▶ To Apply

##### ▶ Past Receipts



"The Fifteenth Amendment Ce  
Lithograph, 187  
[GLC 02917](#))

**NEW British and American Antislavery in the Age of Revolutions**

Columbia University  
Christopher Brown

**The Civil War in Global Context**

New York University  
Thomas Bender  
For more information, [click here](#).

**NEW Everyday Life in Early America**

Yale University  
John Demos

**The Great Depression, World War II, and the American West**

*(high school teachers only)*  
Stanford University  
David Kennedy and Richard White  
For more information, [click here](#).

 [Watch Video](#)

**NEW The Sixties in Historical Perspective**

Georgetown University  
Michael Kazin and Michael Flamm  
For more information, [click here](#).

June 26-29

**NEW From Colonies to Nation: America in the 18th Century**

*(4th-8th grade teachers only)*  
National Constitution Center, Philadelphia, PA  
Carol Berkin  
For more information, [click here](#).

 [Watch Video](#)

June 29 - July 3

**NEW The South in American History**

University of Richmond  
Edward L. Ayers  
For more information, [click here](#).

June 29 - July 5

**The American Revolution**

*(4th - 8th grade teachers only)*  
New York University  
Andrew Robertson  
For more information, [click here](#).

**Lincoln**

Civil War Institute at Gettysburg College  
Gabor Boritt  
For more information, [click here](#).

July 6-12

**The Era of George Washington**

Brown University  
Gordon Wood  
For more information, [click here](#).

**The Great Plains: America's Crossroads**

University of Colorado, Boulder

**Elliott West**

For more information, [click here](#).

**New York in the Gilded Age**

Columbia University

**Kenneth T. Jackson and Karen Markoe**

For more information, [click here](#).

**NEW Twentieth Century Women's Rights Movements**

Schlesinger Library, Radcliffe Institute for Advanced Study,  
Harvard University

**Nancy Cott**

For more information, [click here](#).

**Visions of the American Environment**

University of Colorado, Boulder

**Patricia Limerick**

For more information, [click here](#).

July 7-11

**NEW African American Lives**

Harvard University

**Henry Louis Gates, Jr. and Evelyn Higginbotham**

July 13-19

**The Age of Lincoln**

Oxford University, U.K.

**Richard Carwardine**

For more information, [click here](#).

**America Between the Wars**

Columbia University

**Alan Brinkley and Michael Flamm**

For more information, [click here](#).

 **Watch Video**

**Freedom and Slavery in the Atlantic World, 1500 - 1800**

Johns Hopkins University

**Philip Morgan**

For more information, [click here](#).

**North American Slavery in Comparative Perspective**

University of Maryland

**Ira Berlin**

For more information, [click here](#).

 **Watch Video**

July 14-18

**NEW The Cold War**

Woodrow Wilson International Center for Scholars, Washington, D.C.

**Christian Ostermann**

For more information, [click here](#).

July 20-26

**NEW The Age of Exploration**

Brown University

**Ted Widmer**

**The Constitution and Its Early Interpretation**

*(high school teachers only)*

Stanford University  
**Jack Rakove and Larry D. Kramer**  
For more information, [click here](#).

**NEW Key Moments in American Freedom**

Harvard University  
**Orlando Patterson**

**Passages to Freedom: Abolition and the Underground Railroad**

Yale University  
**David Blight and James O. and Lois E. Horton**  
For more information, [click here](#).

 **Watch Video**

**The Worlds of Thomas Jefferson**

Monticello and the University of Virginia  
**Douglas L. Wilson**  
For more information, [click here](#).

July 27 - August 2

**The Civil Rights Movement**

Cambridge University, U.K.  
**Anthony Badger**  
For more information, [click here](#).

August 3-8

**The International Impact of the Declaration of Independence**

Monticello and the University of Virginia  
**David Armitage**  
For more information, [click here](#).

August 4-9

**NEW Teaching Digital History**

New York City, NY  
**Steven Mintz**  
For more information, [click here](#).

 **Watch Video**

August 11-15

**NEW Woodrow Wilson and the War Years**

Woodrow Wilson Presidential Library, Staunton, VA  
**Patricia O'Toole**

August 18-22

**NEW The American Judiciary**

Georgetown University Law Center, Washington, D.C.  
**Justice Sandra Day O'Connor**



Website design by [Thirteen/WNET](#) and the Gilder Lehrman Institute of American History  
19 W. 44th Street, New York, NY © 2002-2006. All Rights Reserved.



**Museum of Fine Arts**  
**“Liberty and the Pursuit of Happiness:  
Narrative as a Lens on History”**

**Teaching American History Grant Proposal**

Located in a city rich in history where many events key to the formation of the United States took place, the Museum of Fine Arts, Boston (MFA) is one of the country’s preeminent repositories of historic American artifacts. The Museum’s American Colonial and Federal Art collection ranks as one of the most important in the country. The collection is a rich resource, illustrating the best in American aesthetics and craftsmanship, and the evolution of American history, attitudes, and values.

The Museum will coordinate with the *Teaching American History* project partners to implement effective and appropriate professional development opportunities focusing on the use of art and narrative as a lens through which to teach and learn American history. The Museum’s staff of the Museum Learning and Public Programs department will work with the staffs of the Curatorial and Conservation departments to provide unique, MFA-specific learning opportunities for course participants and their students.

In 2006, more than 200,000 people participated in the Museum’s educational programs, which encourage enjoyment, instruction, and inquiry for those who are already familiar with art and those for whom art is a new experience. MFA Curatorial and Museum Learning departments collaborate with each other and outside scholars to provide effective educational programming and publications. The Museum welcomes more than 60,000 school children per year who come from throughout New England, and offers monthly teacher professional development workshops, serving approximately two hundred K – 12 educators per year. Curriculum guides, teacher resource packets, and online teaching resources are widely available. MLPP staff work closely with an Educators Advisory Committee comprised of K – 12 teachers and administrators from the greater Boston area, to stay in touch with the needs of and issues relevant to classroom educators. The Museum also offers a variety of studio art classes to children and adults.





## Teaching American History Grants

NORTHEAST REGION (BOSTON)

200 TRAPELO ROAD

WALTHAM, MASSACHUSETTS 02452-6309

[www.nara.gov/region1](http://www.nara.gov/region1)

### Overview

The National Archives' civic literacy role reinforces our long and distinguished work in public outreach and education programs. We engage Americans in the study of their own history through records that document that history, that tell the stories of the American people. We safe-guard the records of our Government, ensuring that all people can discover, use, and learn from this documentary heritage. We preserve the past to protect the future.

We have worked extensively with recipients of the Teaching American History Grants (sponsored by the U.S. Department of Education). In some cases, we have done a series of videoconferences. In other cases we have done half-day off-site workshops. Individual teachers in numerous grant projects have participated in Primarily Teaching, our summer institute; and we have conducted on-site programs. It should be noted that over the past few years we have been approached by dozens of groups applying for the TAHGs. Due to limited staff resources, we made a decision the very first year not to be identified as a "Partner" in any of the grant proposals. Our rationale was not that we did not want to work with the groups, but rather, that we did not want to pick and choose who we could and who we could not work with. And, we did not want to find ourselves in a situation where we were unable to work with non-TAH Grant groups. As a national institution, serving a nationwide audience, partnering with some and not others would not be fair. We try our best to accommodate all requests that we receive in a timely manner.

OFFICE OF REGIONAL RECORDS SERVICES

## The Peabody Museum of Archaeology and Ethnology at Harvard University

The Peabody Museum of Archaeology and Ethnology at Harvard University, founded in 1866 by George Peabody, is the oldest and largest institution in the western hemisphere devoted to archaeology and ethnology. As early as its first decade, the museum commissioned systematic collections in efforts that were formalized in the Peabody Museum expeditions, particularly in the Americas.

By the turn of the century, Peabody collections had taken on a global scope, and both the objects and the level of written and photographic documentation was attracting original research by scientists and students, who were actively defining the new discipline of anthropology. This resulted in the establishment of the Department of American Archaeology and Ethnology in Harvard's Faculty of Arts and Sciences in 1890.

The collections have continued to grow from the research and fieldwork of both faculty and others and from substantial bequests. Today, the Museum houses over 6 million individual objects, 500,000 photographic images, and substantial archival records, documenting tens of thousands of years of human experience. Few collections in the world can match its breadth and depth; even fewer have extensive documentation of their collections. Strongest in the cultures of North, Central, and South America and the Pacific Islands, the Peabody is also caretaker to important collections from Africa, Europe, and Asia.

The largest and strongest portion of the Peabody Museum's holdings is the North American collections, representing 60 percent of the archaeological and ethnographic collections. The collection is the second largest in the world—after the Smithsonian—and as a result of its strong documentation arguably the most important. The North American collections are the most heavily used collections at the Peabody, by Harvard faculty and students, academic researchers, and Harvard and local university courses; The North American galleries are a strong focus of school group programming during the academic year. In addition to the “permanent” exhibit “Hall of the North American Indian, Change and Continuity,” the Museum currently highlights another important piece of its North American Collection, in a special bicentennial exhibit entitled “From Nation to Nation: Examining Lewis and Clark's Indian Collection.” The exhibit presents important new research on the role of the Indian nations in the ultimate success of the Lewis and Clark expedition.



[DONATE NOW](#)

[Support](#) [Volunteers & Internships](#) [Calendar](#) [About Us](#) [Press](#)

[FEATURES & DININGS](#) [PLAN YOUR VISIT](#) [EDUCATION PROGRAMS](#) [DISCOVER MORE](#) [KIDS](#) [DINING & FUNCTIONS](#) [SHIP](#)

## About Plimoth Plantation

### Who We Are

Plimoth Plantation is a not-for-profit museum supported by admissions, contributions, grants and generous volunteers.

### What We Do

Plimoth Plantation, a bicultural museum, offers powerful personal encounters with history built on thorough research about the Wampanoag People and the Colonial English community in the 1600s. Our exhibits, programs, live interpreters, and historic settings encourage a new level of understanding about present-day issues affecting communities around the world.

### What Matters

The visitor experience is at the heart of our work. The setting, the staff and a compelling approach to history combine to provide a memorable visitor experience. We are successful when a satisfied visitor recommends us to family and friends.

[CONTACT US](#) [E-NEWS SIGN-UP](#)

©2007 Plimoth Plantation. All rights reserved.



[OUR INTERNS](#) [MEMBERSHIP](#)

The 2008 Season begins Saturday, March 22nd  
hours: from 9:00 am to 5:30 pm, 7 days a week March 22 through November 30, 2008  
address: 137 Warren Avenue, Plymouth, MA 02380 USA  
telephone: 1 + 508 746 1822

## About Us



### CONTACT US

All the information you need to contact us at Plimoth Plantation .



### JOBS AT PLIMOTH

Rich and satisfying employment bringing history to life .



### PRIVACY POLICY

Legal documents regarding Plimoth's privacy policy .



### TERMS & RIGHTS

The details on using and repurposing the content of this site .

[OUR INTERNS](#)

[MEMBERSHIP](#)

[SEARCH](#)

# Liberty and the Pursuit of Happiness: Narrative as a Lens on History

## Participating Plimoth Plantation Staff

- Kim VanWormer, Director of Education
- Randy Joseph, Wampanoag Education Program Manager
- Dr. Karin Goldstein, Curator of Originals
- Dr. John Kemp, Plimoth Plantation Manager of Colonial Interpretation Department

## **Introduction:**

Plimoth Plantation as a bi-cultural story or narrative.

Sources that tell us the story or narrative of 1620s Plymouth, both written and oral.

What we want the story to be vs. what it was. Myths and stereotypes.

Using cultural information, traditions and practices to flesh out the narrative.

## **Who Are the Wampanoag?**

Background of the Wampanoag, their lifeways and worldview in the 17<sup>th</sup> century

Cultural way such as traditional stories, music, material culture

Place of Narrative in Wampanoag life, past and present

Concept of liberty and its place in pre-contact Wampanoag life

Guided tour of the Wampanoag Homesite

Tour of Wampanoag original artifacts collection

## **Who are The English Colonists?**

Background and worldview of the English at Plymouth, looking at primary source documents for evidence

Cultural ways such as stories, music, poetry, oral tradition and material culture

Place of Narrative in English colonial life

Concept of liberty and its place in English colonial life, including an analysis of the Mayflower Compact.

Guided tour of the 1627 English Village

Tour of the colonial original artifacts collection

## **Colliding Cultures and Notions of Liberty:** from the 1621 treaty to the King Philip War

An analysis of the 1621 Treaty of Mutual protection between the Wampanoag and English

Dramatic Reenactment of an encounter between a Wampanoag and colonists

An Analysis of Events leading up to the King Philip War

A new, New England: after effects of the war

# Tsongas Industrial History Center

University of Massachusetts Lowell Graduate School of Education



Lowell National Historical Park

## What Is the Tsongas Industrial History Center?

Saturday, December 08,

*What's New?*

The Tsongas Center  
School Programs  
Teacher Workshops  
Summer Camp  
Summer Group  
Workshops  
Events Calendar  
Curriculum Materials  
Classroom Activities  
Directions  
Contact Us

Download our School  
Program Curriculum  
Packets

Who was Paul  
Tsongas?

- The Tsongas Center is a hands-on history center for **students** to learn about the American Industrial Revolution through hands-on activities and by experiencing history where it happened. Students "do history" by weaving, creating a canal system and testing water wheels, working on an assembly line, role-playing immigrants, or becoming inventors. In investigating industrial history, students can also "do science," testing river or canal water quality, tracing the flow of groundwater pollution, or discovering river cleanup techniques.
- The Tsongas Center is a curriculum resource for **teachers** to participate in practical professional development workshops and great primary-source-based teaching activities. Teachers can get professional development points and, in some cases, graduate credit for their work at the Center.
- The Tsongas Center is a partnership between the University of Massachusetts Lowell Graduate School of Education and Lowell National Historical Park who each provide a portion of the funding and staff to operate the Center.

Reservations for the  
2007-2008 School year  
are available. Call 978-970-5000 to reserve programs.

Call 978-970-5000  
reserve programs for  
school.

Help Us - Become  
Volunteer Teacher's /



Please contact us if you have any questions or if you are interested in scheduling a visit.

Funding Support is provided, in part, by the  
Massachusetts Cultural Council and the Institute for Museum and  
Library Services.

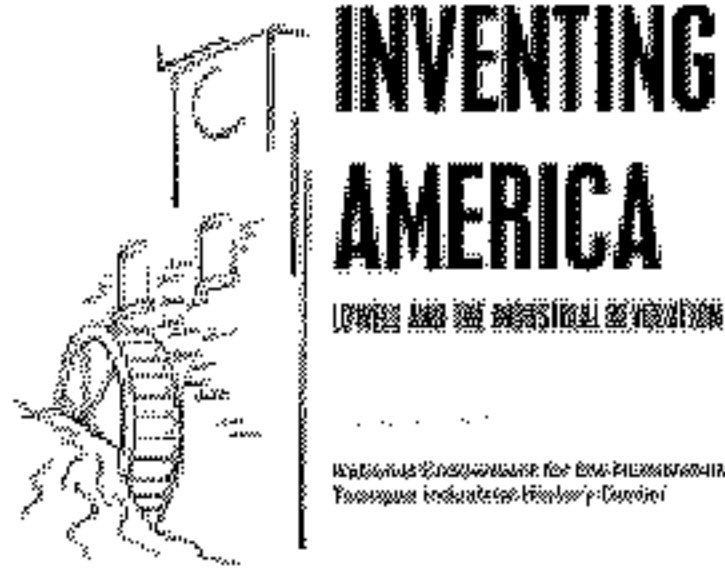


You are visitor

**49,085**

since 9/8/99





[Welcome](#)

[About Our Workshop](#)

[How to Apply](#)

[Photo Tour](#)

[What Is the Tsongas Center](#)

---

# Inventing America: Lowell and the Industrial Revolution

**Choose One: June 22 - 27, 2008, July 13 - 18, 2008, July 27 - August 1, 2008**

The [Tsongas Industrial History Center](#) invites educators to [Lowell National Historical Park, Lowell, Massachusetts](#), for a six-day summer institute, *Inventing America: Lowell and the Industrial Revolution*, funded by the [National Endowment for the Humanities](#).

This institute will use the rich resources of Lowell National Historical Park, Old Sturbridge Village, and Concord, MA, museums and historic sites to offer residential learning experiences. Each participant will receive a stipend of \$500 to cover housing, meals, books and other expenses. Some additional funds are available on a case-by-case basis for travel.

## *Content, Scope, and Approach*

The *Inventing America* Workshop combines scholarly presentations with on-site investigations of the canals, mills, worker housing, and exhibits of Lowell National Historical Park and of other sites in Lowell's historic district. Sessions draw on scholarly



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES



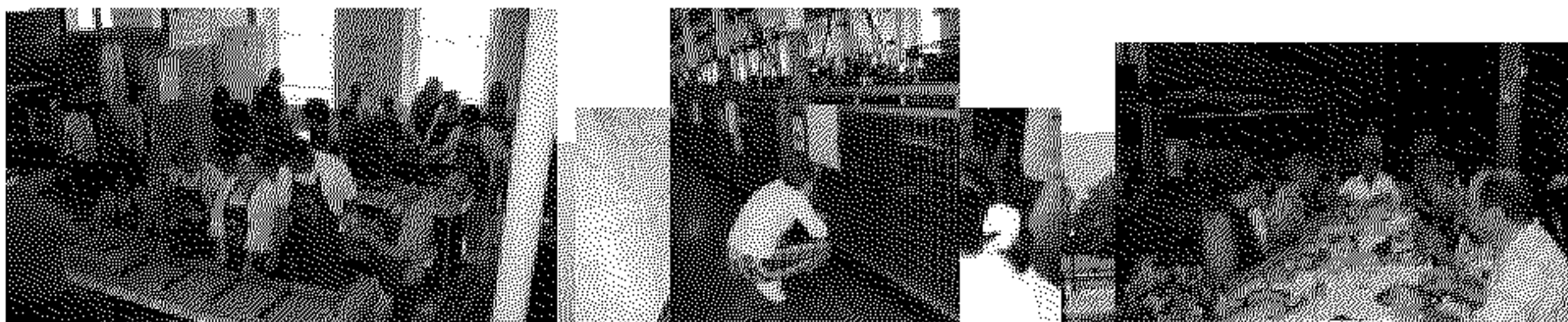
monographs (discussed below), primary sources, and works of literature and historical fiction. We intersperse lecture-discussions, hands-on activities, and field investigations. In addition to Lowell's landmark resources, we take full advantage of Old Sturbridge Village exhibits and scholars to explore pre-industrial rural life and draw on the expertise of scholars and presenters at Walden Pond and the Old Manse in Concord, Massachusetts, to explore how prominent authors addressed the question of industrialization's effect on American life, values, and the environment.

Hands-on activities throughout the week help participants deepen understanding by engaging in simulations where they weave cloth, build water-powered mill systems, and work on an assembly line. After cooking a meal over fireplaces at Old Sturbridge Village and sharing a boardinghouse dinner at the Boott Cotton Mills, we will reflect on differences and similarities between farm and factory life. Teachers of history, language arts, science, and math will find Lowell a most engaging classroom.

**Application Procedure and Deadline:** Completed application must be postmarked no later than March 15, 2008.

**Questions and comments?** contact Ellen Anstey at: [Ellen\\_Anstey@uml.edu](mailto:Ellen_Anstey@uml.edu) or 978-970-5101.

This project is funded as part of the We the People initiative of the  
National Endowment for the Humanities.



Appendices 132



**Appendix 12:**  
**Project Evaluator: Letter of  
Commitment, Corporate Capabilities,  
and Resume of the Evaluator**

# Social Science Research & Evaluation, Inc.

84 Mill Street  
Lincoln, MA 01773-1706  
Ph: 781-259-1443, 781-270-6613  
E-mail: rapsler@ssre.org

---

December 4, 2007

Susan Linn  
Grants Coordinator  
Newton Public Schools  
100 Walnut Street  
Newton, MA 02460

Dear Ms. Linn:

Social Science Research & Evaluation, Inc. (SSRE) has been pleased to participate with the Newton Public Schools (NPS) and its district partners to develop a proposal for the USED *Teaching American History* grant program. Participating in the planning process has helped ensure a continued focus on evaluation, and especially, GPRA measures, in project design. Having worked with NPS for many years and having collaborated with NPS on several USED grants, SSRE believes that it is ideally suited to partner with NPS on this important and exciting project.

If a Teaching American History grant is awarded to NPS, SSRE agrees to serve as the evaluator and to perform all the duties described in the proposal. Robert Apsler, PhD, will serve as the primary SSRE staff person on the project. Dr. Apsler has many years of experience evaluating social programs and has worked on several USED grants.

The fees for these services will be \$34,601 in year 1, \$27,120 in year 2, and \$26,728 in year 3. If funding is extended for an additional 24 months, SSRE agrees to participate as an evaluator in years 4 and 5 as well.

SSRE looks forward to working with NPS on a Teaching American History grant.

Sincerely,



Robert Apsler, PhD  
President

Social Science Research & Evaluation, Inc. (SSRE) is a non-profit research firm that consults to government, industry, and private organizations. SSRE staff have extensive experience in basic and applied research in several areas, including:

- Educational Research.
- Evaluation of Alcohol and Drug Abuse Programs.
- Development of Alcohol and Drug Abuse Prevention Strategies.
- Basic Alcohol and Drug Abuse Research.
- Health and Mental Health Care.
- Training and Technical Assistance.
- Highway Safety and Transportation.
- Criminal Justice.

SSRE was founded as a non-profit corporation in 1984 by Dr. Robert Apsler and Dr. Wayne Harding to further basic and applied social science research. Dr. Apsler is affiliated with Harvard Medical School through the Department of Psychiatry where he is an Assistant Clinical Professor. Both serve as faculty members of the Division on Addictions, Harvard Medical School.

These and other affiliations provide access to extensive computer, library, laboratory and other facilities and to a network of colleagues whose expertise can be brought to bear as necessary for a particular SSRE research project.

Dr. Apsler and Dr. Harding have each had over thirty years experience conducting basic and applied social science research. They have served as Principal or Co-principal Investigators on grants and contracts from several federal agencies, including The U.S. Education Department, U.S. Department of Transportation / National Highway Traffic Safety Administration, The National Institute on Alcoholism and Alcohol Abuse, The National Institute of Justice, The National Institute on Mental Health, The National Institute on Drug Abuse, The National Institute for Handicapped Research, The Veteran's Administration, and the Center for Substance Abuse Prevention. They have also conducted research for foundations (e.g., The Motorcycle Safety Foundation, Inc. of Pennsylvania and the Better Homes Foundation of Newton, Massachusetts) and for state and local agencies (e.g., the Newton Public School System, the Governor's Highway Safety Bureau of Massachusetts, The Massachusetts Department of Public Health, and the Arlington Public Schools, Arlington, Massachusetts).

Both Dr. Apsler and Dr. Harding have published their research findings in scientific journals, books, and agency reports. Also, they have made many presentations about their work.

## **SKILLS**

As the list below indicates, Dr. Apsler and Dr. Harding have a broad range of research and management skills:

- Extensive experience in conducting both process and outcome evaluations employing quantitative and qualitative techniques.
- Experience in designing and conducting basic research and in the development of exploratory research into larger and sustained research endeavors.
- Experience surveying a variety of populations using focus groups, written questionnaires, and interviews, including mail and telephone surveys.
- Experience designing and implementing on-line surveys, both e-mail and web-based.
- Experience developing management information systems.
- Facility with a wide variety of univariate and multivariate statistical procedures.
- The ability to organize results into publishable material and to present findings to professional and lay audiences.
- Familiarity with mainframe and microcomputer systems and with database, spreadsheet, statistical, word processing, and other software.
- Experience in assisting and training others to conduct research.
- Experience in relating to federal, state, and local funding personnel and in the preparation of funding proposals and timely and comprehensive interim and final reports.
- Experience cooperating with other investigators and research organizations.
- The ability to manage projects within the framework of larger organizations as well as experience in managing research corporations.

## **FACILITIES**

SSRE's principal offices are located at 21-C Cambridge Street, Burlington, Massachusetts. This location is approximately 15 miles from Boston and is convenient to major highways, universities, and research centers.

Facilities and equipment available for research include:

- Desktop and laptop computers with a wide variety of software (programs are available for communications, word processing, databasing, spreadsheets, statistics, graphics, utilities, and programming).
- Through Dr. Apsler's status as faculty of Harvard Medical School, access to the Harvard Office of Information Technology computing systems, the Harvard library system, and other Harvard facilities.

## Robert Apsler, Ph.D.

(b)(6)

June 2006

Robert Apsler, Ph.D. is a social scientist specializing in applying rigorous research methods to applied settings. He has worked in the areas of mental health, injury prevention, substance abuse prevention and treatment, domestic violence, after-school education, and policing. Recent research involved conducting a randomized trial of a middle school substance abuse prevention program, assisting a large social service agency in reorganizing and implementing rigorous assessment of outcomes within all its services, helping youth development and immigrant parenting programs achieve recognition as model programs, and evaluating after-school and substance abuse prevention programs.

### EDUCATION:

1965 A.B.	Stanford University (Psychology)
1969 Ph.D.	University of California at Los Angeles (Social Psychology)

### ACADEMIC APPOINTMENTS:

1969-1975	Assistant Professor of Psychology, Department of Psychology, Boston University
1975-1982	Assistant Professor of Psychology, The Cambridge Hospital
1982-	Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School
1986-	Faculty, Center for Addiction Studies, Department of Psychiatry, Harvard Medical School, The Cambridge Hospital, Cambridge, MA.
1990-1993	Senior Research Associate, Institute for Health Policy, Heller School, Brandeis University
1996-	Assistant Clinical Professor of Psychology, Department of Psychiatry, Harvard Medical School

### OTHER PROFESSIONAL POSITIONS:

1971-1974	Evaluation Research Consultant, Project Place, Boston, MA
1974-1977	Consultant, Boston University Center for Law and Health Sciences, Boston University
1975-1978	Research Director, Drug Problems Resource Center, Cambridge, MA--Grant
1975-1977	Member, Evaluation Monitoring Board, Massachusetts Department of Youth Services
1979-1982	Research Director, A Regional Psychiatric Emergency Training Program--Grant
1980-1984	Project Director, Social and Behavioral Research, Inc.
1983-1989	Senior Associate, Harold Russell Associates, Inc.
1984-	President, Social Science Research and Evaluation, Inc.
1987-	Partner, Social Science Research Enterprises

### AWARDS AND HONORS:

1965 Received A.B. with Honors and Distinction  
1965-1966 Woodrow Wilson Fellowship

**GRANTS: (AS PRINCIPAL OR CO-PRINCIPAL INVESTIGATOR)**

1972-1973 The antecedents and consequences of embarrassment. National Institute of Mental Health.

1979-1980 Multiple goal path evaluation of drug treatment. National Institute on Drug Abuse.  
1983-1984 Alcohol prevention: influencing students' control styles. National Institute on Alcohol Abuse and Alcoholism.

1990-1993 Analysis of quality and outcome measurement instruments and their application in the field of drug abuse services. National Institute on Drug Abuse.

1991-1997 Evaluation component of the Drug Use and Alcohol Abuse Prevention Demonstration Grant in Community Partnership Programs awarded to the City of Brockton, MA. U.S. Office of Substance Abuse Prevention.

1991-1997 Evaluation component of the Drug Use and Alcohol Abuse Prevention Demonstration Grant in Community Partnership Programs awarded to Baystate Community Services, Quincy, MA. U.S. Office of Substance Abuse Prevention.

1994-1996 Principal Investigator for the evaluation component of a U.S. Center for Substance Abuse Prevention demonstration grant to Children's Hospital, Boston, MA, for Project New Life, an outpatient drug abuse program.

1997-1999 Locally Initiated Research Partnership. US Department of Justice, National Institute of Justice.

1997-2001 Safe Communities Partnership. National Highway Traffic Safety Administration.

1999-2002 Community Initiated Prevention Intervention. US Center for Substance Abuse Prevention.

2002-2005 Grants to Reduce Alcohol Abuse. US Department of Education

**CONTRACTS: (AS PRINCIPAL OR CO-PRINCIPAL INVESTIGATOR)**

1983 A field test of new methods for detecting intoxicated drivers at police checkpoints. US Department of Transportation/National Highway Traffic Safety Administration.

1983 An analysis of the impact of rider education legislation on motorcycle accident and fatality rates. Motorcycle Safety Foundation, PA.

1983-1984 Development of a package for state-of-the-art research in rehabilitation. National Institute of Handicapped Research of the U.S. Department of Education.

1984-1989 The efficacy of BAC feedback devices at various levels of intoxication. US Department of Transportation/National Highway Traffic Safety Administration.

- 1985-1987 Evaluation of the Lynn, Massachusetts Target of Opportunity Program. Massachusetts Governor's Highway Safety Bureau.
- 1985-1987 Evaluation of the incentive grant approach and criteria for alcohol safety programs (Section 408). US Department of Transportation/National Highway Traffic Safety Administration.
- 1985-1987 The review and assessment of designated-driver-programs as an alcohol countermeasure approach. US Department of Transportation/National Highway Traffic Safety Administration.
- 1986-1987 The assessment of ride service programs as an alcohol countermeasure. US Department of Transportation/National Highway Traffic Safety Administration.
- 1987-1989 Assessment of Multiple DWI Offender Restrictions. US Department of Transportation/National Highway Traffic Safety Administration.
- 1987-1989 Development of Techniques of Effective Alcohol Management (TEAM) Policy Assessment and Evaluation Handbook. US Department of Transportation/ National Highway Traffic Safety Administration.
- 1987-1989 Extended Evaluation of the 408 Program. US Department of Transportation/National Highway Traffic Safety Administration.
- 1987-1989 Identification of Parental Program Structures for Deferring Adolescent Drinking and Driving. US Department of Transportation/National Highway Traffic Safety Administration.
- 1989-1991 Evaluation of homeless programs for families. The Better Homes Foundation.
- 1989-1991 Driving while suspended. US Department of Transportation/National Highway Traffic Safety Administration.
- 1989-1991 Determine feasible and acceptable age 21 support programs. US Department of Transportation/National Highway Traffic Safety Administration.
- 1990-1993 Designated Driver Programs Field Test. US Department of Transportation/National Highway Traffic Safety Administration.
- 1995-1996 Addressing Peer Influence. US Department of Transportation/National Highway Traffic Safety Administration.
- 1997 Assessment of Attitudes and Behavior Regarding Drinking and Driving. US Department of Transportation/National Highway Traffic Safety Administration.
- 1997-1998 Assessment of .08 Blood Alcohol Limits. US Department of Transportation/National Highway Traffic Safety Administration.
- 1997-present Evaluation of the Center for the Application of Prevention Technologies, subcontract to Education Development Center, Inc., Newton, Massachusetts. Center for Substance Abuse Prevention.

- 1999-2000 Evaluation of 26 truancy prevention programs. Middlesex County District Attorney's Office, Massachusetts.
- 2002-2003 Assessment Study of Adolescent Substance Abuse Treatment. The Health Foundation of Central Massachusetts, Inc.
- 2004-present Evaluation of five substance abuse prevention programs. Rhode Island Dept. of Mental Health, Retardation, and Hospitals.
- 2006-present Evaluation of Community Schools Rhode Island. United Way of Rhode Island

### **PUBLICATIONS:**

- Apsler R, Sears DO. Warning, personal involvement and attitude change. *Journal of Personality and Social Psychology*; 1968, 9:162-166.
- Apsler R. Effects of the draft lottery and a laboratory analogue on attitudes. *Journal of Personality and Social Psychology*; 1972, 24:262-272.
- Apsler R. Effects of embarrassment on behavior toward others. *Journal of Personality and Social Psychology*; 1975, 32:145-153.
- Apsler R, Friedman E. Chance outcomes and the just world: a comparison of observers and recipients. *Journal of Personality and Social Psychology*; 1975, 31:887-894.
- Apsler R, Goldman G. A model for evaluating hotline counselors' effectiveness in dealing with loneliness calls. *Journal of Crisis Intervention*; 1975, 6(2):20-27.
- Apsler R, Hodas MD. Evaluating hotlines with simulated calls. *Journal of Crisis Intervention*; 1975, 6(1):14-21.
- Apsler R. Counter-attitudinal and pro-attitudinal advocacy in the forced compliance paradigm: a test of self-perception theory. *Journal of Social Psychology*; 1976, 98:61-68.
- Apsler R, Hoople H. Evaluation of crisis intervention services that have anonymous clients. *American Journal of Community Psychology*; 1976, 4:293-302.
- Apsler R. In defense of the experimental paradigm as a tool for evaluation research. *Evaluation*; 1977, 4:14-18.
- Benedict AR, Apsler R, Morrison S. Student views of their counseling needs and services. *Journal of College Student Personnel*; 1977, 19:110-114.
- Apsler R. Untangling the conceptual jungle of drug abuse. *Contemporary Drug Problems*; 1978, 7:55-80.
- Apsler R. Pre- and post-planned evaluations are complements not alternatives: a reply to Strasser and Deniston. *Evaluation and Program Planning*; 1978, 1:209-210.
- Zinberg NE, Harding WM, Apsler R. What is drug abuse? *Journal of Drug Issues*; 1978, 8:9-35.



- Apsler R. Measuring how people control the amounts of substances they use. *Journal of Drug Issues*; 1979, 9:145-159.
- Apsler R, Blackman D. Adults' drug use: relationship to perceived drug use of parents, friends while growing up, and present friends. *American Journal of Drug and Alcohol Abuse*; 1979, 6:291-300.
- Apsler R, Brady B, Barker P. Reasons for not using licit and illicit drugs: the role of experience with illicit drugs. *Journal of Drug Issues*; 1979, 9:535-565.
- Bassuk E, Apsler, R. Managing the chronic patient in an acute care setting. *Psychosocial Rehabilitation Journal*; 1982, 6:20-26.
- Bassuk E, Apsler R. Are there sex biases in rape counseling? *American Journal of Psychiatry*; 1983, 140:305-308.
- Bassuk E, Winter R, Apsler R. Cross-cultural comparison of British and American psychiatric emergencies. *American Journal of Psychiatry*; 1983, 140:180-184.
- Apsler R, Bassuk E. Differences between clinicians in the decision to admit. *Archives of General Psychiatry*; 1983, 40:1133-1137.
- Bassuk E, Minden S, Apsler R. Geriatric emergencies: psychiatric or medical. *American Journal of Psychiatry*; 1983, 140:539-542.
- Bassuk E, Apsler R, Jacobs L. Developing and assessing a training program in prehospital care of behavioral emergencies. *Hospital and Community Psychiatry*; 1983, 34:962-964.
- Apsler R, Rothman E. Correlates of compliance with psychoactive prescriptions. *Journal of Psychoactive Drugs*; 1984, 16:193-199.
- Bassuk E, Apsler R. Former state hospital patients in private general hospital psychiatric emergency settings. *General Hospital Psychiatry*; 1985, 7:144-148.
- Apsler, R., Harding WM, and Goldfein, J. The Review and Assessment of Designated Driver Programs As An Alcohol Countermeasure Approach, Final Report. Washington, D.C.: U.S. Department of Transportation, National Highway Safety Traffic Administration, 1987 (Publication No. DOT HS 807 108).
- Apsler, R. and Harding, WM, Responsible Alcohol Management for Public Assembly Facilities: Guidelines for Developing, Implementing, and Evaluating Your Program. Washington, D.C.: U.S. Department of Transportation, National Highway Traffic Safety Administration, 1989 (DOT Publication No. DOT HS 807 488).
- Apsler R. Transportation alternatives for drinkers. Surgeon General's Workshop on Drunk Driving: Background Papers. Washington, D.C. U.S. Department of Health and Human Services, 1989, 157-168.
- Harding, WM, Apsler, R., and Walsh, W., Determine Feasible and Acceptable Age 21 Support Programs. Washington, D.C.: U.S. Department of Transportation, National Highway Traffic Safety Administration, 1990. (DOT Publication No. DOT HS 807 667).

- Apsler, R., Harding, WM Responsible Alcohol Service Programs Evaluation. Washington, D.C.: U.S. Department of Transportation, National Highway Traffic Safety Administration, 1991. (DOT Publication No. DOT HS 807 779).
- Apsler R, Harding WM. Cost-effectiveness analysis of drug abuse treatment: current status and recommendations for future research. NIDA Drug Abuse Services Research Series, Background Papers on Drug Abuse Financing and Services Research, No. 1, 1991, 58-81.
- Apsler R. Evaluating the cost-effectiveness of drug abuse treatment services. Economic Costs, Cost-Effectiveness, Financing, and Community Based Drug Treatment, National Institute on Drug Abuse, Research Monograph Series 113, 1991, 57-66.
- Apsler, R. Is drug abuse treatment effective? *The American Enterprise*; 1994, 5(2):46-53.
- Apsler, R. The need for better research. In D.J. Besharov (Ed.), *When Drug Addicts Have Children: Reorienting Child Welfare's Response*. Washington, D.C.: Child Welfare League of America, American Enterprise Institute, 1994, 101-112.
- Apsler, R., Harding, WM. Evaluations of laws lowering BAC limits: A review. Washington, D.C.: National Highway Traffic Safety Administration, 1995.
- Apsler, R., Harding, WM. Knowledge of blood alcohol content and associations with attitudes toward drinking and driving. Washington, D.C.: National Highway Traffic Safety Administration, 1997.
- Apsler, R., Char, AR, and Harding, WM. The effects of 0.08 laws on crashes and consumption of alcohol." Washington, D.C.: National Highway Traffic Safety Administration. 1998.
- Apsler, R., Char, AR, Harding, WM, and Klein, TM. The effects of 0.08 BAC laws. Washington, D.C.: National Highway Traffic Safety Administration, 1999. (DOT Publication No. DOT HS 808 892).
- Apsler, R., Cummins, M., and Carl, S. Fear and expectations: Differences among female victims of domestic violence who come to the attention of police. *Violence and Victims*; 2002, 17:445-453.
- Apsler, R., Cummins, M., and Carl, S. Perceptions of the police by female victims of domestic partner violence. *Violence Against Women*; 2003, 9:1318-1335.
- Apsler, R, Formica, S, Friedman Rosenthal, A, Robinson, K. Increases in Booster Seat Use Among Children of Low-Income Families Vary with Age. *Injury Prevention*; 2003, 9:322-325.
- Apsler, R., Formica, S., Fraster, B., and McMahan, R. Promoting positive adolescent development for at-risk students with a student assistance program. *The Journal of Primary Prvention*; 2006, 27:533-554.

## **PRESENTATIONS:**

- 1972 The effects on attitudes of random outcomes: a look at the draft lottery and the just world effect. Collegium on Psychology and Politics, Yale University, April

- 1972 The effects of good and bad outcomes on attitudes. Social Psychology Colloquium, Harvard University, June
- 1972 Embarrassment, New England Social Psychological Association meeting, Boston University, February (Apsler R and Modigliani A)
- 1977 What is drug abuse? National Drug Conference, Annual Meeting, San Francisco, May
- 1978 Psychosocial drug research in a medical school setting. Social-Developmental Psychology Colloquium, Brandeis University, December
- 1979 How a hard-nosed approach to design enhances utilization. ADAMHA New England Regional Evaluation Conference, Durham, NH, February.
- 1983 Video games and social behavior. Symposium on "Video games and human development: a research agenda for the 1980s", Harvard Graduate School of Education, May (Leff, HS and Apsler R).
- 1984 Drinking and age: deciding how much to use. American Psychological Association, Annual Meeting, Toronto, August.
- 1986 Evaluation of alcohol countermeasure activities in Lynn, Massachusetts. U.S. Department of Transportation/National Highway Traffic Safety Administration "Targets of Opportunity" Conference, Fort Worth, TX, March.
- 1988 Transportation alternatives for drinkers. Paper presented at U.S. Surgeon General's Workshop on Drunk Driving, Washington, D.C., December.
- 1990 Cost-effectiveness analysis of drug abuse treatment: current status and recommendations for future research. Annual Advisory Committee Meeting, National Institute on Drug Abuse Center for Drug Abuse Services Research, Waltham, MA, January.
- 1991 Is drug abuse treatment effective? American Enterprise Institute for Public Policy Research conference, Protecting the Children of Heavy Drug Users, Williamsburg, VA, July.
- 1992 Research on the outcome of substance abuse treatment. Committee on Alcoholism and the Addictions of the Massachusetts Psychiatric Society, Cambridge, MA December.
- 1997 Alternative transportation countermeasures for driving while intoxicated. Annual Workshop on Human Factors in Transportation, Transportation Research Board, Washington, D.C.
- 1998 Research on police responses to domestic violence. Locally Initiated Research Partnership Program Conference, National Institute of Justice, Washington, D.C.
- 1999 Middlesex Truancy Prevention Program 1998-99: Results from the Evaluation and Recommendations for Future Programs. Toward Effective School Policy and community Awareness: Truancy Prevention and Attendance Enhancement, Office of the Middlesex District Attorney Conference, Wayland, MA.
- 1999 Panelist: Town Meeting On Safe Communities and Data Sharing; 1999 U.S. Traffic Records Forum, Danvers, MA

- 2000 Evaluating the Providence Risk Watch Program. National Fire Protection Association Fall Education Conference, Orlando, FL.
- 2001 Innovative Uses of Data and Evaluation. Annual U.S. Traffic Records Forum, New Orleans, LA.
- 2001 Evaluation of Risk Watch. New England Association of Fire Marshal's 42<sup>nd</sup> Annual Conference and Educational Seminar: Leading The Way To A Safer Future, Warwick, RI.
- 2001 Injury prevention – seat belts save lives. Diversity Dialogues: Rhode Island Department of Health Data Symposium for the Elimination of Health Disparities in Rhode Island, Providence, RI.
- 2002 With B. Fraster and S. Formica. CASPAR Student Assistance Program: Promising Middle School Prevention Program in an Urban Setting. Paper presented at 130th American Public Health Association Annual Meeting; Philadelphia, PA

## **Appendix 13: Job Description of the Project Director**

### POSITION

**.70 FTE Project Director  
Teaching American History**

### LOCATION

**Education Center**

The Project Director will report to the Assistant Superintendent for Curriculum and Instruction of Newton Public Schools.

Roles and Responsibilities will include: (a) oversight and management of grant goals and activities; (b) facilitation and leadership of the project partnership, which will include six school districts and multiple professional development providers, including chairing an Advisory Board, which will meet quarterly; (c) coordination of training for school personnel for all partnering school districts; (d) in collaboration with professional development providers, development of professional development opportunities, including an annual online professional development series; (e) collaboration with project evaluators to produce and incorporate formative evaluation results in ongoing project design as well as to complete a summative program evaluation; (f) delivery of an eight-session online professional development series each year; (g) promotion of project-related events and activities; and, (h) in association with the Grants Coordinator, ensure that all federal grants management requirements are met.

### Qualifications:

Minimum: Masters Degree in Education or equivalent

The ideal candidate will have at least five years of experience working in a leadership role in an educational setting. Understanding of K-12 public school systems required. Strong verbal and written communication skills required. Knowledge of up-to-date pedagogy and professional development models required. Ability to understand budgets and accounting desirable. Experience with Federal grant funding preferred.

Newton Public Schools encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

**Application Deadline to indicate interest: November 20, 2007**

**Appendix 14:**  
**Resumes of the Key Project Personnel –**  
**Lead LEA**

## *JANET T. BUERKLIN*

### **Massachusetts Certifications:**

**Elementary Education (K-8)**

**Principalship (N-5)**

### **EDUCATION**

Boston University, Boston, MA

**Doctor of Education, Educational Administration and Policy, 1993**

Temple University, Philadelphia, PA

**Master of Education, Psychology of Reading, 1969**

West Chester State College, West Chester, PA

**Bachelor of Science in Elementary Education, 1967**

Lesley College, Brandeis University, Boston College

**Graduate Course Work, 1974 - 1986**

### **EXPERIENCE**

#### **COORDINATOR OF HISTORY/SOCIAL SCIENCES, K-8**

**Newton Public Schools**

**(1996-**

**2007)**

- Develop curriculum units for kindergarten through grade 8
- Supervise the implementation of pilot curricula in kindergarten through grade 8
- Select appropriate classroom materials for newly developed curriculum
- Provide workshops and staff development for teachers in grades K-8
- Wrote Elementary and Middle School Benchmarks to reflect Newton's history program and the Massachusetts Frameworks; wrote civics expectations
- Co-chaired the History Review Committee that evaluated the program and made curricular recommendations
- Speak to PTAs and other parent groups
- Observe and supervise teachers, new to Newton
- Contribute to system-wide initiatives such as the elementary progress reports and the middle school BRIM initiative
- Act as liaison with organizations that provide professional development, such as Primary Source
- Work with other curriculum coordinators to implement interdisciplinary curricula and professional development to support the curricula
- Serve on a DOE Advisory Council on Global Education
- Serve as the district's liaison to a federal Teaching American History grant

## **CLASSROOM TEACHER**

### **Teaching Assignments 1996)**

**(1967 -**

- Grades 4, 5, 6 at the Cabot, Underwood, Franklin, and Bowen Schools in Newton, MA (1973 - present)
- Grades 4, 5, and 6 in Clayton, MO; Newton, MA; Philadelphia, PA (1967 - 1973)
- Grade 2 Literature (1992 - 1993)

### **Administrative Experiences While Teaching**

- Served as teacher-in-charge when principal was absent from building (1993 - 1996)
- Served as co-coordinator of Mentorship Program for new staff across the school system in which newly hired staff are paired with veteran teachers (1993 - 1996)
- Conducted faculty study groups to examine particular issues of interest to the building staff, most recently around Authentic Assessment (1994 - 1996)
- Conducted a study group for fifth grade teachers from all schools in Newton to examine issues of particular interest to participants (1995 - 1996)
- Served as social studies advisor for the Bowen School (1988 - 1996)
- Interviewed prospective teaching candidates at area colleges (1989 - 1995)
- Served as mentor to teacher, new to the grade level (1992 - 1993)
- Served as building representative to the teachers' union for more than 10 years

## **COLLEGE INSTRUCTOR**

### **Brandeis University and Lesley College 1988)**

**(1977 -**

Taught classes in Social Studies Curriculum and Methods for undergraduate students at Brandeis University and for graduate students at Lesley College. The courses were part of the colleges' teacher certification programs.

## **PRESENTER/INSTRUCTOR**

### **Within New England**

**Schoolyard Archaeology** - Presented a hands-on classroom archaeology project

- at the New England Regional Conference on the Social Studies, 1993
- at a conference for teachers at Regis College, 1992

**Mentoring New Teachers** - Presented a description of Newton's Mentorship

Program, its philosophy and practice at MASPA-NEASCUS conference, 1994

### **Within Newton**

**Numerous curriculum workshops for many grade levels**

**TimeLiner and other Technology in the Social Studies Classroom**

**Archaeology Workshop**

**Authentic Assessment Strategies**

**Black Efficacy Workshop**

**Early New England Towns Workshop**

**Human Origins Workshop**

**Sexual Harassment Workshop**



## PROFESSIONAL DEVELOPMENT WORKSHOPS AND SEMINARS

**Various Primary Source seminars on *Massachusetts History, China, U.S. Founding Documents, Economics in a Global Society*, 1999 – 2007**  
**Interdisciplinary Instruction/BRIM**, 2007  
**EDCO seminar on *The Massachusetts Landscape***, 2006  
**Critical Friends Training**, 2005  
**Observing and Analyzing Teaching**, 2003  
**Active Anti-Racism Sessions and Study Groups**, 1996 - 1997  
**The INTERNET in the Social Studies Classroom**, summer, 1996  
**EDCO Conference on Mentoring New Teachers**, 1996  
**Workshop on Alternative Assessment**, 1995  
**Making Inclusion Work**, Lesley College Seminar, summer 1995  
**"The Art and Craft of the Principalship"**, Harvard University Principals' Center, 1994  
**"Understanding Teaching" (based on the work of Jon Saphier)**, 1993 - 1994  
**Sexual Harassment Workshop**, 1994  
**Literacy Institute**, Lesley College, 1993  
**METCO Conferences**, 1991, 1992, 1995  
**Black Efficacy Workshop (based on the work of Jeffrey Howard)**, 1998  
**Archaeological Seminars & Digs**: Scotland, 1989; Israel, 1986; New Hampshire, 1979

## PUBLICATIONS

**Doctoral dissertation**: "The Efficacy of Classroom Discussion in Engendering Appreciation of Human Diversity"  
**Various Curriculum Guides, kindergarten through grade 8**

## PROFESSIONAL ASSOCIATIONS

Member, Association of Supervision and Curriculum Development  
Member, Principals' Center, Harvard University  
Member, National Council of Teachers of Social Studies  
Member, National Education Association  
Member, Massachusetts Teachers Association  
Member, Newton Teachers Association

- Member, Administrative Council/Newton Teachers Association (1975-1981; 1985-1996)
- Member, Committee Chair, Executive Council/Newton Teachers Association (1988-1989; 1995-1996)
- Representative, Massachusetts Teachers Association Leadership Conference, 1980

Carolyn Dobbs Wyatt

(b)(6)

(b)(6)

Office (617) 559-6125  
FAX (617) 559-6126

Education:

**Harvard University Graduate School of Education,  
Cambridge, Massachusetts**

Ed.D. 1988 in Teaching, Curriculum, and Learning Environments.

Dissertation: The Reform of the High School English Curriculum  
1955-1975: Curricular Implications and the Black Student.

**Rhode Island College, Providence, Rhode Island** M.Ed 1973.

Concentration in English; Specialization in Urban Education.

**Spelman College, Atlanta, Georgia**

B.A. 1968. Major: English; Minor: Secondary Education

**Biographical Statement:**

Carolyn D. Wyatt is currently Assistant Superintendent for Curriculum and Instruction of the Newton (MA) Public Schools. In the decades prior to her tenure in Newton, Dr. Wyatt was a senior project director at Education Development Center, Inc. (EDC), Center for Family, School and Community, Newton, Massachusetts, Director of Education Programs, Undergraduate School, Lesley College (now Lesley University/Women's College). Also, she served as an Associate Director for Schools at the Coalition for Essential Schools, Brown University, under the leadership of TheodoreSizer.

She has spent over 25 years in public education at a variety of levels from preschool through grade 12, including almost a decade as Coordinator of English/Language Arts, K-12, in the Cambridge Public Schools, Cambridge, MA. Over the years, she has taught as an adjunct faculty member in both undergraduate and/or graduate school programs at Wheelock and Lesley Colleges and in the graduate school at Harvard University. She has made professional presentations and conducted workshops for teachers in Massachusetts and across the country.

Throughout her career in education, Dr. Wyatt has developed extensive experience and expertise in the field of English language arts. She has taught English language arts in almost every pre-college grade. Though trained as a high school English teacher, Dr. Wyatt began her career in public education as an extended term substitute/preschool lead teacher. In that school setting, the Bereiter and Engelmann early literacy program was used extensively for basic language acquisition with African American children of working class and lower socio-economic status. This theory of language acquisition served as the catalyst for her later doctoral work in English curriculum and education reform.

Dr. Wyatt ended her tenure as English language arts Coordinator in the Cambridge Public Schools having revised and developed the school district's literature and language arts curriculum, K-12. Highlights of Dr. Wyatt's tenure include:

- ◆ district adoption of and training in holistic scoring of basic skills writing samples development of a scope and sequence for a literature-based reading program aligned with the social studies curriculum
- ◆ acquisition of new and multicultural literature texts, K-12
- ◆ state grant support for and implementation of a computer-based writing laboratory, grades 9-12

The high school Writing Center—developed during her tenure—received a Center of Excellence award from the National Council of Teachers of English.

Initially in higher education, Dr. Wyatt was Associate Director for Schools: The Coalition of Essential Schools (CES) at Brown University. She worked on national high school reform issues by coordinating, with a team of teacher-practitioners and Brown University students, the first "Literature and the Arts" Institute for CES. And, she collaborated with other CES staff in the Schools Division—along with colleagues from the Education Commission of the States (ECS)—to develop and present workshops and symposia on program development and curriculum and instruction. She has taught a broad range of courses including the following: *Children's Literature*, *Multicultural Methods in Education*, *Education: A Case Study Approach* (Foundations of Education), *Teaching in a Multicultural Society*, *Administration of Educational Programs* and, most recently, *Cross-Cultural Communication*.

In research and development, Dr. Wyatt was a senior project director at Education Development Center, Newton, MA and served as project director of The Pew Charitable Trusts (PCT), K-12 Systemic Reform Demonstration Project—The Pew Network for Standards-Based Reform. She was responsible, with the EDC Design Team, for the overall project design and implementation. Together with selected district representatives and an internal advisory group, she designed the technical assistance program, coordinated a number of on-site liaisons who worked closely with each site; designed cross-site conferences, meetings, and institutes; worked closely with the funder, other PCT-funded technical assistance providers, and the research oversight committee. In this role, Dr. Wyatt was responsible for overall communication between PCT, in-house staff, consultants, researchers, and sites.

Dr. Wyatt was Co-Principal Investigator and Project Director for the National Board for Professional Teaching Standards (NBPTS): Adolescence and Young Adulthood/English Language Arts (AYA/ELA) Assessment Development Laboratory (ADL). In this role, she collaborated with AYA/ELA teachers, both locally and nationally, with other colleagues in assessment at the University of North Carolina at Greensboro, and with

other professional and assessment consultants to develop the assessment for national certification of AYA/ELA teachers. Until the project was reorganized by NBPTS, she was responsible for its overall management including relationships with subcontractors, the NBPTS staff, the National Board, and other key parts of the National Board's development and delivery system.

For three years, Dr. Wyatt was an invited participant in the "Audre Lorde Seminar" funded through the Wellesley College Center for Research on Women. The Seminar *provided a forum for women of color in the Academy and teaching profession to have access to each other*. They discussed and explored perspectives on contemporary and historical aspects of life and literature as women of color.

Dr. Wyatt and a former Lesley College faculty colleague served as consultants to both independent and public schools and districts. That work explored the impact of race, class, and gender issues on the teaching and learning/learning and teaching enterprise. In recent years, she has consulted, with a Curriculum Specialist in the Newton Public Schools, and presented workshops on curriculum transformation for culturally relevant pedagogy across the curriculum.

# Susan Linn

(b)(6)

## CAREER SUMMARY

Plans and meets strategic goals and develops programs that answer the challenge of the mission. Builds institutional capacity. Constructs funding proposals that result in grant awards that match the financial need: approximately 95% of proposals achieve awards. Implements effective grant and financial management practices. Manages and disseminates information to a wide range of publics.

## PROFESSIONAL EXPERIENCE

**Newton Public Schools, Newton, MA** 2003 – present

Public School Department of Newton, MA

### Grants Coordinator

- Develops, procures, and manages \$9.3 million in federal, state and private grants.
- Monitors and reports post-award project implementation.
- Coordinates grant writing teams.
- Develops public relations materials.

**City of Fall River, MA** 2001 – 2003

Municipal government of Fall River, MA

### Department Head: Grant Writer

- Designed programs, developed collaboratives, and constructed funding proposals for all municipal functions that resulted in approximately \$12 million in new revenue.
- Designed and implemented fundraising campaigns, raising \$100,000 for a police memorial and \$450,000 to support the city's bicentennial celebration.
- Wrote white papers, position statements, and research documents relative to municipal issues.
- Represented the Mayor's Office and/or the City to a widely diverse spectrum of community organizations and special issue groups.

**Father Joe's Villages, San Diego, CA** 2000 – 2001

Comprehensive social service agency with sites across the Southwest.

### Associate Director of Development

- Managed grant writing functions that achieved over \$1 million in grant awards each year.
- Established a comprehensive social service center to assist the homeless and impoverished.
- Designed service delivery systems, conducted needs assessments, published literature reviews, and designed evaluation protocol across the agency, including daycare centers, child and adult counseling centers, education centers, teen community programs, medical clinics, dining facilities, homeless shelters, chemical dependency programs, and adult education/career centers.
- Participated in a successful \$8.7 million capital campaign.

**Home Start, Inc., San Diego, CA** 1999 – 2000

A medium-sized nonprofit dedicated to preventing child abuse.

### Grant Writer, Community Organizer

- Coordinated grant writing functions, including successful proposals of \$600,000.
- Organized community forums.
- Co-developed and drafted the agency's strategic plan.

**Consumer Credit Counseling Services** 1997 - 1999

Franchises in San Francisco and San Diego

**Community Outreach Coordinator/Counselor**

- Coordinated development functions, including grant writing and special events, raising more than \$150,000.
- Directed education functions for six satellite offices.
- Designed programs, such as housing counseling and financial literacy.
- Acted as the agency's public relations representative, including talk show appearances and speeches.
- Provided individual counseling services.

**Previous Professional Experience** 1995 - 1999

Served as therapeutic counselor to children and teens on behalf of Youth Homes, Inc., and Kids in Crisis, Inc. Provided residential, individual and group counseling, outpatient services, and family counseling.

EDUCATION

---

**San Diego State University, San Diego, CA**

Master of Social Work 2000  
GPA: 4.0  
Practice concentration: administration  
Field concentration: children, youth, and families

Clinical Social Work Intern 1998 - 1999

Scripps-Mercy Hospital, San Diego, CA

- Facilitated biweekly group therapy sessions.
- Conducted biopsychosocial assessments and individual counseling with adult patients in acute psychiatric crises.
- Wrote policy and procedures manual for staff and community resources guide for patients.

**Cornell University, Ithaca, NY**

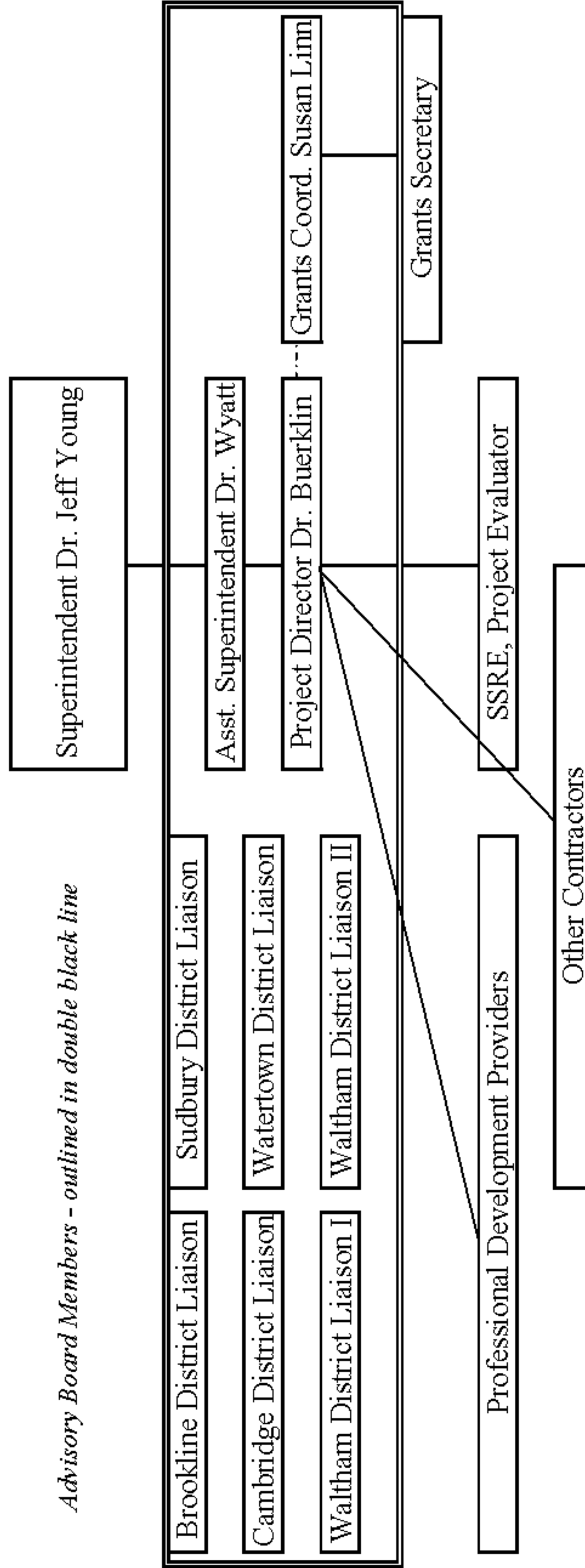
Bachelor of Science Degree: Human Development and Family Studies 1995  
GPA: 3.5  
Dean's List: Fall '93, Spring '94, Fall '95, Spring '95

ADDITIONAL INFORMATION

---

Vice President, MA Chapter of the American Association of Grant Professionals 2007  
Secretary, American Association of Grant Professionals (national board) 2007  
Vice President, American Association of Grant Professionals (national board) 2006  
Content Expert, Grant Professionals Certification Institute 2006  
Grant Reviewer, U.S. Department of Health and Human Services 2006-present  
Board Member, American Association of Grant Professionals 2005-present  
Grant Reviewer, U.S. Department of Education 2004-present  
Presenter, American Association of Grants Professionals National Conference 2004, '05, '06  
Boston Conference Committee, American Association of Grants Professionals 2003-2004  
Charter Board Member, Katie Brown Educational Program 2001-2003  
Grant Reviewer, Massachusetts Service Alliance 2002  
Valedictorian, San Diego State University 2000  
Collaborated on published journal article, "Re-engineering Processes in San Diego" 2000

**Appendix 15: Teaching American History Organizational Chart**



# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **8469-Mandatory\_Newton\_Budget\_Narrative.pdf**



**Budget Narrative**

The partnership qualifies for \$1 million for 36 months because its combined enrollment is above 20,000 students.

Total Elementary School Teachers	180
TOTAL Teachers	302
Total Middle School Teachers	20
<b>TOTAL Enrollment (all distr)</b>	<b>25,692</b>
Total High School Teachers	102

The narrative below describes the Newton Public Schools budget. District partners are sub-contractors; a description of their enrollment, number of American history teachers, and budget follows the main narrative. As requested in the application package, detailed budgets for other subcontractors are not provided. Years 4 and 5 are estimated, and we understand they are contingent upon continuation awards.

**Newton Public Schools**

Enrollment - October 1, 2006	11,631
Grade 3 teachers of American history	45
Grade 5 teachers teaching U.S. history	30
Grade 8 teachers teaching U.S. history	15
H.S. teachers teaching U.S. History	48
TOTAL	138

Item	YR1	YR 2	YR 3	Explanation and Justification	3-YR Total	YR 4	YR 5	5-YR Total
<b>Personnel</b>								
	\$70,000	\$72,100	\$74,263	A .70 FTE 12-month Project Director will coordinate the project as described in the narrative. The salary is based on union-negotiated rates for Newton Public Schools. Increases of 3% are included in years 2 and 3, pending the outcome of union negotiations. The same increase is noted for the Grants Secretary and the Grants Coordinator.	\$216,363	\$77,000	\$80,000	\$373,363
	\$2,525	\$2,601	\$2,679	A .05 FTE Grants Secretary will support the project by keeping financial ledgers, drawing down funds, processing contracts, and managing purchase orders.	\$7,805	\$3,000	\$3,500	\$14,305
	\$4,000	\$4,120	\$4,244	The .04 FTE Grants Coordinator will support the project by ensuring compliance with federal regulations, issuing and monitoring subcontracts, budget management, communication with partnering district business offices, and providing support to the Project Director.	\$12,364			\$12,364

*continued*

Item and the Purpose of Happening in Public Schools and Partners (WMA)	YR 1	YR 2	YR 3	YR 4	YR 5	3-YR Total	5-YR Total
	\$3,315	\$3,315	\$1,105	\$3,315	\$1,105	\$7,735	\$12,155
	\$1,500					\$1,500	\$1,500
		\$1,500	\$1,500	\$1,500	\$1,500	\$3,000	\$6,000
<b>Subtotal</b>	<b>\$81,340</b>	<b>\$83,636</b>	<b>\$83,790</b>	<b>\$84,815</b>	<b>\$86,105</b>	<b>\$248,766</b>	<b>\$419,686</b>
<b>Fringe</b>							
	\$7,600	\$8,400	\$9,279	\$10,300	\$11,400	\$25,279	\$46,979
<b>Subtotal</b>	<b>\$7,600</b>	<b>\$8,400</b>	<b>\$9,279</b>	<b>\$10,300</b>	<b>\$11,400</b>	<b>\$25,279</b>	<b>\$46,979</b>
<b>Travel</b>							
	\$1,600	\$1,600	\$1,600	\$1,700	\$1,700	\$4,800	\$8,200
	\$500	\$500	\$500	\$500	\$500	\$1,500	\$2,500
	\$720	\$720	\$720	\$720	\$720	\$2,160	\$3,600
<b>Subtotal</b>	<b>\$2,820</b>	<b>\$2,820</b>	<b>\$2,820</b>	<b>\$2,920</b>	<b>\$2,920</b>	<b>\$8,460</b>	<b>\$14,300</b>
<b>Equipment</b>							
	\$1,200					\$1,200	\$1,200
	\$800					\$800	\$800
<b>Subtotal</b>	<b>\$2,000</b>	<b>\$0</b>	<b>\$0</b>			<b>\$2,000</b>	<b>\$2,000</b>

"List of Happening in Public Schools and Partners (WMA)"

<b>Item</b>	<b>YR1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>Explanation and Justification</b>	<b>3-YR Total</b>	<b>YR 4</b>	<b>YR 5</b>	<b>5-YR Total</b>
<b>Supplies</b>								
	\$900	\$900	\$900	These costs are estimated for the <b>printing and copying of program brochures</b> to promote the program in Newton and in partnering districts.	\$2,700	\$900	\$900	\$4,500
	\$465	\$465	\$830	The cost of <b>printing and copying materials</b> for teachers participating in professional development programs such as lesson studies is estimated at \$5 per teacher per year.	\$1,760	\$500	\$900	\$3,160
	\$600	\$600	\$600	<b>Office supplies</b> for the Project Director are estimated at \$50/month and will include paper, filing materials, etc.	\$1,800	\$600	\$600	\$3,000
	\$3,020	\$1,090	\$1,820	<b>Hospitality supplies</b> are requested to accommodate speakers and participants when workshops will fall during meal times and where meals are directly related to project outcomes, such as the promotion of collaboration between teachers in partnering school districts and all-day workshops.	\$5,930	\$2,500	\$2,500	\$10,930
		\$3,720	\$6,640	In years two and three, we request funds for <b>books and teaching resources</b> in association with professional development courses, which are estimated at \$40 per teacher. These fees will allow teachers to purchase course materials, supplemental readings, and teacher guides. As described in the narrative and the Memorandum of Understanding (MOU) with the <b>Gilder Lehrman Institute of American History, Educational Resources</b> will be purchased for each U.S. History teacher in each participating district (i.e., 302 teachers). Please see the narrative or MOU for a full description.	\$10,360	\$6,500		\$16,860
	\$121,000				\$121,000		\$125,000	\$246,000
<b>Subtotal</b>	<b>\$125,985</b>	<b>\$6,775</b>	<b>\$10,790</b>		<b>\$143,550</b>	<b>\$11,000</b>	<b>\$129,900</b>	<b>\$284,450</b>

*continued*

Contractual		YR 3	Explanation and Justification				3-YR Total	YR 4	YR 5	5-YR Total
\$4,285	\$4,285	\$4,945	Brookline Public Schools (see attached)	\$13,515	\$4,505	\$4,505	\$4,505	\$22,525		
\$4,635	\$4,885	\$5,115	Cambridge Public Schools (see attached)	\$14,635	\$4,878	\$4,878	\$4,878	\$24,392		
\$10,115	\$13,615	\$11,045	Sudbury Public Schools (see attached)	\$34,775	\$11,592	\$11,592	\$11,592	\$57,958		
\$10,786	\$13,036	\$12,306	Waltham Public Schools (see attached)	\$36,128	\$12,043	\$12,043	\$12,043	\$60,213		
\$7,101	\$8,601	\$7,591	Watertown Public Schools (see attached)	\$23,293	\$7,764	\$7,764	\$7,764	\$38,822		
\$34,601	\$27,120	\$26,728	An evaluator, SSRE, has been selected for the project. A fee of 10% of federal funds is assessed; this is based on a regional average in the Northeast of 9% to 15% per year. The roles of the evaluator are described in the narrative and the appendices.	\$88,449	\$29,483	\$29,483	\$29,483	\$147,415		
\$1,600	\$1,600	\$1,600	Grantees are advised to send their project evaluators to the annual TAH conference, and therefore fees are requested for SSRE, our evaluator, to send a representative to the conference.	\$4,800	\$1,700	\$1,700	\$1,700	\$8,200		
\$8,600	\$8,600	\$8,600	Each year, Boston University will plan and implement a 2-day institute to develop six lead teachers at \$5,000 per year. The University will also provide 24 hours of consultation to the Project Director and/or Advisory Board @ \$150/hour regarding the integration of a focus on pedagogy - specifically, narrative - in all professional development experiences.	\$25,800	\$8,600	\$8,600	\$8,600	\$43,000		
\$36,300			The Gilder Lehrman Institute for American History will provide a staff development workshop series in year one (please see narrative and/or MOU for detail). Gilder Lehrman will provide a planning session, one intensive staff development workshop, and two additional historian visits during the academic year. All 302 U.S. History teachers in the six participating districts will be eligible to attend.	\$36,300	\$36,300	\$36,300		\$72,600		
	\$45,000	\$45,000	In years two and three, we request funding to send a total of 15 teachers to attend 5-day Gilder Lehrman Institutes, which are held in the summer at a location generally away from the region. Please see the narrative and/or MOU for a detailed description. Fees are based on \$3,000 per participant.	\$90,000	\$45,000	\$45,000	\$45,000	\$180,000		

continued

Item	YR1	YR2	YR3	Explanation and Justification	3-YR Total	YR 4	YR 5	5-YR Total
	\$30,000	\$30,000	\$30,000	The Center for Online Professional Development at EDC will develop an 8-session online professional development course in each project year as described in the narrative.	\$90,000	\$30,000	\$30,000	\$150,000
		\$5,000	\$5,000	The project plans to offer hybrid lesson studies in years two and three (i.e., online study plus face-to-face meetings). A consultant will be needed to develop the online component of lesson studies.	\$10,000	\$5,000	\$5,000	\$20,000
	\$10,500	\$18,000	\$12,000	Other professional development providers have been budgeted at \$1,500 per day for delivering seminars to our participants, as described in the project narrative.	\$40,500	\$13,500	\$13,500	\$67,500
<i>Subtotal</i>	<i>\$158,523</i>	<i>\$179,742</i>	<i>\$169,930</i>		<i>\$508,195</i>	<i>\$210,365</i>	<i>\$174,065</i>	<i>\$892,625</i>
<b>Other</b>								
<i>Subtotal</i>	<i>\$1,000</i>	<i>\$1,000</i>	<i>\$5,000</i>	Costs for space are estimated because some workshops may require space rental fees. Year three includes a 2-day Teaching American History conference for the participating school districts. Funds are requested for space for the conference.	<i>\$7,000</i>	<i>\$1,000</i>	<i>\$5,000</i>	<i>\$13,000</i>
<b>Indirect Costs</b>								
<i>Subtotal</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>None.</i>	<i>\$0</i>			<i>\$0</i>
<b>Training Stipends</b>				<i>(Note: Training Stipends only capture those for participants from the lead LEA. All other stipends are captured in "Contractual")</i>				
	\$1,000	\$1,000	\$1,000	Two teachers will attend a two-day summer teacher leader institute, provided by Boston University. Teachers will earn a stipend of \$500 each.	\$3,000	\$1,000	\$1,000	\$5,000
	\$2,250			Nine Newton teachers will participate in a five-session afterschool lesson studies series @ \$250 each.	\$2,250			\$2,250

*continued*

<b>Item</b>	<b>YR1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>Explanation and Justification</b>	<b>3-YR Total</b>	<b>YR 4</b>	<b>YR 5</b>	<b>5-YR Total</b>
		\$4,500	\$4,500	Nine Newton teachers will participate in a five-session hybrid (i.e., online and face-to-face) lesson studies series @ \$500 each.	\$9,000	\$4,500	\$4,500	\$18,000
	\$4,200	\$4,200		Fourteen Newton teachers will participate in a three-day school year professional development program. They will receive a stipend of \$300 each for work above and beyond the regular school day (e.g., "homework").	\$8,400	\$4,200		\$12,600
			\$1,400	Fourteen Newton teachers will participate in a one-day professional development program during the school year. They will receive a stipend of \$100 each for work above and beyond the regular school day (e.g., "homework").	\$1,400		\$1,400	\$2,800
	\$2,000			Eight Newton elementary school teachers will participate in a one-day summer institute @ \$250 each.	\$2,000			\$2,000
		\$6,000		Eight Newton elementary school teachers will participate in a three-day summer institute @ \$250 per day each.	\$6,000	\$6,000		\$12,000
	\$5,500	\$5,500	\$5,500	Ten Newton teachers will receive a \$550 stipend to participate in an 8-series online professional development course.	\$16,500	\$5,500	\$5,500	\$27,500
			\$8,200	Forty-one Newton teachers will attend a local two-day Teaching American History conference for the district partners @ \$200 each.	\$8,200		\$8,200	\$16,400
<i>Subtotal</i>	<i>\$14,950</i>	<i>\$21,200</i>	<i>\$20,600</i>		<i>\$56,750</i>	<i>\$21,200</i>	<i>\$20,600</i>	<i>\$98,550</i>
<b>TOTAL</b>	<b>\$394,218</b>	<b>\$303,804</b>	<b>\$302,995</b>		<b>\$1,000,000</b>	<b>\$341,600</b>	<b>\$429,990</b>	<b>\$1,771,590</b>

**Brookline High School**

Enrollment - High School only - October 1, 2006

1,829

Number of teachers teaching U.S. History in High School

23

<i>Item</i>	<i>YR1</i>	<i>YR 2</i>	<i>YR 3</i>	<i>Explanation and Justification</i>	<i>3-YR</i>
<b>Personnel</b>					
	\$510	\$510	\$170	Substitute teachers for school-year seminars	\$1,190
	\$2,000	\$2,000	\$2,000	District Liaison	\$6,000
<i>Subtotal</i>	<i>\$2,510</i>	<i>\$2,510</i>	<i>\$2,170</i>		<i>\$7,190</i>
<b>Travel</b>					
	\$75	\$75	\$75	Mileage for teachers to attend PD	\$225
<i>Subtotal</i>	<i>\$75</i>	<i>\$75</i>	<i>\$75</i>		<i>\$225</i>
<b>Training Stipends</b>					
	\$600	\$600		2 teachers participate in 3-day school yr PD @ \$300 each	\$1,200
			\$200	2 teachers participate in 1-day school yr PD @ \$100 each	\$200
	\$1,100	\$1,100	\$1,100	2 teachers receive a \$550 stipend to participate in 8 weeks of online PD	\$3,300
			\$1,400	7 teachers attend two-day conference @ \$200 each	\$1,400
<i>Subtotal</i>	<i>\$1,700</i>	<i>\$1,700</i>	<i>\$2,700</i>		<i>\$6,100</i>
<b>TOTAL</b>	<b>\$4,285</b>	<b>\$4,285</b>	<b>\$4,945</b>		<b>\$13,515</b>

**Cambridge Rindge and Latin High School**

Enrollment - High School only - October 1, 2006 1,606  
 Number of teachers teaching U.S. History in High School (11th grade) 9  
 Total number of teachers 9

<i>Item</i>	<i>YR1</i>	<i>YR 2</i>	<i>YR 3</i>	<i>Explanation and Justification</i>	<i>3-YR</i>
<b>Personnel</b>					
	\$255	\$255	\$85	Substitute teachers for school-year seminars	\$595
	\$750			Lead teacher provides a five-session afterschool lesson study @ \$750.	\$750
		\$750	\$750	Lead teacher provides a five-session hybrid online lesson study @ \$750	\$1,500
	\$2,000	\$2,000	\$2,000	District Liaison	\$6,000
<i>Subtotal</i>	<i>\$3,005</i>	<i>\$3,005</i>	<i>\$2,835</i>		<i>\$8,845</i>
<b>Travel</b>					
	\$30	\$30	\$30	Mileage for teachers to attend PD	\$90
<i>Subtotal</i>	<i>\$30</i>	<i>\$30</i>	<i>\$30</i>		<i>\$90</i>
<b>Training Stipends</b>					
	\$500	\$500	\$500	1 teacher attends 2-day BU Teacher leader institute @ \$500	\$1,500
	\$250			1 teacher participates in 5-session lesson studies series @ \$250 each	\$250
		\$500	\$500	1 teacher participates in 5-session hybrid lesson studies series @ \$500 each	\$1,000
	\$300	\$300		1 teacher participates in 3-day school yr PD @ \$300 each	\$600
			\$100	1 teacher participates in 1-day school yr PD @ \$100 each	\$100
	\$550	\$550	\$550	1 teacher receives a \$550 stipend to participate in 8 weeks of online pd	\$1,650
			\$600	3 teachers attend two-day conference @ \$200 each	\$600
<i>Subtotal</i>	<i>\$1,600</i>	<i>\$1,850</i>	<i>\$2,250</i>		<i>\$5,700</i>
<b>TOTAL</b>	<b>\$4,635</b>	<b>\$4,885</b>	<b>\$5,115</b>		<b>\$14,635</b>



**Sudbury Public Schools** (a K-8 district)

Enrollment - October 1, 2006	3,299
Number of teachers teaching U.S. History in middle school	5
Number of teachers teaching U.S. History in Grades 3, 4 & 5	51
Total number of teachers	56

<i>Item</i>	<i>YR1</i>	<i>YR 2</i>	<i>YR 3</i>	<i>Explanation and Justification</i>	<i>3-YR</i>
<b>Personnel</b>					
	\$1,530	\$1,530	\$510	Substitute teachers for school-year seminars	\$3,570
	\$750			Lead teacher provides a five-session afterschool lesson study @ \$750/each for 6 teachers	\$750
		\$750	\$750	Lead teacher provides a five-session hybrid online lesson study @ \$750	\$1,500
	\$2,000	\$2,000	\$2,000	District Liaison	\$6,000
<i>Subtotal</i>	<i>\$4,280</i>	<i>\$4,280</i>	<i>\$3,260</i>		<i>\$11,820</i>
<b>Travel</b>					
	\$185	\$185	\$185	Mileage for teachers to attend PD	\$555
<i>Subtotal</i>	<i>\$185</i>	<i>\$185</i>	<i>\$185</i>		<i>\$555</i>
<b>Training Stipends</b>					
	\$500	\$500	\$500	1 teacher attends 2-day BU Teacher leader institute @ \$500	\$1,500
	\$1,000			4 teachers participate in 5-session lesson studies series @ \$250 each	\$1,000
		\$2,000	\$2,000	4 teachers participate in 5-session hybrid lesson studies series @ \$500 each	\$4,000
	\$1,800	\$1,800		6 teachers participate in 3-day school yr PD @ \$300 each	\$3,600
			\$600	6 teachers participate in 1-day school yr PD @ \$100 each	\$600
	\$1,250			5 elem teachers participate in 1-day summer inst @ \$250 each	\$1,250
		\$3,750		5 elem teachers participate in 3-day summer inst @ \$250 each	\$3,750
	\$1,100	\$1,100	\$1,100	2 teachers receive a \$550 stipend to participate in 8 weeks of online pd	\$3,300
			\$3,400	17 teachers attend two-day conference @ \$200 each	\$3,400
<i>Subtotal</i>	<i>\$5,650</i>	<i>\$9,150</i>	<i>\$7,600</i>		<i>\$22,400</i>
<b>TOTAL</b>	<b>\$10,115</b>	<b>\$13,615</b>	<b>\$11,045</b>		<b>\$34,775</b>

**Waltham Public Schools**

Enrollment - October 1, 2006	4,836
Number of teachers teaching U.S. History in High School	16
Number of teachers teaching U.S. History in Grades 4+5	34
Total number of teachers	50

<i>Item</i>	<i>YR1</i>	<i>YR 2</i>	<i>YR 3</i>	<i>Explanation and Justification</i>	<i>3-YR</i>
<b>Personnel</b>					
	\$1,020	\$1,020	\$340	Substitute teachers for school-year seminars	\$2,380
	\$750			Lead teacher provides a five-session afterschool lesson study @ \$750	\$750
		\$750	\$750	Lead teacher provides a five-session hybrid online lesson study @ \$750	\$1,500
	\$4,000	\$4,000	\$4,000	District Liaisons	\$12,000
<i>Subtotal</i>	<i>\$5,770</i>	<i>\$5,770</i>	<i>\$5,090</i>		<i>\$16,630</i>
<b>Travel</b>					
	\$166	\$166	\$166	Mileage for teachers to attend PD	\$498
<i>Subtotal</i>	<i>\$166</i>	<i>\$166</i>	<i>\$166</i>		<i>\$498</i>
<b>Training Stipends</b>					
	\$500	\$500	\$500	1 teacher attends 2-day BU Teacher leader institute @ \$500	\$1,500
	\$750			3 teachers participate in 5-session lesson studies series @ \$250 each	\$750
		\$1,500	\$1,500	3 teachers participate in 5-session hybrid lesson studies series @ \$500 each	\$3,000
	\$1,200	\$1,200		4 teachers participate in 3-day school yr PD @ \$300 each	\$2,400
			\$400	4 teachers participate in 1-day school yr PD @ \$100 each	\$400
	\$750			3 elem teachers participate in 1-day summer inst @ \$250 each	\$750
		\$2,250		3 elem teachers participate in 3-day summer inst @ \$250 each	\$2,250
	\$1,650	\$1,650	\$1,650	3 teachers receive a \$550 stipend to participate in 8 weeks of online pd	\$4,950
			\$3,000	15 teachers attend two-day conference @ \$200 each	\$3,000
<i>Subtotal</i>	<i>\$4,850</i>	<i>\$7,100</i>	<i>\$7,050</i>		<i>\$19,000</i>
<b>TOTAL</b>	<b>\$10,786</b>	<b>\$13,036</b>	<b>\$12,306</b>		<b>\$36,128</b>

**Watertown Public Schools**

Enrollment - October 1, 2006 2,491  
 Number of teachers teaching U.S. History in High School 6  
 Number of teachers teaching U.S. History in Grades 4 & 5 20  
 Total number of teachers 26

<i>Item</i>	<i>YR1</i>	<i>YR 2</i>	<i>YR 3</i>	<i>Explanation and Justification</i>	<i>3-YR</i>
<b>Personnel</b>					
	\$765	\$765	\$255	Substitute teachers for school-year seminars	\$1,785
	\$750			Lead teacher provides a five-session afterschool lesson study @ \$750/each for 6 teachers	\$750
		\$750	\$750	Lead teacher provides a five-session hybrid online lesson study @ \$750	\$1,500
	\$2,000	\$2,000	\$2,000	District Liaison	\$6,000
<i>Subtotal</i>	<i>\$3,515</i>	<i>\$3,515</i>	<i>\$3,005</i>		<i>\$10,035</i>
<b>Travel</b>					
	\$86	\$86	\$86	Mileage for teachers to attend PD	\$258
<i>Subtotal</i>	<i>\$86</i>	<i>\$86</i>	<i>\$86</i>		<i>\$258</i>
<b>Training Stipends</b>					
	\$500	\$500	\$500	1 teacher attends 2-day BU Teacher leader institute @ \$500	\$1,500
	\$500			2 teachers participate in 5-session lesson studies series @ \$250 each	\$500
		\$1,000	\$1,000	2 teachers participate in 5-session hybrid lesson studies series @ \$500 each	\$2,000
	\$900	\$900		3 teachers participate in 3-day school yr PD @ \$300 each	\$1,800
			\$300	3 teachers participate in 1-day school yr PD @ \$100 each	\$300
	\$500			2 elem teachers participate in 1-day summer inst @ \$250 each	\$500
		\$1,500		2 elem teachers participate in 3-day summer inst @ \$250 each	\$1,500
	\$1,100	\$1,100	\$1,100	2 teachers receive a \$550 stipend to participate in 8 weeks of online pd	\$3,300
			\$1,600	8 teachers attend two-day conference @ \$200 each	\$1,600
<i>Subtotal</i>	<i>\$3,500</i>	<i>\$5,000</i>	<i>\$4,500</i>		<i>\$13,000</i>
<b>TOTAL</b>	<b>\$7,101</b>	<b>\$8,601</b>	<b>\$7,591</b>		<b>\$23,293</b>