

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 # U215X080325

Grants.gov Tracking#: GRANT00388563

Closing Date: DEC 10, 2007

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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) _____
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* 3. Date Received: 12/10/2007	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: 16-6002010	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Rochester City School District	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 16-6002010	* c. Organizational DUNS: 114058175

d. Address:

* Street1:	131 West Broad Street
Street2:	_____
* City:	Rochester
County:	_____
* State:	NY: New York
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	14614

e. Organizational Unit:

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

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

Prefix: Ms.	* First Name: Linda
Middle Name: _____	
* Last Name: Stagles	
Suffix: _____	
Title: Director of Grant Development and Procurement	
Organizational Affiliation: _____	
* Telephone Number: 585-262-8682	Fax Number: 585-263-3292
* Email: linda.stagles@rcsdk12.org	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public School District

*** 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.):

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

Teaching As Historians

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="1,666,666.00"/>
* 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="1,666,666.00"/>

*** 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:

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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:
 Rochester City School District

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 176,240	S 188,186	S 193,701	S 193,461	S 199,450	S 951,038
2. Fringe Benefits	S 49,903	S 54,233	S 57,661	S 60,343	S 61,424	S 283,564
3. Travel	S 10,000	S 8,000	S 8,000	S 8,000	S 8,000	S 42,000
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 31,678	S 18,402	S 9,460	S 7,460	S 2,390	S 69,390
6. Contractual	S 53,000	S 52,000	S 52,000	S 51,557	S 49,557	S 258,114
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 320,821	S 320,821	S 320,822	S 320,821	S 320,821	S 1,604,106
10. Indirect Costs*	S 12,512	S 12,512	S 12,512	S 12,512	S 12,512	S 62,560
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 333,333	S 333,333	S 333,334	S 333,333	S 333,333	S 1,666,666

***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: 7/1/2002 To: 6/30/2008 (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:
 Rochester City School District

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.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00388563

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Linda Stagles</p>	<p>* TITLE Chief of Research, Evaluation and Testing</p>
<p>* APPLICANT ORGANIZATION Rochester City School District</p>	<p>* DATE SUBMITTED 12-10-2007</p>

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: n/a</p> <p>* Address: n/a</p> <p>n/a</p> <p>Congressional District, if known:</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>n/a</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: Linda Stagles</p> <p>* Name: Ms. Jana Carlisle</p> <p>Title: Chief of Research, Evaluation and Testing</p> <p>Telephone No.: 585-262-8283</p> <p>Date: 12-10-2007</p>		
<p>Federal Use Only.</p>		<p>Authorized for Local Reproduction</p>

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

9399-GEPA.doc

Mime Type

application/msword

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427 STATEMENT

The Rochester City School District (RCSD) is pledged to provide students, faculty, staff, and other program beneficiaries with the support they need to meet the content and performance standards in the *Teachers As Historians* Project.

The *Teachers As Historians* Project has been developed to support RCSD's Strategic Plan that targets four major areas for improvement in the development and implementation of a District-wide and School-Based Improvement Plan: Professional Development; Student Support; Educational Environment; and Parent Support and Engagement.

RCSD is committed to schools which children of different social, economic, ethnic, gender, age, disability, national origin, color, or racial backgrounds interact in both curricular and extracurricular activities. The District has focused on staff development instilling high expectations for all students, using data to improve instruction, implementing diversity training, and working more effectively with English Language Learners and children with special needs.

The Rochester Board of Education (BOE) affirms no student shall be denied membership or participation on the basis of race, gender, marital status, color, religion, national origin, or disability, in any program or activity which is included in a school program of curricular or extracurricular activities. The BOE shall provide each student with a disability an equal opportunity to participate in the full range of programs and services of the school district, including extracurricular programs and activities, which are available to all other students enrolled in the District's public schools. RCSD follows all FRPA guidelines in regard to student confidentiality.

To ensure equal access for students and teachers, teachers teaching in schools with SINI/SURR status, as of November 2006 will be given priority to participate in this federally-funded

program, followed by schools who are failing to make adequate yearly progress, followed by all other RCSD schools. **One hundred sixty seven (167) Social Studies teachers from eight SINI/SURR schools will be encouraged to participate each year of the grant.** The RCSD Social Studies teacher corps, at the secondary level, includes Special Education certified teachers who teach Social Studies and/or American History and Bilingual teachers teaching American History. All Social Studies teachers who teach American History within a participating building will be encouraged to participate in the Project. (The Social Studies faculty, including demographics at the secondary level, are 50% White, 41% Black, 8% Hispanic, and 1% Native American.) Grade 4 and 5 teachers in at six SINI/SURR designated elementary schools will be recruited for Summer Institute and Content Lecture series followed by all other RCSD schools. The RCSD secondary school student demographics are 67.5% Black, 19.6% Hispanic, 11% White, 1.6% Asian, and .3% Native American. Through the USDOE, Title III Bilingual Education Grant and various New York State grants, RCSD provides for the delivery of services to students who are Limited English Proficient (LEP) learners. Bilingual students are provided textbooks and receive tests in their native language in accordance with the District Bilingual Education Department's protocol. Students who have disabilities are evenly distributed among all schools per District policy. No child will be excluded from the project except at the discretion of the parent.

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 Rochester City School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Ms. * First Name: Jana Middle Name: * Last Name: CARLISLE Suffix: * Title: Chief of Research, Evaluation and Testing	
* SIGNATURE: Linda Stagles	* DATE: 12/10/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Mr.

Paul

Lampe

*** Address:**

131 West Broad Street

Rochester

NY: New York

14614

USA: UNITED STATES

*** Phone Number:**

585-262-8194

Fax Number:

Email:

paul.lampe@rcsdk12.org

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, 2, 4, 5

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **3030-RCSD_TAH_ABSTRACT_FINAL.doc**

TITLE: *Teaching As Historians (TAH)*

APPLICANT: Rochester City School District, New York (RCSD)

GOAL 1: To develop, implement, strengthen and evaluate a cohesive and intensive model of professional development in partnership with content experts. **Objectives:** a) More than 200 secondary teachers each year will participate in comprehensive, high quality content-based professional development activities each year; b) on-site support and resources to implement best teaching practices for American History are developed; c) teachers will utilize the expertise of community partnerships to enhance lesson delivery and plans in accordance with New York State (NYS) performance standards; d) evaluation will gauge content proficiency and project effectiveness. **Outcome 1:** Improvement of teachers' knowledge, understanding and appreciation of traditional American History.

GOAL 2: To raise student academic achievement in American History content, especially in low performing schools. **Objectives:** a) A comprehensive student history assessment will be developed and administered; b) Student test scores will increase annually on NYS Social Studies exam in Grades 8 and 11. **Outcome 2:** Students demonstrate higher achievement on course content and statewide U.S. history assessments.

TEACHERS SERVED: Professional development and incentives will target 175 teachers annually in 10 SINI/SURR schools; specifically, 40 teachers in RCSD's three SURR secondary schools and 135 American History teachers in seven SINI secondary schools annually. These 10 schools serve more than 10,940 students each year in grades 7-12, with approximately 3,340 students taking NYS assessments each year in grades 8 and 11. (The RCSD secondary level Social Studies teacher corps includes 175 Social Studies-certified teachers and 80 Special Education and Bilingual-certified teachers who teach Social Studies and/or American History, totaling 255 teachers.)

PROJECT: Teachers in SURR schools will receive approximately 90 hours of Professional Development per year, anticipating 450 hours of PD over the life of the grant. PD content covers the significant issues, episodes, and turning points in the history of the United States. The format includes four 20-hour summer institutes, eight theme-based content lecture series per year, establishment of an American History teacher resource library, weekly collegial book circles, bi-monthly required departmental professional development, observations in three model classrooms, teacher/consultant resource groups, and bi-annual assessment of teacher knowledge. RCSD anticipates that 200 teachers will take advantage of these opportunities each year. Non-SINI/SURR secondary Social Studies teachers, teachers in six SINI/SURR elementary schools, and other teachers district-wide will be invited to attend professional development sessions as appropriate. Over the course of the five years, RCSD will reach 100% of secondary Social Studies teachers. [The NYS Department of Education certifies secondary teachers in Social Studies with as few as six credit hours of American History. On the elementary level, American History content is not a requirement. This results in a teaching staff that is deficient in American History content knowledge as well as in the ability to deliver content in an effective manner. Thirty percent of RCSD Social Studies teachers have less than 3 years of teaching experience.]

PARTNERS: Institution of higher education - State University of New York at Brockport featuring 20 full-time history faculty; Museum partner - University of Rochester Memorial Art Gallery. TAH will also draw on the expertise of the Organization of American Historians and engage scholars from local cultural institutions and other local colleges.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **5126-Mandatory_RCSD_TAH_NARRATIVE_FINAL.doc**

Attachment 2:

Title: Pages: Uploaded File: **5902-RCSD_TAH_Absolute_and_Competitive_Priorities-FINAL.doc**

**2008 Teaching American History Grant Program
Teaching As Historians
Rochester City School District**

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Project Narrative Attachment Form

(1) PROJECT QUALITY (45 POINTS)

(a) develop, implement, and strengthen programs to teach traditional American history

New York State mandates that traditional American History be taught in grades 7, 8 and 11.

However, the majority of teachers in the Rochester City School District (RCSD) are not proficient in the content of traditional American history and lack the pedagogical skills to teach it effectively.

The NYS Department of Education certifies secondary teachers in Social Studies with as few as six credit hours of American History. On the elementary level, American History content is not even a requirement. This results in a teaching staff that is deficient in American History content

knowledge as well as in the ability to deliver content in an effective manner. RCSD students have the lowest performance in the State for the past five years on the New York State Grade 8 Social

Studies assessment with only 16% passing in 2007. The District has also had the lowest

performance in the State for the past three years on the Grade 11 Regents Exam with only 59% of students passing in 2007. In 2006, only 247 students in the District passed the AP American

History course. The District has a teacher turnover rate of 11% among Social Studies teachers; 30% of RCSD Social Studies teachers have less than three years of teaching experience.

Teaching As Historians builds an intensive professional development framework of summer institutes, monthly workshops, bi-monthly school-based sessions, collegial book circles, an American History resource library, teacher assessments.

RCSD secondary schools, serving grades 7 -12, will be the target for the *Teaching As Historians*.

The subject of American History is primarily taught by Social Studies teachers but also is taught by Bilingual and Special Education teachers. The District's Social Studies teacher corps, at the

secondary level, includes 175 Social Studies-certified teachers and 80 Special Education and

Bilingual teachers who teach Social Studies and/or American History. Professional development

and incentives will target 175 teachers annually in 10 SINI/SURR schools; specifically, 40 teachers

in RCSD's three SURR secondary schools and 135 American History teachers in seven SINI secondary schools annually. Teachers in SURR schools will receive approximately 90 hours of Professional Development per year, anticipating 450 hours of PD over the life of the grant. RCSD anticipates that 200 teachers will take advantage of these opportunities each year. Non-SINI/SURR secondary Social Studies teachers, teachers in six SINI/SURR elementary schools, and other teachers district-wide will be invited to attend professional development sessions as appropriate. Over the course of the five years, RCSD will reach 100% of secondary Social Studies teachers. Currently, the RCSD Social Studies sponsors only 30 hours of voluntary professional development each year for teachers.

The project will be overseen by the Director of Social Studies who will serve as the Project Director, Mr. Paul Lampe. Mr. Lampe has a Master of Arts in American History and has served as the District's director of Social Studies for two years. He managed the final year of the RCSD's 2003 Teaching American History grant. The 2008 TAH project will hire one full-time Assistant Project Director who is a certified teacher, preferably with a Master's in American History. The project also proposes three .4 release lead teachers who will serve as Content Area Coaches at the District's three participating SURR schools and will assist in coaching and mentoring at SINI schools as well. These Content Area Coaches will receive 100 hours of initial training in Year 1 from project partners focused on American history delivery and research based professional development strategies and coaching.

RCSD has chosen three institutes of higher education to support the professional development framework. The State University of New York at Brockport (SUNY Brockport) will serve as the Project's institution of higher education and primary partner. SUNY Brockport has a robust history department of 20 full-time faculty and 10 associate instructors. Seven of these professors have received the SUNY Chancellor's Award for Excellence in Teaching. Dr. James Spiller, a SUNY

Brockport faculty member will serve as the History Advisor consultant helping to select guest lecturers, teacher resource materials and ensuring depth of content and unifying themes across all professional development activities. Dr. Spiller received his doctorate in American History from the University of Wisconsin and recipient of the George H.W. Bush Foundation Research grant in 2003.

St. John Fisher College (SJFC) will provide an educational consultant from the Department of Education to guide pedagogical skill development in tandem with American History content among teachers at the three SURR schools. The University of Rochester's Memorial Art Gallery will provide an educational consultant to teach teachers how to incorporate art and historical artifacts into lesson plans and assist with the design of four 20-hour summer institutes

Rochester's *Teaching as Historians*, proposal strengthens the teaching of American History throughout the District by building a bridge between teachers, historians, and students. It links the District's strategic plan, and school improvement objectives with NCLB and New York State's accountability standards, and the priorities of the Teaching American History program in order to build a teacher corps who are proficient in traditional American history content. A web of professional development activities will support teachers at three SURR secondary schools and seven SINI secondary schools. This web weaves internal support from principals, the District's Social Studies department and Content Area Coaches, with external community resources from three area colleges and numerous cultural organizations. This in-depth, on-site multi-year project will keep teachers engaged with students, instill enthusiasm among teachers as they receive new resources and creative lesson plans to ultimately engage students with academic content in a meaningful way. The project also engages the community with the schools, and students and parents with community resources rich in American History.

(b) How specific traditional American history content will be covered by the grant

Teaching as Historians content covers the significant issues, episodes, and turning points in the history of the United States. The project includes how the words and deeds of individuals have determined the course of our Nation and how the principles of freedom and democracy articulated in the founding documents of this Nation have shaped America's struggles and achievements and its social, political, and legal institutions and relations. The project includes strategies for sustained collaboration among teachers and outside experts to improve instruction in American history; engagement of teams of teachers in summer institutes and collegial book circles; and school-based collaborative efforts among teachers and Content Area Coaches to improve instruction in American history. Content is divided into unifying themes for each semester. These themes will extend into the Content Lecture Workshop Series, Collegial Book Circles and Department Professional Development sessions.

The goal of *Teaching as Historians* professional development is to help teachers develop their historical thinking skills which they can then model for their students. All workshops will include the use of a variety of primary documents to help teachers uncover the past. (Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: ASCD, 1998), 98-114. and *Knowing, Teaching, and Learning History: National and International Perspectives*, ed. Peter N. Stearns, Peter Seixas, and Sam Wineburg (New York: New York University Press, 2000)

Each semester of the grant will be organized around a central theme such as historical methods, defining our freedom or immigration. During each semester all professional development workshops will emphasize the theme. Two weeks prior to a Content Lecture Workshop participants will be sent two or three articles which provide the historical context for the workshop. The first half-hour of the workshop a historian will model "doing history," and provide a "content bridge" for teachers to better understand topic. (Stein, Alex, *The Teaching American History Program: An Introduction and Overview*. *The History Teacher* 36.2 (2003)) The participants will work in small

teams to discuss primary documents and ask questions to uncover history. During the final part of the workshop teachers will present the primary documents and explain how they might be used in class. Participants will receive copies of all documents to use in class. All workshops will be video taped and made available to other RCSD teachers on the district Share Point Site. The primary documents and other information from workshop will also be posted on Share Point site. Collegial book circles will also be organized around the theme for the semester. Participants will receive a total of six books around the theme and be expected to read and report on two of the books. These reports will be posted on the TAH resource site and sent to all Social Studies teachers in the weekly e-newsletter. All books read by the book circles will be available in the *Teaching As Historians* professional library. (Complete Professional Development plans are presented in Appendix B.) In review, each year for teachers at the SINI/SURR schools, this project proposes one 20-hour summer institute with field experiences, eight Content Lecture Workshops presented by local or national consultants, four collegial book circles highlighting six books, 16 building-based departmental sessions including quarterly pedagogy sessions with St. John Fisher educational consultant, two teacher assessments, release time to observe model classrooms, infusion of teacher resource materials, attendance of up to 10 teachers at annual New York State Social Studies conference.

Over the period of five years TAH participants will be offered a total of four 20-hour summer institutes (80 hours), 40 theme-based content lecture workshop series (with a national expert provided by an organization such as the Organization of American Historians each semester), establishment of a professional library for all teachers in the District , 20 collegial book circles, 80 departmental professional development, establishment of three model classrooms, development of comprehensive student assessment, development of teacher knowledge assessment instrument, attendance at the New York State Social Studies conference by 50 teachers, establishment of a

district-wide intranet web site dedicated to American History, development of a *Teaching As Historian* e-newsletter. Detail of the professional development follows.

Content Lecture Workshop Series: Thirty American History RCSD teachers will be recruited each year to attend the Content Lecture Series. These teachers will be paid two hours for each session for a maximum of 16 hours during the school year. Teachers from the three SURR schools will be recruited first. Remaining seats will be filled by SINI secondary schools teachers, followed by other American History teachers who can apply to participate for year. At least once a semester RCSD will work with the Organization of American Historians to arrange for a distinguished speaker to present as part of the lecture series. These larger lectures will be open to all RCSD teachers. For lectures that are not delivered by a distinguished speaker from OAH, the consultant from SUNY Brockport history department will work with program director and assistant program director to make arrangements for historians to present content. Two weeks prior to the Content Lecture Workshop participants will be sent two or three articles which provide the historical context for the workshop. The first half-hour of each workshop a historian will model “doing history,” and provide a “content bridge” for teachers to better understand topic. (Stein, Alex, *The Teaching American History Program: An Introduction and Overview*. *The History Teacher* 36.2 (2003) The participants will work in small teams to discuss primary documents and ask questions to uncover history. During the final part of the workshop teachers will present the primary documents and explain how they might be used in class. Participants will receive copies of all documents to use in class. All workshops will be video taped and made available to other RCSD teachers on the district’s Share Point portal that serves as the District’s intranet, online meeting facility and reference warehouse. The primary documents and other information from workshop will also be posted on a dedicated TAH site. Content Lecture Workshop Series topics are outlined as follows

and will highlight chronology, cause and effect and the importance of analyzing primary documents.

YEAR ONE: (7/2008- 6/2009) TEACHING AS HISTORIANS

Fall 2008- Historical Methods

Spring 2009-Defining Our Independence

October 2008	Overview of Historiography	February 2009	Native Americans
November 2008	Cultural History	March 2009	Revolutionary War
December 2008	Social History	April 2009	Declaration of
January 2009	Intellectual History		Independence

YEAR TWO: (7/2009- 6/2010) MOVEMENT OF THE PEOPLE

Fall 2009- Immigration

Spring 2010- Migrations

October 2009	Immigration during 1700's	February 2010	Railroads and Canals
November 2009	Immigration during 1800's	March 2010	Underground Railroad
December 2009	Immigration during 1900's	April 2010	Westward Expansion
January 2010	Immigration Today	May 2010	Great Migration

YEAR THREE- (7/2010- 6/2011) 19TH CENTURY AMERICA

Fall 2010- Social Movements of Early 19th Century

Spring 2011- Industrialization

October 2009	Second Great Awakening	February 2010	Rise of Corporations
November 2009	Abolitionist Movement	March 2010	Growth of Cities
December 2009	Women's Rights Movement	April 2010	Labor Movements
January 2010	Market Revolution	May 2010	Progressive Movement

YEAR FOUR- (7/2011- 6/2012) FOREIGN POLICY

Fall 2011- Foreign Policy

Spring 2012- War as Turning Point in American History

October 2010	Neutrality	February 2012	War of 1812
November 2010	Imperialism	March 2012	Spanish American War

December 2011	Isolationism	April 2012	Korean War
January 2012	Cold War Policies	May 2012	Vietnam

YEAR FIVE- (7/2012- 6/2013) FROM CIVIL WAR TO CIVIL RIGHTS

Fall 2012- Civil War and Reconstruction: These workshops will explore recent interpretations of the causes and consequences of the Civil War. Key themes include slavery as a Southern institution, expansion of and resistance to slavery, sectional conflict and the coming of the Civil War, African Americans during the Civil War, and Reconstruction.

Spring 2013- Civil Rights Movement: These workshops will focus on the Civil Rights Movement in the 20th century. We will discuss content and teaching strategies for the origins, events, and legacy of the mid-20th century civil rights revolution in the United States. We will discuss content and develop teaching strategies relating to civil rights leaders, groups, and opponents. Key themes include re-definitions of citizenship, the legal and ideological rationales for nonviolent resistance, and the changing role of the federal government.

Collegial Book Circles (CBC): Each Semester 10 teachers will be recruited to participate in a Collegial Book Circle. Teachers from the three SURR schools will be recruited first. Remaining seats will be filled by SINI secondary schools teachers, followed by other American History teachers. The CBC will be organized around the project theme for the semester. In addition to a common book teams of two teachers will be assigned a second book to read and report on. Group members will receive all six books for his/her personal library. Copies of the books will also be added to Social Studies Department Professional Library. The teams of teachers will also be required to write a short review of the books. These reviews will be posted on the dedicated *Teaching As Historians* web site as well as sent to all teachers in weekly department newsletter. Book themes include: Historical Methods, Defining Independence, Immigration, Migrations, War

as Turning Points in American History, Social Movements of the Early 19th Century, Industrialization, Foreign Policy, Civil War and Reconstruction and Civil Rights. (Appendix B for titles.)

Model Demonstration Classrooms: The Content Area Coaches will establish demonstration classrooms for other teachers from their school and the District to visit. These classrooms will model effective delivery of traditional American History Content. Teachers need to witness content and materials being interacted with by students. The goal of the demonstration classroom is to model students “doing history.” The CAC’s will receive 100 hours of training in Year 1 in order to facilitate these classrooms.

Bi-Monthly Professional Development at the three SURR Schools: RCSD is committed to ongoing professional development by providing early release time every Wednesday at *all* schools. Each Wednesday students are dismissed one hour early so that teachers can attend a professional development. Taking advantage of this required professional development time, the Content Area Coaches will provide bi-monthly Professional Developments for the Social Studies Departments at each of the three SURR schools twice each month. The St. John Fisher Educational consultant will provide pedagogical instruction such as “Using literature to learn American History” and “Using Assessment to Inform Instruction of American History” (see Appendix B for topics). Onsite Focus groups will provide a forum for teachers to share their challenges and best practices in implementing the U.S. history content in their classrooms. Teachers will provide feedback to the project management team on the implementation and effectiveness of grant activities.

Thinking As a Historian Professional Resource Library: In order to promote the continued study of traditional American history a professional lending library will be established. The *Thinking as a Historian* library will include traditional titles as well as new works that are reviewed in the Journal of American History. The District uses a computerized library system called “Destiny” that allows all members of the district to view the collections at each school. The

professional library will be added to the “Destiny” system and housed at one of the secondary schools. All District employees will be able to use inter-library loan to sign out resources from the *Thinking As a Historian Library*. To keep the library resources top-of-mind, a review of a different books will be included in the weekly e-newsletter . Books will be purchased to support the themes of each semester. In Year 1, books covering all time periods and themes will be purchased to populate the Teacher Resource Library. (Appendix B for titles.)

Teaching As a Historian web site: Currently, RCSD uses Share Point as a portal system of communication. All teachers can access Share Point from computers in their schools. The site will include information about upcoming content lectures, collegial book circle reviews and list of titles in *Teaching As Historians* professional library. The site will also serve as a place to post resources and lesson plans.

Summer Institute: Each Summer 30 teachers will be recruited to participate in a Summer Institute. Teachers from the three SURR schools will be recruited first. Remaining seats will be filled by SNI secondary schools teachers, followed by other American History teachers who can apply to participate for the summer. Hosted by Memorial Art Gallery, the enrolled teachers will visit local museums for field studies, receive content information from local historians and work with educational consultant to develop lessons. The material created will be implemented in the classroom and the finished products will be shared and documented on TAH share site.

The Summer Institute in 2009 will focus on Frederick Douglass and the Underground Railroad. Participants will take a tour with Akwaaba where teachers learn more about Frederick Douglas and the Underground Railroad. Participants will also visit the Genesee Country Museum and the Rochester Museum and Science Center. The Summer Institute in 2010: will focus on Native Americans and include a trip to Ganondagon and presentations from Iroquois story-teller Perry Ground and Joseph Hill an expert on the Black Seminole Indians in Texas. The Summer Institute in

2011 will focus on women's suffrage and include trips to the Susan B. Anthony House, Seneca Falls and Genesee Country Museum. The Summer Institute in 2012 will focus on industrialization and include tours of the Erie Canal with Corn Hill Navigations, a tour of the George Eastman House and the Rochester Museum and Science Center.

Teacher Content Assessment Professional Development: A professional development session will be held after each assessment of teacher content knowledge to review material and provide resources to develop specific content understanding.

Finally, the cumulative efforts of this professional development will generate a significant body of teaching materials based on innovative approaches using documentary and material culture primary sources, along with lesson plans, development of testing materials, and other pedagogical tools. One of the components of the project plan is transformation of those materials onto a web site available for teachers throughout the District to use.

(c) a plan to carry out activities in partnership.

The TAH Project will be overseen by a Project Management team consisting of the three partners, the Project Director and the Assistant Project Director. (See Appendix C) SUNY Brockport will serve as the Project's institution of higher education and primary partner. The University of Rochester Memorial Art Gallery will serve as a museum partner and Akwaaba, the Heritage Associates, Inc., will serve as the non-profit organization.

In addition, RCSD has obtained support for *Teaching As Historians* from additional institutes of higher learning such as SJFC and other cultural organizations and history experts, including Genesee Country Museum Corn Hill Navigation, Joseph Hill (Seminole Indian expert), and Rochester Museum and Science Center. Several external community experts will partner with RCSD to provide activities for teachers and produce authentic products representing what learning occurred from participating in the simulated field experiences and from utilizing primary source

materials in the classroom. The celebrative ? effort also provides a forum for interaction among teachers involved in the training program to discuss what is being learned and to allow for an exchange of information among professionals, including an investigation of student work and achievement.

(d) rationale for selecting the partner(s).

Dr. James Spiller from SUNY Brockport will serve as a History Advisor consultant to the Director of Social Studies, the Assistant Project Director and to serve on the Project Management Team.

The History Advisor will assist in designing the professional development series and will ensure that RCSD's professional development activities provide adequate depth of content and unifying themes, assist in the identification of proficient history lecturers, and help to identify appropriate teacher learning resources. SUNY Brockport faculty will also serve as guest lecturers, as available and appropriate, for teacher professional development sessions.

SUNY Brockport has a robust history department of 20 full-time faculty and 10 associate instructors. Seven of these professors have received the SUNY Chancellor's Award for Excellence in Teaching- <http://brockport.edu/history/faculty/>. SUNY Brockport offers an undergraduate and graduate degree in History as well as teacher certification. SUNY Brockport has a long standing partnership with the RCSD from preparing teachers in undergraduate and graduate programs to facilitating the Teacher Opportunity Corps Program (preparing teachers for urban districts), and two National Science Foundation grant-funded projects: *Urban Hydrology: A Means of Engaging Urban High School Students in the Geosciences* and the *SCOLLARCITY Alliance*.

The University of Rochester Memorial Art Gallery is a member of the District's Systemic Arts Program for all RCSD school children and partnered with RCSD in the 2003 TAH grant. MAG has hosted summer institutes, have worked with other TAH recipients to develop customized PD for teachers. The MAG educational history consultant is Carol Yost who is also a retired K-12 teacher.

SJFC has had a long standing partnership with RCSD including the *Urban Leaders of Tomorrow* Program that trains candidates for administrative roles within the district. Building on the success of this partnership, the district will utilize the experienced college faculty to enhance our teaching staffs' content knowledge of the skills necessary to deliver traditional American history to students. SJFC served as partner in RCSD's 2003 TAH grant. St. John Fisher will provide Jeffery Liles, Ed.D. to serve as an educational consultant to the three SURR schools to assist teachers at the three SURR schools with pedagogical techniques that effective in teaching American History.

(2) SIGNIFICANCE

(a) likely to build local capacity to improve or expand the LEA's ability to provide American history teachers professional development

The New York State Department of Education allows teachers with as few as six credit hours of American History to become certified to teach Social Studies in grades 7-12. On the elementary level, there is no requirement for any American History. This results in a teaching staff that is deficient in their content knowledge of American History as well as their ability to deliver content in the most effective manner. (The Social Studies teacher corps at these schools is 50 percent White, 41 percent Black, eight percent Hispanic and one percent Native American.) Likewise, the 30 percent of RCSD Social Studies teachers have less than three years of experience. RCSD has approximately 25 teachers teaching "out of field" each year. RCSD hires approximately 20 new Social Studies teachers each year. ("Out-of-field" teaching is a common phenomenon in secondary schools where as many as half of history teachers do not have a major or minor in history. (*Richard M. Ingersoll, "The Problem of Under-qualified Teachers in American Secondary Schools," Educational Researcher, Vol. 28, No. 2, pp.26-37.*)

The TAH Management Team will use the American Historical Association's "Benchmarks for Professional Development in Teaching of History as a Discipline" as guidance during project development and implementation. See Appendix B. A project design team met for four months

consisting of Social Studies teachers, the Social Studies director, the grant department . SURR building principals and partners were also included in project development discussions. Outcomes from the District’s first TAH grant were reviewed the RCSD determined what activities were effective and not effective in the teaching American History. This perspective and the newly designed five-year in-depth and intensive program improves the District’s ability to build capacity.

(b) The magnitude of the results or outcomes.

RCSD has the lowest student performance in New York State on the Grade 8 and Grade 11 state-wide Social Studies assessments. District students have the lowest performance in the State for the past five years on the New York State Grade 8 Social Studies assessment with only 16% passing in 2007. The District has also had the lowest performance in the State for the past three years on the Grade 11 United States History Regents Exam with only 59% of students passing in 2007. In 2006, only 247 students in the District passed the AP American History course. (Level 3 and 4 are considered passing scores.)

ROCHESTER CITY SCHOOL DISTRICT STUDENT ASSESSMENT
NYS SOCIAL STUDIES GRADE 8: 2003 - 2007

YEAR	TOTAL TESTED	PERCENT SCORED IN EACH LEVEL				PERCENT IN LEVELS 3 & 4
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	
2003	2389	15.2%	65.9%	18.0%	1.0%	19.0%
2004	2361	13.5%	69.8%	15.5%	1.1%	16.6%
2005	2585	16.4%	64.1%	18.7%	0.8%	19.5%
2006	2337	19.6%	61.1%	17.5%	1.8%	19.3%
2007	2485	18.5%	65.5%	15.3%	0.7%	16.0%

ROCHESTER CITY SCHOOL DISTRICT ASSESSMENT
NYS US HISTORY & GOVERNMENT GRADE 11: 2003 - 2007

YEAR	TOTAL TESTED	PERCENT SCORED:				PERCENT IN LEVELS 3 & 4
		0 - 54	55 - 64	65 - 84	85 - 100	
2003	1401	11%	16%	55%	18%	73%
2004	1603	22%	21%	42%	15%	57%
2005	1694	25%	21%	37%	17%	54%
2006	1597	22%	20%	40%	18%	58%
JUNE, 2007	1509	25%	16%	43%	17%	59%

RCSD plans to see 8% in year 1, 9% in Year 2 and 10% in the following years in the number of student scoring 65% or greater each year of the grant in the New York State assessment of 8th grade Social Studies. RCSD plans to see a 5% increase in the number of students scoring 65% or higher on the Grade 11 New York State US History Regents exam. RCSD plans to see an increase of 5% in the number of students taking AP History each year of the grant district-wide. Likewise, RCSD plans to move up in the rankings from the lowest performing District in the State in terms of Social Studies.

RCSD plans to decrease its teacher turn-over rate to five new teachers per year thus improving teacher retention rate in Social Studies. RCSD plans to see School-wide Improvement among the SURR and SINI schools based on coaching and greater confidence among teachers in teaching American History content. This project will benefit each school in its plans and reform initiatives.

(c) Teachers knowledge to improve the quality of instruction.

Professional development in the three SURR schools is specifically aimed at utilizing the best teaching strategies to teach traditional American History in the classroom. (See Appendix B for topics). Teachers in the three SURR schools will receive 2 hours of professional development each month focused solely on traditional American history. Teachers in these schools will also receive two hours per month of instructional skills development. The Content Area Coaches, SJFC Educational Consultant, the Assistant Project Director, and Project Director will evaluate quality of instruction. Professionals will use the methods such as *A Sample Form for Recording Observations on Opportunity to Learn* (Appendix E), classroom observation, review of teacher-submitted lesson plans, teacher presentations at conferences, and fall and spring AP style teacher exam outcomes to determine improvement.

TAH teachers will be expected to share successful lesson plans, host demonstration lessons, collaborate with external cultural resources, visit model classrooms, attend summer institutes, participate in collegial book circles, act as coaches for new teachers, plan and deliver building-

based professional development workshops on content and pedagogy. Teacher test data will include scores on a nationally-validated History exam. Each teacher will be required to take an AP-style U.S. History exam in the fall and spring that has been developed by the project's evaluator Dr. Roden. Teacher comparison will feature number of years teaching, number of years teaching American History, grade level taught, prior content knowledge as evidenced in undergraduate or graduate education, status as Lead Teacher.

Teachers will receive instant feedback on common student assessments using Remark software that has been purchased by the District. The software allows for easier data collection and item analysis using copiers found in every building. As part of a District initiative teachers will receive training during the Spring of 2008.

The project director, assistant project director, SUNY Brockport History Advisor and SJFC Educational Consultant will review lesson plans and teacher feedback in order to improve professional development delivery and teacher proficiency throughout the project. The project director, assistant project director, and the RCSD department of Research, Evaluation & Testing will review student achievement data with teachers at the end of each marking period and after all District created and State assessments.

3) QUALITY OF THE PROJECT EVALUATION (20 POINTS)

(A) methods use of objective performance measures that are related to the intended outcomes

A process and outcome evaluation of *Teachers As Historians* will be conducted to assess both the implementation of the project activities and their impact on teacher and learner outcomes. The evaluation design will assess the yearly impact of the project using 1) assessment of treatment and control group students in grades 7, 8, and 11 (i.e., years in which students study American history) and 2) pre- and post-intervention assessment of participating teachers' American history content knowledge. Process and accountability measures will be conducted and reported at key project milestones.

Assessing Program Impact on Student Achievement (GPRA Performance Indicator 1).

The outcome evaluation will assess the impact of the *Teachers As Historians* project on student's achievement on NYS assessments. The measurement of students' social studies achievement will employ psychometrically sound assessments, including the NYS 8 Social Studies assessments, the NYS U.S. History Regents Examination and AP US History Examination.

In addition, locally developed assessment using released items from the NYS assessments will be administered to a sample of the treatment and a representative sample of controls in grades 7, 8 and 11. These assessments will provide data about the effectiveness of instruction during an individual unit of study. The data will be used to identify areas of strength and weakness in instruction.

To assess the impact of the *Teaching As Historians* programming over time, a quasi-experimental design will be employed to measure changes in student achievement for students in classrooms taught by participant and non-participant teachers in benchmark American History courses. Scores for the NYS US History Regents examination in grade 11, the Social Studies 8 assessment and the Advanced Placement (AP) US History test will serve as criterion measures. Scores from student assessments will be used as the dependent variable for each of the five years of the program, with teacher participation and year of participation serving as independent factors, in addition to types of programming the teacher elected to participate in. It is assumed that the initial year of a teacher's participation in the program may not have a significant impact on change in the classroom, but the opportunity to spend the next summer working on incorporating materials and participating in intensive workshops will produce a more palpable change over subsequent school years.

Comparisons of State assessments will be conducted using the proficiency level score, a four-level ordinal indicator using a "bookmarking" methodology to place students at different proficiency levels in reference to the State history learning standards. These categorical differences will be compared using appropriate non-parametric measures of independence. Where appropriate, mean

scale scores will be compared within grades using appropriate parametric tools to determine significance of observed differences between teachers and treatment conditions.

Assessing Program Impact on Teacher Knowledge (GPRA Performance Indicator 2). Teacher

knowledge will be measured with a pre- and post-assessment of American history content knowledge administered before and after each year's professional development workshop series using a quasi-experimental design. The teacher assessment will be developed using released items from the Advanced Placement (AP) exam in US history. Each teacher will be required to take an AP- style assessment developed using publicly release AP items using equated forms and a pre-post test methodology in the first year and baseline to post tests in subsequent years. All teachers entering the program in alternate years will be pre and post tested in the year of entry. Teacher comparison will feature number of years teaching, number of years teaching American History, prior content knowledge as evidenced in undergraduate or graduate education.

Should an alternative assessment become available during the performance period, RCSD would be interested in trying it, as there is not a clearly defined pool of items developed for assessing the knowledge required for teaching US history beyond the AP exams and teacher certification tests.

The pre-test will be administered to all teachers before the start of the first workshop each year.

Annual post-test administration will occur after the final professional development session.

Outcome Performance Indicators. The following performance indicators have been identified for student and teacher outcomes:

- Students of teachers who participate in the *Teachers As Historians* project (i.e., experimental group) will score significantly higher ($p < .05$) on annual social studies assessments than students of teachers who do not participating in the project, using NYS benchmark assessment data and AP US History scores.

- The number of students, in participating schools, scoring 65% or greater on the Grade 8 NYS Social Studies Assessment will increase by 8% in year 1, 9% in year 2 and 10% in years 3, 4, and 5.
- The number of students, in participating schools, scoring 65% or greater on the Grade 11 NYS History and Government Regents exam will increase by 5% each year.
- Significantly higher ($p < .05$) proportion of students enrolled in AP U.S. History course compared to control schools.
- Treatment schools will show a 2% increase in students scoring a 3 or higher on the AP US History assessment each year.
- Students of teachers who participate in the *Teachers As Historians* project (i.e., experimental group) will be significantly more likely to demonstrate proficiency on annual social studies assessments ($p < .05$) than students of teachers who do not participate in the project
- At the conclusion of each year, at least 75% of participating teachers will show a statistically significant ($p < .05$) gain in knowledge at post-testing.

Process & Accountability Measures. Measures of process and accountability will be employed to assess the extent to which the program components were delivered in an effective and efficient manner and produced impacts on those who participated.

The following process performance indicators will be measured and reported annually:

- Numbers of participants at various program workshops and functions will be monitored by project staff and summarized by evaluator for annual report and periodic updates with key stakeholders.
- Sessions will all be evaluated for perceived quality and effectiveness by participants using instruments developed by evaluator.

Reporting. The Project Evaluator will be an active participant with the leadership group and will share formative and summative findings as needed to support the planning and implementation process. An annual evaluation report, based upon the measurable outcome and process performance indicators previously outlined, will be completed and document the projects' yearly progress toward meeting expected programmatic outcomes. This report will be submitted within 90 days of the close of each performance period, or at a date established by the Department of Education. In addition, the Project Evaluator will complete a final evaluation report within 90 days of the end of the project period. Appropriate confidentiality safeguards will be employed to ensure that student data are shared only as blind-coded numeric identifiers or aggregate data and all individually identifiable records will be suppressed from personnel outside of the District. At the conclusion of the study period, all data related to the students under investigation will be archived to media and provided to RCSD administrators and subsequently removed from the Project Evaluator's network system.

Teachers As Historians will utilize the evaluation services of Dr. John Roden in a partnership with the RCSD's Department of Research, Evaluation and Testing (RET), for the execution of this evaluation. Both entities have experience in successfully conducting quasi-experimental and true experimental evaluative studies. Dr. Roden holds a Ph.D. from Ohio State University and has worked as a project evaluator for over 15 years, including major federal grants such as *Smaller Learning Communities*, *Teaching American History*, *Math Science Partnership* and two *Preparing Tomorrow's Teachers to Use Technology* grants. Dr. Roden is a full time consultant to public schools and higher education. Dr. Roden is certified as a School District Administrator in New York State and has worked in district level administration in the area of curriculum, data based decision making and technology integration. He has published articles and presented at national conferences in the areas of teacher supply, assessment and educational technology. See the Memorandum of Agreement in Appendix A.

(e) Data Collection

This project will use both existing District data sources, in addition to measures developed and administered by the evaluator and project staff. A database will be created by the evaluator to match student-level demographic and performance data with data related to District teachers. For teachers participating in the project, these variables will include knowledge assessment scores, indicators of participation in various project components, and appropriate descriptive data, including certification type, years teaching, subjects taught, etc. From the universe of selected participant and control schools, data for appropriate NYS US History and AP US History assessments will be collected and matched with teacher-level data using District-provided common ID numbers. For each year of the project, these data will be added to the file in a longitudinal design. Additionally, the project evaluator and District staff will collect data on teachers attendance at school year workshops and Summer Institutes, teachers taking U.S. History exam and teacher contacts with supporting organizations. Process measures such as professional development attendance logs, workshop evaluations, interviews, focus groups and other appropriate qualitative tools will be used to collect formative data. Data will be collected on an ongoing basis, with the evaluator working with district research staff to ensure that appropriate queries are in place to secure student achievement data during the late summer when these data generally become available. Data collection timeline is outlined in the Management Plan, Appendix F.

The RCSD Department of Research, Evaluation and Testing will be responsible for all initial data collection; will ensure Dr. Roden receives all required student and teacher data; will share with Dr. Roden responsibility for data analyses, and will assume responsibility for dissemination of the project results. Dr. Roden in conjunction with the RCSD Department of Research, Evaluation and Testing, will be responsible for: An annual report, including *Teachers As Historians'* areas of strengths, areas needing improvements, and recommendations with respect to replication of this

project and its components; overseeing the integrity of the evaluation processes; and modifying evaluation strategies and formulas as the need arises. RCSD Content Area Coaches along with the assistant project director and the project director will design the comprehensive student assessments. The SJFC educational consultant will teach teachers how to incorporate the *Looking At Student Work* professional model attached in Appendix E [Mitchell, R. (1995). *Front-End Alignment: Using Standards to Steer Educational Change*. The Education Trust]. The University of Rochester Memorial Art Gallery will tailor its *ArtWorks* framework to the TAH project. RCSD will work out a series of protocols for sharing student information without compromising confidentiality laws governing this domain. When it has been needed, the use of unique identification numbers has been frequently used between RCSD and a third party evaluator. The *Teachers As Historians* Assistant Project Director and three Content Area Coaches, along with the external evaluator and History partners will analyze the teacher surveys in collaboration with the SUNY Brockport History Consultant. RCSD Research, Evaluation and Testing will analyze all student data prior to sending to Dr. Roden.

As noted, there will be annual reports, but where instances of valuable data emerge (such as test results, the results of the treatment and control groups and other data points), this information will be released in preliminary form to the *Teachers As Historians* participants. The three Content Area Coaches and the rest of the *Teachers As Historians* Management Team will ensure regular and rapid turnaround of data and feedback to the teachers through bi-weekly PD sessions and on the dedicated TAH Intranet web site. Policy-makers will receive necessary information in order to make programmatic changes, re-deploy resources, target staff development activities which leads to improvements in the current project and the long-term efforts to teach American History as a separate academic subject.

The responsibilities of the evaluator will include: Data analyses, including regular formal report, development and administration of instruments to provide feedback to *Teachers As Historians* stakeholders; quarterly meetings with District staff (both *Teachers As Historians* participants and Department of Research, Evaluation and Testing staff); and selection of treatment and control participants. The RCSD Research, Evaluation and Testing Department will be responsible for all initial data collection, will ensure Dr. Roden receives all required student and teacher data. RCSD *Teachers As Historians* project is allocating \$18,000 each year of the grant, to a highly qualified third party evaluator. In addition, RCSD will utilize the services of its 20-member Research, Evaluation and Testing department to provide disaggregated databases, review data for accuracy and serve as a liaison to the third party evaluator. Due to New York State's rigorous testing and reporting requirements, members of the RET department are well equipped to conduct and analyze student and teacher data.

(4) QUALITY OF THE MANAGEMENT PLAN (15 POINTS)

(a) adequacy of management to achieve the objectives.

The project will be managed by a team that includes RCSD Social Studies Director, a full-time grant dedicated Assistant Project Director, three school-based Content Area Coaches, SUNY Brockport History Advisor, U of R MAG Art History consultant, SJFC Educational Consultant, Research, Evaluation and Testing staff, educational consultants and community partner staff and the project evaluator. The team will meet monthly at the beginning of the project and quarterly thereafter. The SUNY Brockport History Advisor and Memorial Art Gallery consultant will help design content for the Summer Institute. (See Appendix F.)

(b) time commitments of the project director and other key project personnel

Project Director: RCSD Director of Social Studies Paul Lampe

Project responsibilities will consume approximately 25% of the Director's time initially. The scope of the project is well within the ability of RCSD that has successfully implemented federally

supported projects in the past and is capable of conducting, to the fullest extent, the activities outlined in this proposal. District offices supporting this effort include departments of Research, Evaluation and Testing, the Grants Department, Grants Budget Department and the departments of Professional Development and School Improvement. Central office staffs will support the Director of Social Studies include state certified administrators, supervisory and clerical staff.

Assistant Project Director- To be hired

One full-time 10-month certificated teacher will be hired and dedicated to the TAH project. The position of Assistant Project Director will be advertised during the Spring 2008 with a July 1, 2008 start date.. A team including the Director of Social Studies, Chief Academic Officer, building Principals and Social Studies teachers, will interview candidates. Qualifications for the Assistant Project Director position include: Certified Social Studies, seven years successful teaching, preference of a BA in American History and MA in American History, and recommendation from building Principal. The duties of Assistant Project Director include: organize the Content Lecture Workshop Series, organize and facilitate the Collegial Book Circles, provide content and pedagogy professional developments at SINI schools, work with Project Director to manage grant budget, develop and maintain website for project, coordinate data analysis of common assessments and pre-post tests, facilitate meetings with Project Management team two times a year, facilitate bi-monthly meetings with CACs and Project Director.

Content Area Coaches (CAC).

One Content Area Coach will be hired for each of the three SURR schools. The position of Content Area Coach will be advertised during the Spring 2008. Each CAC will start July 1, 2008. This classroom teacher will be granted a .4 release from teaching in order to perform duties. The qualifications of the CAC will be: Certified Social Studies; Seven years successful teaching; Preference BA- American History and MA- American History; Recommendation from Building

Principal. The duties of the CAC will include: developing a model classroom, team teaching with other teachers, developing common assessments for department, providing weekly professional developments for American History in their building and at other SNI schools, attend bi-monthly meeting with APD and PD, Attend bi-yearly meeting with partners, APD, PD, participate in Summer Institutes.

PRIORITIES

Absolute Priority: *Partnerships with Other Agencies or Institutions.*

The Rochester City School District (RCSD) will work in collaboration with an institute of higher education - State University of New York at Brockport and a museum - the University of Rochester Memorial Art Gallery. (Letters of Commitment are enclosed in Appendix A. Key personnel resumes are attached in Appendix G). Each partner selected will provide RCSD teachers the opportunity to enhance their knowledge of American history as well as heighten their appreciation of the great ideas, issues, and events that shape our country and our community. In addition, St. John Fisher College will serve as an adjunct partner to assist in professional development that will focus on pedagogy skills of teachers at SURR-designated schools.

James A. Spiller, Ph.D. professor at the State University of New York at Brockport (SUNY Brockport) will serve as a History Advisor consultant to the Director of Social Studies, the Assistant Project Director and serve on the Project Management Team. As History Advisor, he will assist in designing the professional development series and will ensure that RCSD's professional development activities provide adequate depth of content and unifying themes, assist in the identification of proficient history lecturers, and help to identify appropriate teacher learning resources. Dr. Spiller received his doctorate in American History from the University of Wisconsin and recipient of the George H.W. Bush Foundation Research grant in 2003. SUNY Brockport faculty will also serve as guest lecturers, as available and appropriate, for teacher professional development sessions. Professional development elements will include summer institutes, monthly lecture series, collegial book circles, development of teacher professional resource library and collegial book circle selections.

SUNY Brockport has a robust history department of 20 full-time faculty and 10 associate professors. Seven of these professors have received the SUNY Chancellor's Award for Excellence in Teaching. SUNY Brockport offers an undergraduate and graduate degree in History as well as teacher certification. (<http://brockport.edu/history/faculty/>). SUNY Brockport has a long standing partnership with the Rochester City School District from preparing teachers in undergraduate and graduate programs to facilitating the Teacher Opportunity Corps Program (preparing teachers for urban districts), and two National Science Foundation grant-funded projects: *Urban Hydrology: A Means of Engaging Urban High School Students in the Geosciences* and the *SCOLLARCITY Alliance*.

To specifically support teachers at Rochester's three SURR secondary schools, an educational consultant from St. John Fisher College's Department of Education will conduct school based strategic teaching sessions during school-based professional development as well as assist in developing teacher assessment and observations throughout the project at the SINI/SURR schools. St. John Fisher College has had a long standing partnership with the Rochester City School District that includes the *Urban Leaders of Tomorrow* Program which trains candidates for administrative roles within the District.

The University of Rochester Memorial Art Gallery will utilize expert faculty to serve as history consultant and workshop presenters. In addition, the Memorial Art Gallery will serve as host site for content and teaching strategy professional development workshops as well as student and teacher field experiences. The educational consultant from the Art Gallery will assist in developing history content-based teacher assessments and observations throughout the project.

In addition the District will work collaboratively with the following institutions in the delivering of teacher professional development: Corn Hill Navigation, Seminole Indian Project,

Native American Resource Center, About Time Magazine, Genesee Country Village and Museum, Rochester Museum and Science Center, Strong National Museum of Play, The George Eastman House, and Ganondagon State Historic Site. Akwaaba / The Heritage Associates, a non-profit history and humanities organization, will provide a History content coach and workshop presenters as well as provide-student and teacher field experiences. (Letters of Support are attached in Appendix A. Professional Development offerings are located in Appendix B). These organizations have agreed to provide workshop presenters, student and teacher field experiences, on-site professional development experiences as well as classroom-based experiences.

Community partner profiles:

Akwaaba / The Heritage Associates: a non-profit history and humanities organization, will provide a History content coach and workshop presenters as well as provide-student and teacher field experiences. Akwaaba is a member of the Greater Rochester Visitors Association and partner to the Rochester/Monroe County Freedom Trail Commission. Through tours and stories depicted by actors historical figures such as Frederick Douglass and Harriet Tubman are brought to life for students. They will be introduced to the heritage, trials and tribulations of any of their 19th century forebears.

Corn Hill Navigation:

Founded in 1991, Corn Hill Navigation (CHN) is a not-for-profit organization dedicated to preserving and sharing the rich cultural history of the Erie Canal and Genesee River the historic waterways that gave life to Rochester. All cruises feature live cultural history narratives about these legendary waterways. CHN operates *Sam Patch* (an authentic packet boat replica) that navigates the Erie Canal from Schoen Place in Pittsford, NY; and *Mary Jemison* (an historic wooden vessel) that cruises the Upper Genesee River and Erie Canal from Corn Hill Landing in

downtown Rochester. CHN offers daily public cruises, lunch and dinner cruises with canal themed menus, onboard education programs, private charters, and mission-driven public programming including cultural history lecture cruises. *Mary Jemison* was a venue for the 2006 Rochester International Jazz Festival.

The mission of Corn Hill Navigation is to create and foster knowledge, understanding, enjoyment and awareness of the historical significance, human and economic impact, science and ecology of the Genesee River and Erie Canal through the operation of historic boats and the offering of school, community and public programming. CHN produces historical publications, lecture series, unique onboard public and school programs, educational charters, and professional development opportunities for educators.

In 2006, CHN collaborated with the Rochester City School District to launch the Historic Waterways Adventure cultural history enrichment pilot program - a consortium of historians and archivists created an online curriculum focused on the Erie Canal and its impact on regional and national history. Using facsimile copies of documents and photographs from regional collections, the online curriculum provides students and educators with scaffolded learning activities.

(Professional Development offerings are located in Appendix B).

□ **Genesee Country Museum:**

The Genesee Country Village and Museum was selected to participate in this project due to several years of past successful collaboration with the Rochester City School District. The Museum is able to capture a teacher's interest in traditional American history through a multitude of tangible experiences about life in early America. Staff will partake in museum field experiences as they relate to early American History, via hands-on activities, in the authentic colonial village. (Professional Development offerings are located in Appendix B).

□ **Strong National Museum of Play:**

The Strong Museum was selected to participate in the project due to its extensive collection of American History artifacts. Strong Museum is nationally recognized for its quality exhibits and outstanding artifact collections.

Strong Museum offers two-hour, professional development workshops to targeted grade level teachers throughout the school year. Workshops will be designed to enhance and deepen teachers' knowledge and understanding of the construction of historical knowledge and assist teachers in their ability to apply theory in daily practice of teaching and learning history (Professional Development offerings are located in Appendix B).

□ **Rochester Museum and Science Center:**

The Rochester Museum & Science Center (RMSC) was selected to participate in this project due to its ability to offer exhibits and programs that balance interactivity with collections, and offer holistic approaches to anthropology, history, technology and science. RMSC has extensive collections with over 1.2 million objects. The Rochester Museum & Science Center is recognized as an important community connections and resource. RMSC's Frederick Douglass exhibit explores the factors that made this local figure a great national leader. (Professional Development offerings are detailed in Appendix B).

Competitive Preference Priority: *School Districts with Schools in Need of Improvement, Corrective Action, or Restructuring* (Each applicant is encouraged to include: 1) a plan for how the District will assess the needs in the content area of American History; 2) a plan for how the applicant will recruit teachers to participate; 3) information on how these plans will be implemented.)

The Rochester City School District (RCSD) serves approximately 34,500 students in pre-K through grade 12 and an additional 10,000 adult students in GED and workforce preparation programs. It operates 39 K-6 elementary schools, 19 grade 7-12 secondary schools, one

adult/family learning center and several alternative education programs. The ethnic makeup of the student population is 65 percent African American, 21 percent Hispanic, 12 percent white and 2 percent Asian, Native American, and other minorities. The RCSD secondary student population is 89% non-White and 87.3% of elementary population is non-White; more than 35 different languages spoken within the student population.

Like large urban districts across the country, Rochester faces a number of challenges that can and do have an impact on student achievement. Among these is pervasive poverty. While the District is ranked 73rd in the nation in size, the city of Rochester is 11th in the nation in child poverty - higher than New York City, Washington, D.C., Chicago or Los Angeles. Rochester ranks first among New York State's "Big 5" urban school districts for poverty. The District's poverty rating as measured by free or reduced price lunch is 79.3%.

1) RCSD is able to assess the specific needs in the content area of traditional American History through teacher-correlated-to-student test score data for State-mandated tests, Regents tests and AP exams and other comprehensive assessments for all students in the District. The District's 20-member Department of Research, Evaluation and Testing is responsible for collecting, verifying, analyzing, storing and disseminating this data. RCSD participates in a State-wide data warehouse initiative allowing it benchmark against other New York State districts.

Student test data includes grade-level comprehensive assessments; New York State mandated Social Studies exams in grades 5, 8 and 11; New York State Regents exams; AP U.S. History results, and student report cards. This data is collected disaggregated for race, ethnicity, national origin, age, gender, poverty, special education status, and Limited English Proficiency. Data is compared across schools, grade levels, classrooms, and teacher.

Teacher content knowledge attainment data will include scores on questions taken from nationally-validated United States History exams. Each teacher will be required to take an AP-style assessment developed using publicly release AP items. U.S. history exam, using equated forms and a pre-post test methodology in the first year and baseline to post tests in subsequent years. All teachers entering the program in alternate years will be pre and post tested in the year of entry. Teacher comparison will feature number of years teaching, number of years teaching American History, prior content knowledge as evidenced in undergraduate or graduate education.

2) Under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, the Rochester City School District has six elementary schools and 10 secondary schools identified in SINI/SURR status. In 2005, the Rochester City School District was deemed a “District in Need of Improvement.” RCSD has school improvement plans in place at each school and most schools operate within an educational reform model. The Rochester City School District, *Teaching As Historians*, Teaching American History proposal, targets the three SURR-designated secondary schools and the seven SINI-designated secondary schools giving these teachers priority in and incentives for participating in TAH professional development. Targeted schools are:

1. **James Monroe High School** (SURR): 1292 students, with a 92.5% non-white populace.
2. **Thomas Jefferson High School** (SURR): 1145 students, with an 83.6% non-white populace.
3. **International Finance & Economic Development High School at Benjamin Franklin Campus** (SURR): 536 students, with a 95.7% non-white populace.

4. **Dr. Freddie Thomas High School** (SINI 5): 965 students, with a 94.2% non-white populace.
5. **Charlotte High School** (SINI 5): 1030 students, with an 80.5% non-white populace.
6. **East High School** (SINI 5): 1901 students, with an 89.6% non-white populace.
7. **Joseph C. Wilson Magnet High School** (SINI 3): 1881 students, with a 91.2% non-white populace.
8. **John Marshall High School** (SINI 5): 1124 students, with a 92.6% non-white populace.
9. **Bioscience and Health Care Careers High School at Benjamin Franklin Campus** (SINI 1): 588 students, with a 94.7% non-white populace.
10. **Global Media Arts High School at Benjamin Franklin Campus** (SINI 1): 588 students, with a 94.7% non-white populace.

RCSD will target 175 American History teachers at 10 SINI/SURR schools (40 teachers at 3 SURR schools; 135 teachers 7 SINI secondary schools with 18 teachers). These same teachers will be involved each year unless there is a change in an individual's teaching status, a teacher retires, a teacher no longer teaches US History, a new teacher has been hired, or another school is designated in need of re-structuring, et cetera. The *Teaching As Historians* Project Director and Instructional Director of Social Studies will take extra care to recruit teachers at these schools. Within these schools consideration will also be given to teachers that are new to the content area, teachers in second to fifth year of teaching, teachers who are teaching out-of-field¹,

¹ Out-of-field teaching is a common phenomenon in secondary schools where as many as half of history teachers do not have a major or minor in history. (*Richard M. Ingersoll, "The Problem of Under-qualified Teachers in American Secondary Schools," Educational Researcher, Vol. 28, No. 2, pp.26-37.*)

administrative recommendation, and teachers identified after a review of students/classrooms that consistently under-perform other students in the District, teachers who are lacking history in their under graduate or graduate degree program. Recruitment will include Social studies teachers, and Bilingual and Special Education teachers who are teaching Social Studies teachers who are currently teaching AP History. Professional development stipends will be paid to these teachers at the contractual rate of \$33 an hour to attend designated professional development activities. Elementary teachers from SINI/SURR elementary schools will be invited to participate in open seats followed by other teachers from non-SINI/SURR schools although since they are not TAH project teachers, they will not receive professional development stipends.

The Social Studies teacher corps at these schools is 50 percent White, 41 percent Black, eight percent Hispanic and one percent Native American.

There are approximately 5,347 American History students in the targeted classrooms at grades 7, 8 and 11 where American History is the primary content and 10,947 students in grades 7-12 at these SINI/SURR schools. Student test scores for the District are attached in Appendix C.

3) The RCSD director of Social Studies will host a project kick-off meeting with building principals, the Chief Academic Officer, Associate Chief of Secondary schools, and the director of Professional Development, staff from Research, Evaluation and Testing, the Project evaluator, and grant team in Spring 2008 to introduce Teaching As Historians project.

The Director of Social Studies will interview for the three Content Area Coaches (CAC) positions and the Assistant Project Director (APD) in Spring 2008. SURR building principal will serve on selection committees.

CAC and APD will attend 100 hours of pre-project training at the University of Rochester Memorial Art Gallery. This training will be conducted by SJFC and SUNY Brockport faculty.

The TAH grant award would be announced in May 2008 at the District's City-wide Social Studies Department meeting. The director of Social Studies will attend departmental meetings at each SURR school to extend individual invitations to SURR teachers. Incentives will be explained. Teachers will apply to participate in the TAH grant. Teacher applications will be reviewed by the APD and director of Social Studies. Teachers will be notified in August 2008. Teachers will need to re-apply for participation each year of the grant.

In July 2008, the director of Social Studies will also convene a project content meeting to be attended by SUNY Brockport Chair of History Dr. Jennifer Lloyd, Project History Advisor Dr. James Spiller, St. John Fisher Education Consultant Dr. Jeff Liles, University of Rochester Memorial Art Gallery educational consultant Ms. Carol Yost, the Assistant Project Director, RCSD director of Professional Development. This team will determine speakers for each PD session and select books for the collegial book circles. They will review topics, recommend resources and affirm the sequencing of PD in Years 2, 3, 4, and 5. This team will also be part of the Project Management Team and will meet twice a year.

Project Narrative

Other Narrative

Attachment 1:

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Attachment 2:

Title: Pages: Uploaded File: **8504-Appendix_G_-_RCSD_Resumes.doc**

OTHER NARRATIVE ATTACHMENT FORMS

2008 Teaching American History Grant Program
Teaching As Historians
Rochester City School District

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APPENDIX A

Letters of Commitment and Memorandums of Agreement

Institute of Higher Education Partner
State University of New York at Brockport: Jennifer Lloyd, Ph.D.
Associate Professor of History

Museum Partner
University of Rochester Memorial Art Gallery

Evaluator
John Roden, Ph.D.

OTHER NARRATIVE ATTACHMENT FORMS



SUNY BROCKPORT

Department of History

December 7, 2007

Mr. Paul Lampe
Director of Social Studies
Rochester City School District
131 West Broad Street
Rochester, New York 14614

Dear Mr. Lampe,

On behalf of the State University of New York at Brockport and its History Department, I am pleased to present this Letter in Commitment to serve as the Institute of Higher Education partner in the Rochester City School District's application to the United States Department of Education's *Teaching American History* Program. SUNY Brockport is committed to serving as a collaborative partner with the District on this five year teacher professional development project.

SUNY Brockport will provide a History Advisor who will serve as a consultant to work with the Director of Social Studies for the Rochester City School District and the TAH Assistant Project Director to design professional development series. Professional development elements will include summer institutes, monthly lecture series, collegial book circles, development of teacher professional resource library and collegial book circle selections. The History Advisor will ensure that RCSD's professional development activities provide adequate depth of content and unifying themes, assist in the identification of proficient history lecturers, and help to identify appropriate teacher learning resources. SUNY Brockport faculty may also serve as guest lecturers, as available and appropriate, for teacher professional development sessions.

SUNY Brockport has a robust history department of 20 full-time faculty and 10 associate instructors. Seven of these professors have received the SUNY Chancellor's Award for Excellence in Teaching and two have achieved the highest rank of Distinguished Teaching Professor. SUNY Brockport offers an undergraduate and graduate degree in History as well as teacher certification. (<http://brockport.edu/history/faculty/>)

SUNY Brockport faculty look forward to working with teachers from the Rochester City School District and other partnering institutions selected to serve as educational contributors to this exciting project.

Sincerely,

Jennifer M. Lloyd, Ph.D.
Associate Professor and Chair, Department of History, SUNY College at Brockport

State University of New York • College at Brockport • 350 New Campus Drive • Brockport, New York 14620-2956
(585) 393-2377 • FAX (585) 393-3620 • www.brockport.edu

OTHER NARRATIVE ATTACHMENT FORMS
ROCHESTER CITY SCHOOL DISTRICT

Preliminary Memorandum of Agreement*

*Between the
Rochester City School District
and
John Roden, Ph.D.
Concerning the Evaluation of the
RCSD Teaching American History Teaching As Historians Project*

By this Memorandum of Agreement, the Rochester City School District (RCSD), the RCSD Department of Research, Evaluation and Testing and John Roden, Ph.D. formalize a partnership for evaluation of the Federally-funded Teaching American History Project *Teaching As Historians*. This Agreement concerns the responsibilities of the work involved and the compensation needed to complete the evaluations.

Dr. Roden will serve as evaluator for this project by providing:

1. Data analyses, including regular formal reports (no fewer than annual reports);
2. Testing data item and cluster analyses;
3. Recommendations on evaluation procedures and changes as needed, in order to ensure the most policy-effective approaches to both the evaluation processes as well as feedback to *Teaching As Historians* participants;
4. Annual meeting with District staff (both *Teaching As Historians* participants and Department of Research, Evaluation and Testing staff);
5. Quarterly conference call meetings with District staff; and
6. Selection of control schools/classrooms.

The RCSD Department of Research, Evaluation and Testing shall be responsible for all initial data collection, will ensure that Dr. Roden receives all required student and teacher data, and will share with Dr. Roden the responsibility for data analyses.

Dr. Roden in conjunction with the RCSD Department of Research, Evaluation and Testing, shall be responsible for:

1. Annual report on the Policy Perspective, including *Teaching As Historians*' areas of strengths, areas needing improvements, and recommendations with respect to replication of this project and its components.
2. Overseeing the integrity of the evaluation processes.
3. Modifying evaluation strategies and formulas as the need arises.

Dr. Roden and the Department of Research, Evaluation and Testing agree to meet no less than on a quarterly bases for updates, trouble-shooting. These meetings may be teleconferences.

Dr. Roden shall receive an annual compensation of \$18,000 Year One, \$18,000 Year Two, \$18,000 Year Three, \$18,000 Year Four, and \$18,000 Year Five. The payments will be disbursed on a quarterly basis.

** This draft Memorandum of Agreement has been reviewed by John Roden, Ph.D. and is subject to revision and approval if RCSD is awarded a TAH grant.*

OTHER NARRATIVE ATTACHMENT FORMS



Memorial Art Gallery
OF THE UNIVERSITY OF ROCHESTER

300 UNIVERSITY AVENUE
ROCHESTER, NEW YORK 14607-1415
585-473-7730
585-473-6266 FAX
585-473-6152 TDD

March 7, 2007

Mr. Paul Lampe
Director of Social Studies
Rochester City School District
131 W. Broad Street
Rochester, New York 14604

Dear Paul:

On behalf of the Memorial Art Gallery, it is with tremendous excitement that I write this letter of support for and commitment to the Rochester City School District's proposal to revision its American history curriculum. Given the breadth and depth of the Gallery's collection, whose greatest strength is its outstanding American collection, we feel uniquely positioned to serve as the core cultural resource for this project. As you know, we have a long history of working very successfully with the Rochester City School District, developing content-rich programs focusing on areas of American history and culture, as well as designing basic skill building programs using the visual arts to develop critical thinking strategies.

In support of this initiative, the Gallery will dedicate the services of Carol Yost to this project. We understand that she will serve as a member of the core management team as well as a leader of a number of professional development sessions. As the Gallery's Assistant Curator of Education for Teacher Services, Carol has six years of experience in her current position, as well as a previous 20+year career as a high school history teacher. Additionally, Carol completed the Gallery's year-long training program as a docent so she is well versed in the Gallery's collection and in museum teaching strategies.

Should additional information be needed, please do not hesitate to ask.

Sincerely yours,

Susan Dodge-Peters Daiss
McPherson Director of Education

OTHER NARRATIVE ATTACHMENT FORMS
STATEMENT OF COMMITMENT
December 10, 2007

The Memorial Art Gallery of the University of Rochester

The Memorial Art Gallery and *Teaching As Historians: Celebrating the Diversity Among Us*

The Memorial Art Gallery is uniquely positioned to partner with the Rochester City School District in the development and implementation of *Teaching As Historians*. Works of art are creations of the human spirit and the diversity of works in the collection reflects the diversity of the human beings that create them. Art works are also documents that reflect that diversity. Once teachers and students learn how to look at, analyze and interpret selected works of art, the visual arts can be integrated into the social studies curriculum to reveal the values and views of a time and place as well as of the individual artist.

Philosophy of the Memorial Art Gallery

The Memorial Art Gallery is Rochester's art museum, with an outstanding encyclopedic permanent collection, and a particular strength in American art. Our educational outreach philosophy had been informed by the concept of "the multiplier effect," that reaching teachers effectively ultimately reaches the greatest number of students. The museum's long-standing commitment to community education is revealed in its active field trip program for 17,000-20,000 school children annually, and its dynamic professional development offerings for 1000-1500 teachers per year, including pre-service workshops for all the region's schools of education and a series of in-service programs based on the temporary exhibition program and the permanent collection.

Over the past decade, the Gallery has participated in a number of in-depth partnerships with area schools - particularly those in the Rochester City School District - to develop curriculum that focuses on both art's potential in basic academic skill-building (e.g.: skills of observation, inference, interpretations, etc.) and in the communication of major themes in human history (e.g.: history's shaping social, political, cultural forces, etc.)

Responsibilities of the Memorial Art Gallery

- Conduct workshops for participating teachers in "Learning to Look; Looking to Learn", the Memorial Art Gallery's visual literacy education program. The object-centered learning and teaching strategies program uses art and artifacts to develop student visual literacy, problem solving and critical thinking skills and social studies comprehension through the guided observation and interpretation of dynamic works of art. These skills include gathering data, questioning observations, making inferences, drawing conclusions, personal reflection
- Provide teaching materials that both present American history content but also pedagogical strategies.
 - Introduce works of American art and artifacts that can be integrated into the curriculum.
 - Provide instruction in integrating art history into the American culture/history context.
 - Provide copies of images as well as support information for classroom use.
 - Provide American art books, slides, posters as well as lesson ideas from the Memorial Art Gallery Teacher Resource Center.

Educational Experience of Memorial Art Gallery

Development of classroom resources:

- Seeing America*: classroom materials, guided looking strategies and classroom activities teaching American history through American art
- Passport to the Past*: a complete program integrating docent training, teacher training, student tours of the ancient world art at the Memorial Art Gallery, and pre- and post-visit materials for use in the classroom
- "Learning to Look; Looking to Learn" and "The Articulate Object" guides for observing, analyzing, interpreting and reflecting on works of art

Presentation of in-service programs for Rochester area social studies teachers:

- 2007: *Art and Observation*
Science of Art; the Art of Science
Voices in the Gallery
- 2006: *The Artist as Political Activist*

OTHER NARRATIVE ATTACHMENT FORMS

- Georgia O'Keeffe: A Sense of Place*
- Picturing My America: Art from the Jewish Museum Collection, 1800-1955*
- Rochester, New York State and the Erie Canal*
- 2005: *Picturing Ourselves: Teaching with Documents*
- 2004: *Every Picture Tells a Story: Walter O. Evans Collection of African American Art*
- 2003: *George Bellows: Leaving for the Country*
Protected for Eternity: The Coffins of Pa-debehu-aset
- 2002: *The Story of Things*
- 2001: *American Spectrum: Teaching American History through American Art*
- 2000: *It's About Time and About Face: Copley's Portrait of an American Silversmith*

OTHER NARRATIVE ATTACHMENT FORMS

Letters of Support and Background Information for Supporting Organizations

AKWAABA: the Heritage Associates, Inc.
Seminole Indian Project
Rochester Museum and Science Center
Native American Resource Center
Genesee Country Village & Museum
Strong National Museum of Play
About Time Magazine
Ganondagon State Historic Site
Corn Hill Navigation

OTHER NARRATIVE ATTACHMENT FORMS

Akwaaba -The Heritage Associates, Inc.

181 Royleston Rd. , Rochester, NY 14609, 585-482-5192, 585-288-3681(fax)
akwaaba1@usa.net

AKWAABA's mission is to draw upon ongoing research to develop and present accurate, enlightening interpretations of the roles of African Americans in the development of New York State. The case in point will be *Afro-Rochester*, i.e., pre-World War II African American residents of the Rochester area, that found it necessary and appropriate to reclaim much of their antecedent heritage as a bulwark against continued frustrations they faced in the quest for citizenship.

By focusing on the 19th century freedom movement, AKWAABA reveals its linkages to the civil rights struggles of the 20th century. Guided tours along Underground Railroad routes and living history reenactments of events, and of the personalities that colored those events, will enrich teachers and learners appreciation of the Finger Lakes and Niagara Frontier regions.

AKWAABA associates will address Abolitionists and Human Rights, Abolitionists and the Civil War and the "life and times" of Frederick Douglass through tours, living history reenactments, and performance-lecture. The subject matter and modes of presentation will be linked to New York Learning Standards in Social Studies, English Language Arts, and the Arts. A living history reenactment will be devoted to each topic.

The summer institute will be marked by AKWAABA's "Riverwalk " tour, in which abolitionists, Austin Steward, Harriet Jacobs, Thomas James, Susan B. Anthony, and Underground Railroad agents, such as Anna and Frederick Douglass, will come to life. The principal reenactment will be "A Time in the Life of Frederick Douglass, Shields Green and a Woman Called Moses."

OTHER NARRATIVE ATTACHMENT FORMS

AKWAABA: the Heritage Associates, Inc.

181 Royleston Road, Rochester, NY. 14609, 585-482-5192, 585-288-3681(fax)
akwaba1@usa.net

December 10, 2007

Mr. Paul Lampe
Director of Social Studies
Rochester City School District
131 West Broad Street
Rochester, New York 14614

Dear Mr. Lampe,

On behalf of AKWAABA:the Heritage Associates, I am pleased to present this letter in support of the United States Department of Education's *Teaching American History* Grant application being prepared by the Rochester City School District. AKWAABA is committed to serving as a collaborative partner with RCSD on this worthwhile project.

AKWAABA's participation will involve working with elementary and secondary teachers each year during the duration of this project. Teachers will participate in living history presentations and Underground Railroad tours receiving professional development in both content and pedagogy. AKWAABA's mission is to draw upon ongoing research to develop and present accurate, enlightening interpretations of the roles of African Americans in the development of New York State. We are prepared to assist and support this project by providing instructional services as described in the documents submitted in concert with this letter of pledged participation.

AKWAABA's associates look forward to working with teachers from the Rochester City School District and other partnering institutions selected to serve as educational contributors to this exciting project.

Sincerely,

Ruth B. Anderson
Executive Director

OTHER NARRATIVE ATTACHMENT FORMS
To Whom It May Concern:

My name is Joseph Hill. I am a Journalist (22 years television news) and a Historian. Recently I took a film crew to Texas and shot a documentary about the Seminole Negro Indian Scouts. The "Scouts" were primarily Black Indians who fought for the U.S. Military against hostile Indian tribes in the Southwest and Northern Mexico during the 1870's and 1880's. The elite commando unit settled the west, was awarded four Medals of Honor and never lost a man in combat, yet are virtually unknown in American History.

I am in partnership with the Rochester City School District to help show students that there are many "undiscovered" and changing aspects of history, much of which is not found in standard text. I plan on working with teachers in the school district to work out lesson plans and a course based on the Seminole Negro Indian Scouts and parallel historical events taking place during that units glory days. I will also be available for any lectures about the Seminole Negro Indian Scouts, how to research new historical material, and the joy of learning history and its relevance to modern life. Ironically, the white Quaker who headed the Seminole Negro Indian Scouts, John Lapham Bullis, came from Macedon, Wayne County New York, about a half hour drive from Rochester.

Sincerely,

Joseph Hill
Pothos Productions
79 Ferris Street
Rochester, New York
585-654-5483
j.hill.09@hotmail.com

OTHER NARRATIVE ATTACHMENT FORMS

November 27, 2007

Mr. Paul Lampe
Director of Social Studies
Rochester City School District
131 West Broad Street
Rochester, NY 14614

Dear Mr. Lampe,

I am very pleased to write this letter in support of the Rochester City School District's application for funds through the *Teaching American History Grant* program of the U.S. Department of Education and to commit to participating in the program as a full and active partner.

Genesee Country Village & Museum is one of the largest open air museums in the United States and is dedicated to preserving the architectural, cultural and natural history of the Genesee Country region of western New York. Our 700-acre complex contains 67 historic structures dating from 1797 to 1884 relocated from 13 counties in the region. In addition, there is a recreated 1860s baseball park, as well as gardens, crop fields, orchards, and a variety of farm animals all appropriate to the 19th century.

Also located on the museum's property is the John L. Wehle Gallery of Wildlife & Sporting Art, Carriage Museum, library and Genesee Country Nature Center. Each of these facilities can provide excellent learning opportunities for teachers.

Our goal as an educationally chartered institution is to develop and present engaging programs, events and exhibits that enable visitors of all ages to understand and relate to the lives of people living in 19th-century America. Approximately 20,000 school-aged children visit the museum each year via field trips many taking advantage of our curriculum-based focused programming.

The Genesee Country Village & Museum will be pleased to host sessions for participating educators if you receive the TAH grant. We see this program closely aligned with our own efforts to forge connections between the museum and the classroom, and in so doing, advance teachers' facilities for using living history to improve students' understanding of 19th-century American history.

Thank you for the invitation to partner with the Rochester City School District. We look forward to working with you.

Sincerely,

Charles LeCount
Senior Director of Programs

OTHER NARRATIVE ATTACHMENT FORMS

Genesee Country Village & Museum (See Appendix B for professional development topics.)

The Genesee Country Village & Museum can offer several program options as a supporter of a *Teaching American History* partnership with the Rochester City School District.

The Genesee Country Village & Museum can custom-design and deliver a facilitated *Educator's Institute* for up to 60 teachers from the Rochester City School District. Its primary purposes will be (1) to improve teachers' knowledge, understanding and appreciation of 19th-century American history by focusing on the New York State manifestations of stories of national significance and (2) to help teachers understand how to use a living history environment most effectively to raise student achievement.

The half-day sessions will consist of an introduction to the museum and its facilities as well as orientation, goal setting and process determination for the workshop. The majority of the workshop will be devoted to the exploration of selected curriculum units¹ identified as most important and relevant to this project. Each curriculum unit consists of a menu of pre-visit activities, several choices of field experience options, post-visit activities, and assessments of student learning (e.g., Constructed Response Questions, Document-Based Questions). Teachers will receive complete copies of the curriculum guides, including activity pages suitable for copying for students, bibliographies, copies of primary documents, and materials relating to creating additional CRQs and DBQs relating to the topics.

In addition to the workshop facilitated by a subject-area specialists, participants will be offered custom-tailored experiences in the historic village, art gallery and/or nature center, including but not limited to hands-on activities, observation of elementary- and middle-school aged children enrolled in the museum's educational programs (as scheduling permits), one-on-one interactions with our costumed interpreters and experimentation with new activities. Group work at the end of the session will include workshop evaluation and participant observations regarding additional possibilities for educator/teacher training.

Rochester Museum & Science Center (See Appendix B for professional development topics.)

The Rochester Museum & Science Center (RMSC)'s mission is to create "entertaining and educational experiences enabling visitors to explore science and technology, the natural environment and our region's cultural heritage." The museum's Strategic Plan, adopted in 2000, re-orient staff efforts toward planning programs *with* rather than *for* the community. Community partnerships are key in maximizing the museum's efforts. RMSC serves 100,000+ school visitors each year offering exhibits and programs that balance interactivity with collections, and offer holistic approaches to anthropology, history, technology and science. Programs are very highly rated by teachers, Sharing RMSC's extensive collections of 1.2 million objects is a high priority, and the staff who know and care for them are recognized as important community connections and resources. Museum staff are diligent in maintaining high academic standards to deliver accurate educational experiences that are engaging and thought provoking. Key components of the education program are open-ended, inquiry-based learning that promotes exploration and understanding; and use of a spectrum of "knowledgeable guides" to empower visitor self-discovery. At the end of 2003, RMSC opened a major exhibit, *Rochester's Frederick Douglass*, exploring the factors that made this local figure a great national leader. The exhibit provides examples of how individuals can influence events and turning points in American history. RMSC's three-dimensional exhibits offer the kind of experiential learning that is difficult, if not virtually impossible, to obtain through any other

OTHER NARRATIVE ATTACHMENT FORMS

medium, whether it be the classroom, books or television. As students participate in the museum activities, they obtain knowledge and understanding of fundamental historical principles while engaging in fun, inspiring and educational experiences. All exhibit components, as well as educational programs, are aligned with national and NYS math, science, technology and history learning standards.

Guided field studies immerse students in artifact-rich, interactive exhibits through a variety of rich, educational and hands-on experiences. Tours include objects/documents to discover, touch and examine up-close, as well as complementary activities that appeal to varied learning styles. Guided field studies last approximately one hour.

Strong National Museum of Play (See Appendix B for Professional Development topics.)

Strong Museum offers 2-hour, professional development workshops to targeted grade level teachers throughout the school year. These workshops will be designed to enhance and deepen teachers' knowledge and understanding of the construction of historical knowledge and assist teachers in their ability to apply theory in daily practice of teaching and learning history. Strong museum can host a monthly teaching history forum for new teachers during each of the three school years. This monthly gathering will provide teachers a network of support, an opportunity to share ideas and a chance to utilize the museum's many resources. Each month focus' on the specific needs of the teachers, starting with an open dialogue or round table discussion to assess the needs and interests of the group. Teachers have an opportunity to share specific concerns regarding teaching strategies and content knowledge. The museum offers expertise in teaching methods provided by the education team and historical content based on primary source documents and artifacts from the museums collection. Consultants from area colleges will be available three times per year. This monthly forum provides an ongoing network of support and inspiration for teachers to deepen their own understanding of historical content.

OTHER NARRATIVE ATTACHMENT FORMS

Corn Hill Navigation

To create and foster knowledge, understanding, enjoyment and awareness of the historical significance, human and economic impact, science and ecology of the Genesee River and Erie Canal through the operation of historic boats and the offering of school, community and public programming. Corn Hill Navigation Mission

Founded in 1991, Corn Hill Navigation (CHN) is a not-for-profit organization dedicated to preserving and sharing the rich cultural history of the Erie Canal and Genesee River – the historic waterways that gave life to Rochester. All cruises feature live cultural history narratives about these legendary waterways. CHN operates *Sam Patch*, an authentic packet boat replica that navigates the Erie Canal from Schoen Place in Pittsford, NY; and *Mary Jemison*, an historic wooden vessel that cruises the Upper Genesee River and Erie Canal from Corn Hill Landing in downtown Rochester. CHN offers daily public cruises, lunch and dinner cruises with canal themed menus, onboard education programs, private charters, and mission-driven public programming including cultural history lecture cruises. In 2006 *Mary Jemison* was a venue for the Rochester International Jazz Festival.

CHN collaborates with the Rochester City Historian's Office, Rochester City School District, Rochester Museum & Science Center, Canal Society of New York State, Rochester Historical Society and Genesee Community Charter School to produce historical publications, lecture series, unique onboard public and school programs, educational charters, and professional development opportunities for educators.

In 2006 CHN collaborated with the Rochester City School District to launch the Historic Waterways Adventure cultural history enrichment pilot program. In 2007, CHN is working with the Rochester City School District, Genesee Community Charter School and a consortium of historians and archivists to create an online curriculum focused on the Erie Canal and its impact on regional and national history. Using facsimile copies of documents and photographs from regional collections, the online curriculum will provide students and educators with scaffolded learning activities that will become a model for 21st century learning.

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APPENDIX B

Teaching As Historians

Project Organizational Chart

School Embedded Professional Development Topics for SURR schools

Samples of Supporting Organizations' American History content-related Professional Development Workshops

Content Lecture And Collegial Book Circles Themes and Topics

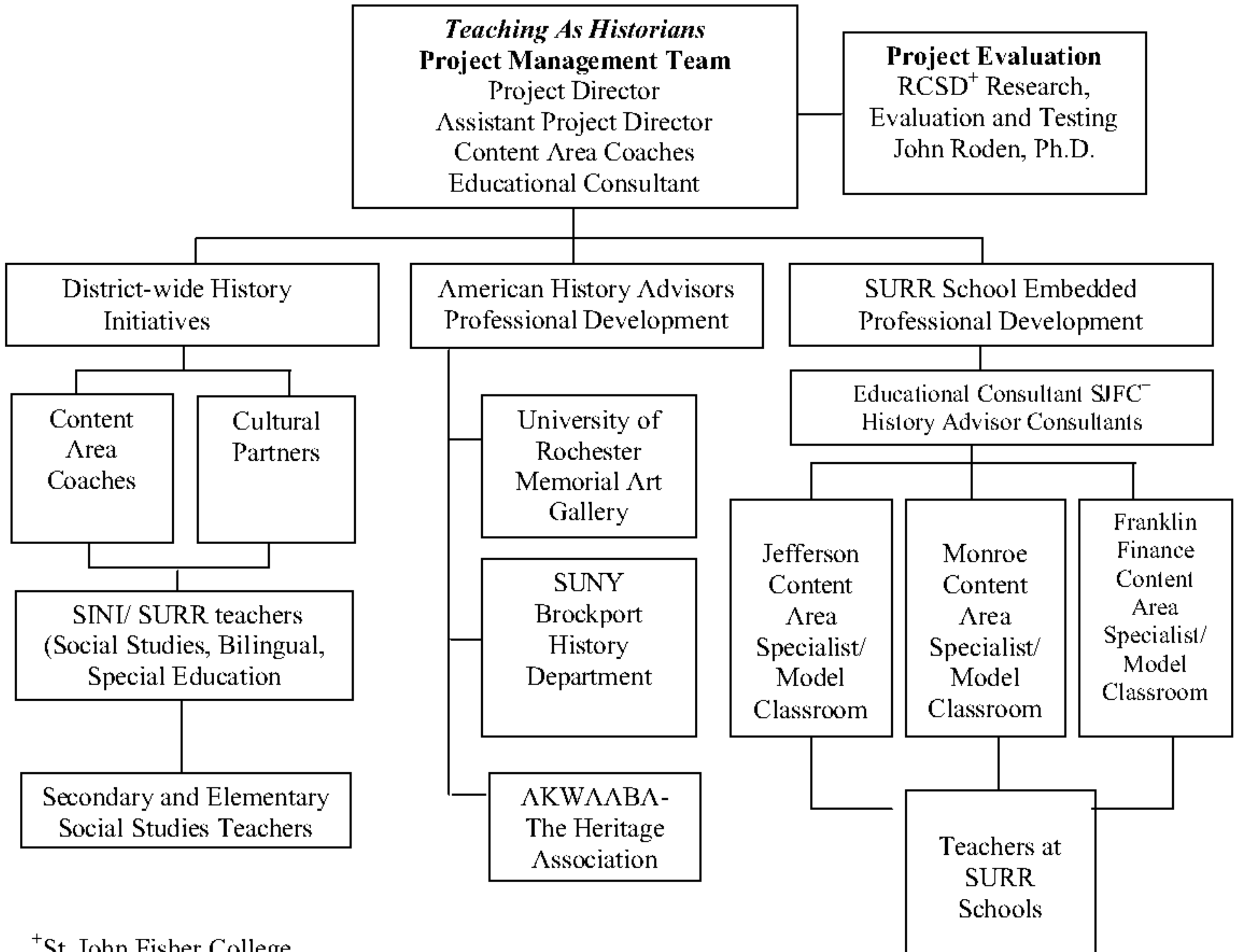
Professional Libraries and Resources

American Historical Association's Benchmarks for Professional Development in Teaching of History as a Discipline

Identified Potential Guest Lecturers

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2008 Project Organizational Chart



⁺St. John Fisher College

⁻Rochester City School District

OTHER NARRATIVE ATTACHMENT FORMS

SAMPLE
SCHOOL EMBEDDED PROFESSIONAL DEVELOPMENT
TOPICS FOR SURR SCHOOLS
Professional Development Plan

Theme: Analytic Thinking: Thinking like an Historian

Classroom Application and Content Based Pedagogy:

Read content and application techniques from Rethinking Columbus by B. Bigelow & B. Peterson (Eds.)(1998). Rethinking Schools, Milwaukee, Wisconsin

Literature Circle:

Read and apply Analytic Thinking by L. Elder & R. Paul (2006). Foundation for Critical Thinking.

Theme: Using literature to learn American History

Classroom Application and Content Based Pedagogy:

Read content and application techniques from Narrative Matters: Teaching and Learning History through Story by G. Bage (1999). Falmer Press.

Read content and application techniques from In Search of America's Past: Learning to Read History in Elementary School by B. VanSledright (2002). Teachers College Press.

Looking At Student Work:

Review student work from an American History lesson involving literature.

Theme: Learning American History through Disciplined Inquiry

Literature Circle:

Read Chapter 1 (The Sociocultural Context for Studying History) and Chapter 2 (The Theory Behind Disciplined Inquiry) from Doing History: Investigating with Children in Elementary and Middle Schools by L. Levstik & K. Barton (2001). Lawrence Erlbaum Associates.

Classroom Application and Content Based Pedagogy:

Analyze pedagogical strategies in Chapter 10 (Putting Conflict in Context) from Doing History: Investigating with Children in Elementary and Middle Schools by L. Levstik & K. Barton (2001). Lawrence Erlbaum Associates.

Theme: Using the Arts to learn American History

Classroom Application and Content Based Pedagogy:

Analyze pedagogical strategies in Chapter 13 (The arts Make Us All Part of Humankind: Cognitive Pluralism in History Teaching and Learning) from Doing History: Investigating with Children in Elementary and Middle Schools by L. Levstik & K. Barton (2001). Lawrence Erlbaum Associates.

Looking At Student Work:

Review student work from an American History lesson involving the arts.

Theme: Primary Source Documents and Document Based Questions

Classroom Application and Content Based Pedagogy:

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Hold session in the computer lab led by technology and content expert.

Literature Circle:

Read and analyze for leads to primary sources Chapter 6 (The Intimately Oppressed) from A People's History of the United States by H. Zinn (2003). The New Press.

Theme: Using Writing to learn American History

Classroom Application and Content Based Pedagogy:

Presenter-Dr. Theresa Nicolay, expert in Writing Across the Curriculum

Looking At Student Work:

Review student work from an American History lesson involving writing.

Theme: Using Assessment to Inform Instruction of American History

Classroom Application and Content Based Pedagogy:

Read content and application ideas from Classroom Assessment Techniques by T. Angelo and K.P. Cross (1993). Jossey-Bass Publishers and from How to Assess Authentic Learning by K. Burke (1999). SkyLight Professional Development.

Looking at Student Work:

Bring in potential assessment for analysis.

Theme: Reflective Practitioner

Looking at Student Work:

Bring in final piece of work to be analyzed.

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***SAMPLES OF SUPPORTING ORGANIZATIONS' AMERICAN HISTORY
CONTENT-RELATED PROFESSIONAL DEVELOPMENT WORKSHOPS***

Genesee Country Village & Museum

PARTICIPANTS: RCSD Elementary and Secondary teachers
LOCATION: Genesee Country Village & Museum, Mumford, New York
DURATION: generally 1/2 day programs

The Genesee Country Village & Museum custom-designs and delivers a facilitated *Educator's Institute* for teachers from the Rochester City School District. Its primary purposes will be (1) to improve teachers' knowledge, understanding and appreciation of American history by focusing on the New York State manifestations of stories of national significance and (2) to help teachers understand how to use a living history environment most effectively to raise student achievement.

The half-day session consists of an introduction to the museum and its facilities as well as orientation, goal setting and process determination for the workshop. The majority of the workshop will be devoted to the exploration of selected curriculum units² identified as most important and relevant to this project. Each curriculum unit consists of a menu of pre-visit activities, several choices of field experience options, post visit activities, and assessments of student learning (e.g., Constructed Response Questions, Document-Based Questions). Teachers will receive complete copies of the curriculum guides, including activity pages suitable for copying for students, bibliographies, copies of primary documents, and materials relating to creating additional CRQs and DBQs relating to the topics.

In addition to the workshops facilitated by subject-area specialists, participants are offered custom-tailored experiences in the historic village, art gallery and/or nature center, including but not limited to hands-on activities, observation of elementary- and middle-school aged children enrolled in the museum's educational programs (as scheduling permits), one-on-one interactions with our costumed interpreters and experimentation with new activities. Group work at the end of the session includes workshop evaluation and participant observations regarding additional possibilities for educator/teacher training.

Background: The Genesee Country Museum, located on 700 acres of land in southwest Monroe County, cares for a collection of 68 historic buildings, 40 carriages, approximately 15,000 late 18th- and 19th-century objects and 900 pieces of art. Our facilities include a recreated historic village, an art gallery, a nature center and support buildings for visitor service, curatorial, administrative, exhibition, education and maintenance functions. Our museum's core competency and strongest set of assets are found in our historic village. Our historic buildings, dating from 1797 to 1884, have been restored, landscaped and furnished to period, and it is the village's resources, size and potential that distinguish our institution among the country's living history museums. Because of the temporal span of our buildings and our geographical location in Western New York, we are uniquely equipped to address the factors that define the "century that

OTHER NARRATIVE ATTACHMENT FORMS

made America,” from rapid population growth and territorial expansion, to revolutions in economic systems, transportation, technology and social and religious reform.

Increasingly, we are developing ways to use our exceptional collection of paintings and sculpture (at the John L. Wehle Gallery of Wildlife & Sporting Art) and 175 acres of forest, meadow, ponds and streams (the Genesee Country Nature Center) to tell these “big stories” of the 19th century. Recent examples include an exhibition of 19th-century portraiture in the gallery and, at the nature center, environmental history programs focusing on human-land relationships during the 1800s.

Current Educational Programs: Over the past three summers, we have conducted *Educator’s Institutes*, which have redefined the way in which the museum serves and interacts with our educational community. Elementary- and middle-school educators have worked with museum staff to draft a series of themed curriculum guides for ten specific subject areas for which the museum has appropriate resources and interpretive strengths. Each guide presents options for pre visit activities, hands-on and experiential activities undertaken at the museum, post visit activities and assessments of student learning, all commensurate with New York State learning standards. Collectively, these guides comprise a program we call *Focused Field Trips*, which enables teachers to tailor their students’ museum trips to meet their own specific goals within state-mandated curricula.

The institutes have ranged from one to three weeks, and while they have focused on history and closely aligned social studies, we have also explored how art and language can be incorporated into the units.

For school groups, we currently offer self-guided tours of the historic village in the spring and fall with the opportunity to add on a half-hour enrichment option in the village, the gallery or nature center. We also offer students and their teachers interdisciplinary on-site programs and the opportunity for museum staff to bring a focused object-oriented program to the school as part of our Movable Museum outreach effort.

In addition to field trips, educational programs at the museum include formal classes addressing specific aspects of 19th-century life ways, ecology and environmental science, and fine arts for both youth and adults. These are described in catalogues distributed twice each year. Examples of offerings include cheese making, hearth cooking, broom and basket making, textile arts, junior naturalist classes, wildflower propagation, beginning blacksmithing and watercolor technique. And last, but by no means least, each year we sponsor the Genesee Valley Regional Competition for National History Day, the nation’s oldest and most highly regarded history contest for middle and secondary school students. (Please see www.nationalhistoryday.org for more information.) With a goal of improving the teaching and learning of history in schools, National History Day provides students an exciting way to not only learn about history, but also to develop critical thinking and problem-solving skills that help them manage information now and in the future. The Genesee Country Village & Museum is committed to expanding National History Day participation among students in our region and is developing strategies to do so by collaborating with area librarians, archivists and college faculty.

Proposed Activities for Teaching American History Projects: It is our understanding that *Teaching American History* Grant projects should be designed to improve teachers’ knowledge, understanding and appreciation of American history in order to ultimately improve instruction and raise student achievement. As a partner with the Rochester City School District, and drawing

OTHER NARRATIVE ATTACHMENT FORMS

on our strengths and experience in history education, the Genesee Country Village & Museum can serve as:

- The developer and provider of history workshops that address one or more aspects of 19th-century American history. We suggest the following topics for consideration, based on their relevance to American history in general, their explicit manifestation in 19th-century Western New York and the museum's strengths:
 1. Frontier Settlement: Land Use and Development
 2. Native American History
 3. Agricultural History
 4. African-American History
 5. Women's and Children's History
 6. Technology and Industry
 7. Transportation Revolution
 8. Material Culture
- The setting for collaborative work on developing new curriculum units or for refining units drafted in the museum's 2001, 2002 and 2003 Educator's Institutes. Those currently available are listed below.
 1. Architecture and Housing
 2. Farming and Agriculture
 3. Historic Foodways
 4. Historic Crafts
 5. Historic Trades
 6. Government and Civic Responsibility
 7. A Child's Life Experienced
 8. African-American History: Abolition
 9. Businesses and Professions
 10. The Civil War at Home
- The developer and provider of in-service teacher instruction on how to use a living history museum as an instructional environment. Strategies addressed could include:
 1. Accommodating diverse learning styles by using music, dance, theater, art, nature, journaling, "student-teaching" and interviewing to learn history
 2. Enabling students to experience history through immersive activities such as role playing, engaging in craft/trade activities, cooking over an open hearth, planting and harvesting, caring for farm animals, playing 19th-century strategy games and building a structure using 19th-century techniques
 3. Using an historic setting as a "stage" for demonstrating learning
 4. Exploring historic costume as an indicator of social and cultural history
 5. Using American games (e.g. baseball) as a means of learning American history
 6. Reading a landscape (e.g. house yard, farmyard, farm field, village streetscape)
 7. Service learning or apprenticing with a master craftsman, tradesperson or artisan
- The host for symposia, lectures, trainings and/or workshops delivered by the other partners or by local experts. In addition to the historic village, art gallery and

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nature center, we can offer work space for large or small groups, auditorium facilities and a dining room with full-service catering, all in an environment that is very conducive to history education.

Rochester Museum & Science Center

The Rochester Museum & Science Center (RMSC) offers exhibits and programs that balance interactivity with collections, and offer holistic approaches to anthropology, history, technology and science. RMSC serves 100,000+ school visitors each year. Its programs are very highly rated by teachers,¹ it has doubled the number served through outreach programs over the last two years, and staff have created several successful teacher professional development workshops. RMSC's mission is to create "entertaining and educational experiences enabling visitors to explore science and technology, the natural environment and our region's cultural heritage." The museum's Strategic Plan, adopted in 2000, re-orientes staff efforts toward planning programs *with* rather than *for* the community. Community partnerships are key in maximizing the museum's efforts. Sharing RMSC's extensive collections of 1.2 million objects is a high priority, and the staff who know and care for them are recognized as important community connections and resources. Education is central to RMSC's mission and all of its activities. Museum staff are diligent in maintaining high academic standards to deliver accurate educational experiences that are engaging and thought provoking. Key components of the education program are open-ended, inquiry-based learning that promotes exploration and understanding; and use of a spectrum of "knowledgeable guides" to empower visitor self-discovery. At the end of 2003, RMSC opened a major exhibit, *Rochester's Frederick Douglass*, exploring the factors that made this local figure a great national leader. The exhibit provides examples of how individuals can influence events and turning points in American history.

RMSC's three-dimensional exhibits offer the kind of experiential learning that is difficult, if not virtually impossible, to obtain through any other medium, whether it be the classroom, books or television. As students participate in the museum activities, they obtain knowledge and understanding of fundamental historical principles while engaging in fun, inspiring and educational experiences. All exhibit components, as well as educational programs, are aligned with national and NYS math, science, technology and history learning standards.

Guided Field Study

Guided field studies immerse students in artifact-rich, interactive exhibits through a variety of rich, educational and hands-on experiences. Tours include objects/documents to discover, touch and examine up-close, as well as complementary activities that appeal to varied learning styles. Guided field studies last approximately one hour.

At the Western Door: Seneca Indians, Europeans, and Americans in the Genesee Valley 1550-1820 explores Colonial era cultures and how they changed as a result of contact among people with very different belief systems and ways of life. Nearly 2,000 artifacts from a time of worldwide European exploration and conquest through the birth of the American nation provide compelling evidence of the complex relationships among native, European and American colonial people, and how each related and responded to the other. The exhibition offers opportunities to compare and contrast European and Haudenosaunee Iroquois cultures, and to trace the growing fur trade and attempts of France, England and the Netherlands to control it. It

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offers insights into the French and Indian War, colonization in New York State, and the American Revolution.

Rochester's Frederick Douglass

Why did Frederick Douglass choose Rochester to launch his efforts to reform American civil liberties? What beliefs, skills and traits made him such a successful leader? This powerful exhibition traces Douglass's rise from birth into enslavement to his emergence as a commanding force in the cause of human rights. The exhibition focuses on the 25 years from 1847-1872 when Douglass rose to national prominence while working and raising a family in Rochester. 300 never-before-seen objects, documents, maps and photographs from Douglass's life, as well as hands-on activities, touch objects, and recreated environments offer a multitude of ways to learn about this great American.

Our Town (Grades 4-12)

RMSC's Historic Rochester period rooms show visitors how people in the 1800s used objects and furnishings. These recreated spaces include a kitchen, drug store, weaving attic, tin shop, dry goods store, barber shop, female seminary, and Western Union Office. The focal point of the floor is the "Rochester in 1838" diorama, one of RMSC's oldest, most popular and most significant exhibits. Our Towns offers a stroll through 19th century Rochester and opportunities to find out what life was like for early inhabitants of a new nation.

Behind-the-Scenes tours of Collections: In-depth Look at RMSC's Technology

Collections. Industrial, technological, and business history from the 1790s to the present can be traced through RMSC's collections, the largest and most comprehensive assemblage of local materials in the region. Facilitated tours trace the transformation from human, animal and water power to steam and electrical power, as well as the dramatic increases in production, communication and transportation that marked the change from an agricultural to an industrial nation with global markets. Rochester inventions and objects produced by Rochester's science/technology-based industries are featured.

Susan B. Anthony

RMSC's Historic Rochester period rooms show visitors how people in the 1800s used objects and furnishings in the 1800s. These recreated spaces reveal much about the everyday lives of women, their work and roles in the 19th century. Rapid settlement and industrialization of the United States during the 1800s had a profound effect on women in Rochester as elsewhere. Women's roles changed as the production of goods shifted from the family farm to the factory. In this environment, Susan B. Anthony worked to expand opportunities for women. Anthony heirlooms and documents from RMSC collections help bring to life the heritage, warmth, generosity, loving nature, and unaffected simplicity of a legendary woman.

Classroom Visits

RMSC Players and historians deliver hands-on, minds-on performances and artifact-based activities to school classrooms. These in-depth experiences build on field studies at the museum by facilitating opportunities for teachers and students to further understanding of the construction of historical knowledge.

For example, *Underground Railroad Tales* provides insights into what it was like to be a freedom seeker on the Underground Railroad. Through a dramatic presentation by the RMSC

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Players, and facilitated activities using primary source materials, students and teachers come to new understandings about the era of enslavement and freedom fighting.

Strong National Museum of Play

Strong Museum offers 2-hour, professional development workshops to targeted grade level teachers throughout the school year. These workshops are designed to enhance and deepen teachers' knowledge and understanding of the construction of historical knowledge and assist teachers in their ability to apply theory in daily practice of teaching and learning history.

1. Life in the New Nation (Elementary)

This interactive workshop engages participants in a unique exploration of daily life in 19th century America as it portrays the roots of American culture. Hands on experience with artifacts and primary source documents from the collection will strengthen knowledge of content area that teachers cover with their own students. Using a comparative approach to "now and then" helps teachers to build on pre-existing knowledge as well as discover strategies that they can use in their own teaching. Resources and bibliographies will be available for teachers to extend their learning.

2. Industrial Growth (Elementary)

Teaching through empathy is the basis of this experiential workshop that leads teachers through role play scenarios to establish a foundation of knowledge centered on the effects of immigration on the industrial growth and expansion of America at the turn of the 20th century. Using the museum's many resources teachers will broaden their own knowledge in the content area that they cover with their own students. Effective teaching strategies will also be modeled. Teachers will use graphic organizers to chart their own knowledge of content area using the KWL (know, want to know and learned) strategy.

3. Social Issues (Secondary)

Using the artifacts of popular culture to understand the economic, social and political trends that shaped the end of the 20th century, participants deepen their own understanding of related concepts and predict how current trends could point to the 21st century. This workshop will model the use of multiple intelligences as it applies to teaching older students and adults.

4. Industrial Growth (Secondary)

In a stimulating, cooperative learning environment participants in this workshop can explore the resources of the museum's many artifacts and primary source documents to understand and consider how waves of immigration lead to new social patterns and the growth of the middle class. Resources and bibliographies will be available for teachers to extend their learning.

History Teachers Forum:

Strong museum can host monthly teaching history forums for new teachers during the school year. This monthly gathering provides teachers a network of support, an opportunity to share ideas and a chance to utilize the museum's many resources. Each month focuses on the specific needs of the teachers, starting with an open dialogue or round table discussion to assess the needs and interests of the group. Teachers have an opportunity to share specific concerns regarding teaching strategies and content knowledge. The museum offers expertise in teaching methods provided by the education team and historical content

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based on primary source documents and artifacts from the museums collection. Monthly forums provide an ongoing network of support and inspiration for teachers to deepen their own understanding of historical content.

IDENTIFIED GUEST LECTURERS FOR CONTENT LECTURE SERIES OR SUMMER INSTITUTE

Eric Arnesen

UNIVERSITY OF ILLINOIS AT CHICAGO

Eric Arnesen, professor of history and African American studies at the University of Illinois at Chicago, specializes in race, labor, and civil rights. He is author of *Brotherhoods of Color: Black Railroad Workers and the Struggle for Equality* (2001), *Waterfront Workers of New Orleans: Race, Class, and Politics, 1863-1923* (1991), and *Black Protest and the Great Migration: A Brief History with Documents* (2002), and is editor or coeditor of four other books. A regular contributor to the *Chicago Tribune*, he received the James Friend Memorial Award for Literary Criticism. He is currently writing a biography of civil rights and labor leader A. Philip Randolph.

Lecture topics:

- The Legacies of A. Philip Randolph: Civil Rights, Labor, and the New Black Politics
- The Divided Homefront: African American Politics and Protest During World War I and World War II
- African Americans and the Great Migration
- Myths of Solidarity: Race, the African American Labor Tradition, and the History of American Labor
- African American History, the Left, and Anticommunism

Ira Berlin

UNIVERSITY OF MARYLAND, COLLEGE PARK

Ira Berlin is author of *Slaves Without Masters* (1974), winner of the Best First Book Prize of the National Historical Society; *Free At Last* (1992), winner of the prestigious Lincoln Prize; and *Freedom's Soldiers: The Black Military Experience* (1998), winner of the American Historical Association's J. Franklin Jameson Prize. He has coedited three volumes of documents in the Freedman and Southern Society Project and is past president of OAH. His book *Many Thousands Gone* (1998) has become the standard account of the first two centuries of slavery in colonial America, and his newest book, *Generations of Captivity*, was published in 2003.

Lecture topics:

- Emancipation and the Meaning of Freedom in Civil War America
- Rethinking the History of Slavery in Mainland North America

OTHER NARRATIVE ATTACHMENT FORMS

- Atlantic Creoles and the Origins of African American Society

Martha Biondi

NORTHWESTERN UNIVERSITY

Martha Biondi is associate professor of African American studies and history at Northwestern University. Her research focuses on African American social movements and antiracist activism. Her book, *To Stand and Fight: The Struggle for Civil Rights in Postwar New York City* (2003), rewrites the narrative of the modern civil rights movement and emphasizes the centrality of the urban North. She is currently writing a book on the Black student movement and the origins of African American studies.

Lecture topics:

- The Northern Civil Rights Movement and Its Unfinished Agenda
- African Americans and the Struggle for Reparations
- The Origins of Affirmative Action on College Campuses
- From Civil Rights to Black Power: Intergenerational Dialogue in the 1960s
- African American Studies and the Desegregation of the Academy

John E. Bodnar

INDIANA UNIVERSITY

John E. Bodnar is currently Chancellor's Professor of History at Indiana University. His scholarly and teaching interests focus on modern U.S. history with a special interest in the relationship between politics and culture. His publications include *The Transplanted: A History of Immigrants in Urban America* (1985); *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century* (1992); *Blue-Collar Hollywood: Liberalism, Democracy, and Working People in American Film* (2003); and "'Saving Private Ryan' and Postwar Memory" (*American Historical Review* 106, June 2001).

Lecture topics:

- The American Remembrance of World War II

David W. Blight

YALE UNIVERSITY

David Blight is a leading expert on the life and writings of Frederick Douglass and on the Civil War in historical memory. His book *Frederick Douglass's Civil War* (1989), and his edition of Douglass's *Narrative* and W.E.B. Du Bois's *Souls of Black Folk* are widely taught in college courses. Blight has appeared in several PBS films about African American history and works extensively with museums and other public history projects. His most recent work, *Race and Reunion: The Civil War in American Memory, 1863-1915* (2001), won a half-dozen prizes, including four from OAH.

OTHER NARRATIVE ATTACHMENT FORMS

Lecture topics:

- Frederick Douglass and the Meaning of the Civil War
- Race and Reunion: The Civil War in American Memory
- Blue, Gray and Black: The Origins of Memorial Day, 1865-1885
- The Study of Historical Memory: Why, and Why Now?

John H. Bracey Jr.

UNIVERSITY OF MASSACHUSETTS AMHERST

John H. Bracey Jr. has taught in the W.E. B. Dubois Afro-American Studies Department of the University of Massachusetts Amherst since 1972. His lifelong research interests have focused on the ways that African Americans have conceptualized their existence in the United States and how they have organized themselves both to survive and to struggle against the existing obstacles, with a particular focus on social and political movements and ideologies since the 1880's. His current research projects include the NAACP and organized labor, and the politics of the Black Arts Movement. His current teaching efforts consider the intersections and interactions between (traditionally defined) Native Americans and African Americans as well as between Afro-Latinos and African Americans. His longstanding interest regarding Jewish Americans and African Americans is an integral part of his research on the NAACP, organized labor, and the Left.

Lecture topics:

- Blacks and Jews in U.S. History: Strangers and Neighbors
- The NAACP in African American History: Myths and Realities
- My Encounters with Malcolm X and Martin Luther King Jr.: An Historian's Perspective
- The New Black Power Scholarship: New Paths and Deadends
- The NAACP and Organized Labor, 1909-1965: Conflicts and Convergences

Matt Garcia

BROWN UNIVERSITY

Associate professor of American civilization, ethnic studies, and history at Brown University, Matt Garcia is author of *A World of Its Own: Intercultural Relations in the Citrus Belt of Southern California, 1900-1970* (2001) and coeditor of the forthcoming *Geographies of Latinidad: Mapping Latina/o Studies for the Twenty-First Century*. His current project, *The California South: Race, Labor, and Justice on the California Border, 1900-1980*, explores the formation of agricultural empires in the California desert and the exploitation of natural resources and Mexican labor that made it possible.

Lecture topics:

OTHER NARRATIVE ATTACHMENT FORMS

- Geographies of *Latinidad*: Latino Community Formation from 1970 to the Present
- "The Wheels of Justice Do Not Move as Fast as Nature Grows Grapes": Women, Work, and Protest in the Age of the United Farm Worker's Grape Boycott
- Guest Workers, Free Trade, and the Making of U.S. Immigration Policy

María Cristina García

CORNELL UNIVERSITY

María Cristina García is professor of history at Cornell University, where she teaches courses on U.S. immigration and ethnic history, comparative migration in the Americas, Latino history, and United States-Cuba relations. She is author of *Havana USA: Cuban Exiles and Cuban Americans in South Florida* (1996) and *Seeking Refuge: Central American to Mexico, the United States, and Canada* (2006), as well as a number of articles and essays on Latino/a history and refugee policy.

Lecture topics:

- Immigration History
- Cuban Migration to the United States
- Central American Migration
- United States-Cuba Relations

Frederick E. Hoxie

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Fred Hoxie is Swanlund Professor of History at the University of Illinois at Urbana-Champaign. He has served as a consultant both to Indian tribes and government agencies, and his current research focuses on American Indian political activism and its impact on political institutions in the United States and elsewhere. His publications include *A Final Promise: The Campaign to Assimilate the Indians* (1984); *Parading Through History: The Making of the Crow Nation in America, 1805-1935* (1995); *Talking Back to Civilization: Indian Voices from the Progressive Era* (2001); and most recently, with David Edmunds and Neal Salisbury, *The People: A History of Native America* (2006).

Lecture topics:

- Images of Native Americans in U.S. Historical Writing and Teaching
- Native American Views of American History
- Talking Back to Civilization: Indian Leaders and American Politics

Matthew Frye Jacobson

YALE UNIVERSITY

OTHER NARRATIVE ATTACHMENT FORMS

Matthew Frye Jacobson is professor of American studies, history, and African American studies at Yale University. He is author of *Roots Too: White Ethnic Revival in Post-Civil Rights America* (2006), winner of the Gustavus Myers Outstanding Book Award; *What Have They Built You to Do? The Manchurian Candidate and Cold War America* (2006), with Gaspar Gonzalez; *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (2000); *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (1998), winner of the John Hope Franklin and the Ralph Bunche Prizes; and *Special Sorrows: The Diasporic Imagination of Irish, Polish, and Jewish Immigrants of the United States* (1995). He is currently at work on a study of anti-racism in U.S. culture in the post-war years, *Odetta's Voice and Other Weapons: The Civil Rights Era as Cultural History*.

Lecture topics:

- Race, Immigration, and U.S. Citizenship
- The History of "Whiteness" in U.S. Political Culture
- The Civil Rights Era as Cultural History
- Annexing the "Other": Immigration and Imperialism, 1876-1917
- White Ethnic Revival in Post-Civil Rights America

David Kennedy

STANFORD UNIVERSITY

David Kennedy is an award-winning teacher at Stanford University and author of several books on American history, including *Freedom From Fear: The American People in Depression and War, 1929-1945*, which won the Pulitzer Prize and the Parkman Prize in 2000.

Lecture topics:

- What the New Deal Did
- How the United States Won World War II
- The Dilemmas of Difference in American Democracy
- Franklin D. Roosevelt: A Study in Leadership
- The Great Depression: Causes, Impact, Consequence
- Can the United States Still Afford to Be a Nation of Immigrants?

Virginia Sánchez Korrol

BROOKLYN COLLEGE, CITY UNIVERSITY OF NEW YORK

Professor of history in the department of Puerto Rican and Latino studies at Brooklyn College, Virginia Sánchez Korrol was founding president of the Puerto Rican Studies Association. She serves on numerous advisory and editorial boards including the Recovering the U.S. Hispanic

OTHER NARRATIVE ATTACHMENT FORMS

Literary Heritage Project board. She is coeditor, with Vicki L. Ruiz, of *Latina Legacies: Identity, Biography, and Community* (2005) and *Latinas in the U.S.: A Historical Encyclopedia* (2006); author of *From Colonia to Community: The History of Puerto Ricans in New York City* (1994); and coauthor, with Marysa Navarro, of *Women in Latin America and the Caribbean* (1999).

Lecture topics:

- Transnational Communities and Latino Identities
- Revolution in the Curriculum: Teaching U. S. Puerto Rican and Latino History
- Puerto Rican Women and the Shaping of New York
- Latina Activists in the Northeast: Vignettes from the Latina Encyclopedia
- A Tale of Two Cities: Latina Activists in New York City and Ybor City, Florida, 1850-1910

David Roediger

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Currently Babcock Chair of History at University of Illinois at Urbana-Champaign, David Roediger has written on U.S. movements for a shorter working day, on the history of radicalism, and on the racial identities of white workers. His books include, most recently, *Colored White: Transcending the Racial Past* (2002) and *Working Towards Whiteness: How America's Immigrants Became White* (2005). He is coeditor of *The Big Red Songbook* (2007) and has also edited Covington Hall's *Labor Struggles in the Deep South*, W.E.B. Du Bois's *John Brown*, and *Black on White: Black Writers on What It Means to Be White* (1998).

Lecture topics:

- Haymarket and the Whole Story of Working Class History
- How White Supremacy Survived U.S. History

OTHER NARRATIVE ATTACHMENT FORMS

Professional Library and Resources

This is a partial list of the books that will be added to professional library and used in collegial book circles. Once funded the Project Director, Assistant Project Director, History Department of SUNY Brockport and Educational Consultant for Saint John Fisher will complete list. Each year more titles will be added to library.

Year One: (7/2008- 6/2009) Teaching as Historians

FALL 2008- Historical Methods

New Perspectives on Historical Writing by Peter Burke (Editor)

Imagined Histories: American Historians Interpret the Past by Anthony Molho (Editor), Gordon S. Wood (Editor)

With Amusement for All: A History of American Popular Culture since 1830. By LeRoy Ashby.

Beyond the Founders: New Approaches to the Political History of the Early American Republic. Ed. by Jeffrey L. Pasley, Andrew W. Robertson, and David Waldstreicher.

Huck's Raft: A History of American Childhood. By Steven Mintz.

A Population History of the United States. By Herbert S. Klein.

The Democratic Experiment: New Directions in American Political History. Ed. by Meg Jacobs, William J. Novak, and Julian E. Zelizer.

To Form a More Perfect Union: A New Economic Interpretation of the United States Constitution. By Robert A. McGuire.

Portrait of America, volumes 1 and 2, edited by Stephen Oates and Charles Errico,

Historical Thinking and Other Unnatural Acts by Sam Wineburg,

The Readers Companion to American History edited by Eric Foner and John A. Garrity,

History Matters by Alan Gevinson, Kelly Schrum, and Roy Rosenzweig

Robert Bain and Jeffrey Mirel, "Setting Up Camp at the Great Instructional Divide: Educating Beginning History Teachers," *Journal of Teacher Education* 57 (May/June 2006), 212-18.

OTHER NARRATIVE ATTACHMENT FORMS

Keith C. Barton and Linda S. Levstik, *Teaching History for the Common Good* (Mahwah, N.J.: Lawrence Erlbaum, 2004)

Thomas Bender, et al, *The Education of Historians for the Twenty-first Century* (Urbana: University of Illinois Press, for the American Historical Association, 2004)

D. Antonio Cantu and Wilson J. Warren, *Teaching History in the Digital Classroom* (Armonk, NY: M.E. Sharpe, 2003)

Frederick D. Drake and Sarah Drake Brown, "A Systematic Approach to Improve Students' Historical Thinking," *The History Teacher* 36 (Summer 2003)

Thomas Fallace and Johann N. Neem, "Historiographical Thinking: Towards a New Approach in Preparing History Teachers," *Theory and Research in Social Education* 33 (Summer 2005), 244-61.

Fritz Fischer, "Preparation of Future History Teachers: The History Department's Role," *Perspectives* 44 (December 2006): 19-20.

Tom Holt, *Thinking Historically: Narrative, Imagination, and Understanding* (New York: The College Board, 1990)

G. Williamson McDiarmid, "Understanding History for Teaching: a Study of the Historical Understanding of Prospective Teachers," in M. Carretero and F. J. Voss, eds., *Cognitive and Instructional Processes in History and the Social Studies* (Hillsdale, N.J.: Lea, 1994)

Peter Seixas and Carla Peck, "Teaching Historical Thinking," in A. Sears and I. Wright, eds., *Challenges and Prospects for Canadian Social Studies* (Vancouver, BC: Pacific Educational Press, 2004), 109-117

Peter N. Stearns, Peter Seixas, and Sam Wineburg, *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000)

Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001)

Bruce VanSledright, *In Search of America's Past: Learning to Read History in Elementary School* (New York and London: Teachers College Press, 2002)

Laura M. Westhoff, "The Historian's Role in Teacher Education," *Perspectives* (September 2006), 33-5

Spring 2009- Defining Our Independence

The Native Ground: Indians and Colonists in the Heart of the Continent. By Kathleen DuVal.

OTHER NARRATIVE ATTACHMENT FORMS

Violence over the Land: Indians and Empires in the Early American West. By Ned Blackhawk.

Forgotten Allies: The Oneida Indians and the American Revolution. By Joseph T. Glatthaar and James Kirby Martin.

Native Pathways: American Indian Culture and Economic Development in the Twentieth Century. Ed. by Brian Hosmer and Colleen O'Neill.

American Indian Education: A History. By Jon Reyhner and Jeanne Eder.

Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766 by Fred Anderson

Revolutionary Characters: What Made the Founders Different by Gordon S. Wood

The Summer of 1787: The Men Who Invented the Constitution by David O. Stewart

Race and Revolution by Gary B. Nash

Turning the World Upside Down: The War of American Independence and the Problem of Empire. By Neil Longley York.

Year Two: (7/2009- 6/2010) Movement of the People-

FALL 2009- Immigration-

Coming to America: A History of Immigration and Ethnicity in American Life by Roger Daniels

White on Arrival: Italians, Race, Color, and Power in Chicago, 1890-1945. By Thomas A. Guglielmo.

Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882 by Roger Daniels

American Immigration and Ethnicity: A Reader by David A. Gerber (Editor), Alan M. Kraut, Alan M. Kraut (Editor)

Ethnic Pride, American Patriotism: Slovaks and Other New Immigrants in the Interwar Era. By June Granatir Alexander.

The Rise and Fall of the Caucasian Race: A Political History of Racial Identity. By Bruce Baum.

OTHER NARRATIVE ATTACHMENT FORMS

The Price of Whiteness: Jews, Race, and American Identity. By Eric L. Goldstein.

Germans in the Southwest, 1850-1920. By Tomas Jaehn.

Race over Empire: Racism and U.S. Imperialism, 1865-1900. By Eric T. L. Love.

Racial Frontiers: Africans, Chinese, and Mexicans in Western America, 1848-1890. By Arnolfo De León.

Racial Thinking in the United States: Uncompleted Independence. Ed. by Paul Spickard and G. Reginald Daniel.

Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States. Ed. by Nancy Foner and George M. Fredrickson.

Defining America through Immigration Policy. By Bill Ong Hing.

Whitewashing Race: The Myth of a Color-Blind Society. By Michael K. Brown, Martin Carnoy, Elliott Currie, Troy Duster, David B. Oppenheimer, Marjorie M. Shultz, and David Wellman.

SPRING 2010- Migrations

Promised Land: The Great Black Migration and how It Changed America by Nicholas Lemann

The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America. By James N. Gregory.

The Puerto Rican Diaspora: Historical Perspectives. Ed. by Carmen Teresa Whalen and Víctor Vázquez-Hernández.

Repositioning North American Migration History: New Directions in Modern Continental Migration, Citizenship, and Community. Ed. by Marc S. Rodriguez.

A Century of Chicano History: Empire, Nations, and Migration. By Gilbert G. Gonzalez and Raul A. Fernandez.

Seizing Destiny: How America Grew from Sea to Shining Sea by Richard Kluger

The Louisiana Purchase and American Expansion, 1803-1898. Ed. by Sanford Levinson and Bartholomew H. Sparrow.

The Nation's Crucible: The Louisiana Purchase and the Creation of America. By Peter J. Kastor.

Front Line of Freedom: African Americans and the Forging of the Underground Railroad in the Ohio Valley. By Keith P. Griffler.

OTHER NARRATIVE ATTACHMENT FORMS

Beyond the River: The Untold Story of the Heroes of the Underground Railroad, By Ann Hagedorn

Year Three- (7/2010- 6/2011) 19th Century America

FALL 2010- Social Movements of Early 19th Century

Cultural Change and the Market Revolution in America, 1789-1860. Ed. by Scott C. Martin.

Market Revolution: Jacksonian America, 1815-1846 by Charles C. Sellers, Sellers

Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837 by Paul E. Johnson

What Hath God Wrought: The Transformation of America, 1815-1848 by Daniel Walker Howe

Prophets of Protest: Reconsidering the History of American Abolitionism. Ed. by Timothy Patrick McCarthy and John Stauffer.

Frederick Douglass and the Fourth of July. By James A. Colaiaco.

Harvest of Dissent: Agrarianism in Nineteenth-Century New York. By Thomas Summerhill.

Our Common Country: Family Farming, Culture, and Community in the Nineteenth-Century Midwest. By Susan Sessions Rugh.

Theatre, Culture, and Temperance Reform in Nineteenth-Century America. By John W. Frick.

The Road to Seneca Falls: Elizabeth Cady Stanton and the First Woman's Rights Convention. By Judith Wellman.

A Very Dangerous Woman: Martha Wright and Women's Rights. By Sherry H. Penney and James D. Livingston.

Mass Media and the Shaping of American Feminism, 1963-1975. By Patricia Bradley.

Women's Radical Reconstruction: The Freedmen's Aid Movement. By Carol Faulkner.

How the Vote Was Won: Woman Suffrage in the Western United States, 1868-1914. By Rebecca J. Mead.

Lori Ginzberg, *Untidy Origins: A Story of Women's Rights in Antebellum New York* (2005)

SPRING 2011- Industrialization

OTHER NARRATIVE ATTACHMENT FORMS

Radical Unionism in the Midwest, 1900-1950. By Rosemary Feurer.

Mellon: An American Life. By David Cannadine.

Reinventing "The People": The Progressive Movement, the Class Problem, and the Origins of Modern Liberalism. By Shelton Stromquist.

Pathways to Prohibition: Radicals, Moderates, and Social Movement Outcomes. By Ann-Marie E. Szymanski.

Year Four- (7/2011- 6/2012) Foreign Policy

FALL 2011- Foreign Policy

SPRING 2012- War as Turning Points in American History

War of 1812: A Forgotten Conflict by Donald R. Hickey

Don't Give Up the Ship! Myths of the War of 1812. By Donald R. Hickey.

The Other War of 1812: The Patriot War and the American Invasion of Spanish East Florida. By James G. Cusick

Judgment without Trial: Japanese American Imprisonment during World War II. By Tetsuden Kashima.

Our Mothers' War: American Women at Home and at the Front during World War II. By Emily Yellin.

The Enemy among Us: POWs in Missouri during World War II. By David Fiedler.

The Korean War in World History. Ed. by William Stueck.

OTHER NARRATIVE ATTACHMENT FORMS

Year Five- (7/2012- 6/2013) From Civil War to Civil Rights

FALL 2012 Civil War and Reconstruction

Harris, Leslie, *In the Shadow of Slavery: African Americans in New York City, 1626-1863* (2003)

Festivals of Freedom: Memory and Meaning in African American Emancipation Celebrations, 1808-1915. By Mitch Kachun.

Bates, Beth Tompkins, *Pullman Porters and the Rise of Protest Politics in Black America, 1925-1945* (2001)

Biondi, Martha, *To Stand and Fight: The Struggle for Civil Rights in Postwar New York City* (2003)

Emancipating New York: The Politics of Slavery and Freedom, 1777-1827. By David N. Gellman.

Slavery in New York. Ed. by Ira Berlin and Leslie M. Harris.

Freedom's Sword: The NAACP and the Struggle against Racism in America, 1909-1969. By Gilbert S. Jonas.

Creative Conflict in African American Thought: Frederick Douglass, Alexander Crummell, Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey. By Wilson Jeremiah Moses.

SPRING 2013 Civil Rights Movement

Massive Resistance: The White Response to the Civil Rights Movement. By George Lewis.

The Pursuit of Fairness: A History of Affirmative Action. By Terry H. Anderson.

OTHER NARRATIVE ATTACHMENT FORMS

**Content Lecture
And
Collegial Book Circles
Themes and Topics**

Year One: (7/2008- 6/2009) Teaching as Historians

FALL 2008- Historical Methods

These workshops will focus on the different ways historians uncover the past. Topics will include an overview of different types of historiography including cultural, social and environmental history.

October 2008	Overview of Historiography
November 2008	Cultural History
December 2008	Social History
January 2009	Environmental History

SPRING 2009- Defining Our Independence

These workshops will focus on the creation of America and the definition of our independence. Topics include interactions with Native Americans, the revolutionary war, Constitutional foundations, and the debates between various authors of the founding documents of the United States. We will examine how the Constitution evolved during its early years, and how Americans have used it over time.

February 2009	Native Americans
March 2009	Revolutionary War
April 2009	Constitutional Foundations
May 2009	Declaration of Independence

Year Two: (7/2009- 6/2010) Movement of the People

FALL 2009- Immigration

These workshops study the multiple waves of American immigration. Topics include factors that motivated immigrants, individual and group contributions of immigrants to American history, responses to immigration, and changing national immigration policy.

OTHER NARRATIVE ATTACHMENT FORMS

October 2009	Immigration during the 1700's
November 2009	Immigration during the 1800's
December 2009	Immigration during the 1900's
January 2010	Immigration Today

SPRING 2010- Migrations

These workshops will explore the territorial expansion of the United States and the movement of its people across the continent. We will study new territories (Louisiana Purchase), justifications for growth (manifest destiny), the transportation revolution (canals and railways), major migrations (Oregon Trail, Underground Railroad and Great Migration), key laws like the Homestead Act, and relations with the Iroquois, the Cherokee and other western Indian nations.

February 2010	Railroads and Canals
March 2010	Underground Railroad
April 2010	Westward Expansion
May 2010	Great Migration

Year Three- (7/2010- 6/2011) 19th Century America

FALL 2010- Social Movements of Early 19th Century

These workshops will focus on the Social and Economic changes that were occurring during the early 19th century. Topics will include Second Great Awakening and influence of evangelical Christianity on society, abolitionist movements, women's suffrage movement and the market revolution.

October 2010	Second Great Awakening
November 2010	Abolitionist Movement
December 2010	Women's Rights Movement
January 2011	Market Revolution

SPRING 2011- Industrialization

Beginning with the technological changes that made industrialization possible, these workshops examine how and why industrial change took place, its consequences, and Americans responses. Lowell textile mills, changes in business organization, and the rise of captains of industry provide focus for increased urbanization and changed living conditions. Finally, teachers will examine key reformers and reform movements that dealt with industrialization, like the Knights of Labor, Florence Kelley, Jacob Riis, and FDR.

February 2011	Rise of Corporations
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OTHER NARRATIVE ATTACHMENT FORMS

March 2011	Growth of Cities
April 2011	Labor Movements
May 2011	Progressive Movement

Year Four- (7/2011- 6/2012) Foreign Policy

FALL 2011- Foreign Policy

October 2011	Neutrality
November 2011	Imperialism
December 2011	Isolationism
January 2012	Cold War Foreign Policy

SPRING 2012- War as Turning Points in American History

February 2012	War of 1812
March 2012	Spanish American War
April 2012	Korean War
May 2012	Vietnam

Year Five- (7/2012- 6/2013) From Civil War to Civil Rights

FALL 2012 Civil War and Reconstruction

These workshops will explore recent interpretations of the causes and consequences of the Civil War. Key themes include slavery as a Southern institution, expansion of and resistance to slavery, sectional conflict and the coming of the Civil War, African Americans during the Civil War, and Reconstruction.

SPRING 2013 Civil Rights Movement

These workshops will focus on the Civil Rights Movement in the 20th century. We will discuss content and teaching strategies for the origins, events, and legacy of the mid-20th century civil rights revolution in the United States. We will discuss content and develop teaching strategies relating to civil rights leaders, groups, and opponents. Key themes include re-definitions of citizenship, the legal and ideological rationales for nonviolent resistance, and the changing role of the federal government.

OTHER NARRATIVE ATTACHMENT FORMS
**American Historical Association's
Benchmarks for
Professional Development in Teaching of History as a Discipline**

Taken from <http://www.historians.org/teaching/policy/benchmarks.htm>

1. **Content, pedagogy, and historical thinking should be interwoven**
2. **Content, pedagogy, and historical thinking should be related to classroom experience.**

COLLABORATION BENCHMARKS

- For sound professional development, K-12 teachers should be involved at the beginning of planning.
- Content and classroom needs of teachers and students should be assessed at the beginning
- The goals of teachers and students as determined through the assessment should be the central focus of the program.
- Professional development programs should be sustained over time.
- Professional collaboration of teachers with their colleagues should be encouraged.
- Workshops conducted by master teachers for their colleagues at home institutions should be a requirement.
- Teachers with strong abilities as facilitators should be identified and given leadership roles within the project.
- As many university/college history faculty should be involved in the project as is possible, especially those with experience in primary and secondary school education.
- If the professional development program is focusing on a particular school district, the coordinator of history and social studies in that school district should be consulted at the start of planning a project. In such cases where specific schools and colleges are involved, activities should be held both at schools and the college. Those responsible for training new history teachers should be included in these activities.

CONTENT BENCHMARKS

- Teachers should be provided opportunities to maintain awareness of major new research in the field.
- Teachers should discuss main periodization schemes applied to U.S. history content, and issues involved in these schemes.
- Because content is more than a dry recitation of historical "facts," teachers should be enabled to develop ways of enriching content.

OTHER NARRATIVE ATTACHMENT FORMS

- Teachers should be helped to utilize sound content models already available. Documents such as the U.S. History Framework for the 1994 National Assessment of Education Progress can be helpful guides. Professional development in history can conform to state standards when history is a distinct subject within the standards.
- The program should provide a sound reading list.
- Teachers should be helped to place U.S. history content in the appropriate global perspective, including comparisons where applicable.

PEDAGOGY BENCHMARKS

- All pedagogical presentations should be framed with student learning in mind, and methods to analyze this student learning need to be included in the professional development plan.
- A prime goal of professional development needs to be the engagement of participants so that they will convey their excitement to their students.
- Participants should be given opportunities to learn how historians conduct research, and, in particular, how they evaluate the reliability of sources.
- Pedagogy needs to focus on placing primary sources in historical context and interpreting those primary sources.
- Discussion of teaching methods should always begin with content – presenters and participants need to realize that method is merely a tool for presenting intellectually challenging subject matter to learners. Method should never be presented in a vacuum, divorced from content.
- Methods need to begin with the latest content and scholarship. Presenters should model how to frame a presentation around historical scholarship rather than on terms from a textbook.
- A variety of methods should be presented. This is to accommodate different learning styles and provide for the presentation of multiple perspectives, a critical component in the understanding of the current field of history.
- Presenters need to introduce active methods as part of the variety of methods presented. Presenters need to model active learning techniques that go beyond lectures and discussion – group activities, role-playing, simulations, and debates, etc. Presenters must show the intimate relationship between these activities and in-depth historical content.

HISTORICAL THINKING BENCHMARKS

- Analysis of primary and secondary sources.
- An understanding of historical debate and controversy.

OTHER NARRATIVE ATTACHMENT FORMS

- Appreciation of recent historiography through an examination of how historians develop differing interpretations.
- Analysis of how historians use evidence.
- An understanding of bias and points of view.
- Formulation of questions through inquiry and determining their importance.
- Determination of the significance of different kinds of historical change.
- Sophisticated examination of how causation relates to continuity and change.
- Understanding of the interrelationship among themes, regions, and periodization.
- Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time.

ASSESSMENT BENCHMARKS

1. Assessment of the professional development program

- Learning outcomes on the part of all participants (K-12 teachers, post-secondary teachers, and public historians) in the program should be assessed.
- Student historical understanding should be tested prior to and after conducting collaborative programs.
- Assessment should be directed toward the continual and constructive improvement of teaching, learning, and professional development. Program goals and procedures should be adapted as necessary based on assessment evidence.
- Assessment should provide aggregate data on students, teachers, and other participants, not summary evaluation of individuals.
- All assessment measures should be developed, implemented, and analyzed with the full participation of teachers, historians, post-secondary educators, and when possible, students.
- Assessment should provide evidence of learning over the course of the professional development program by including measures of student achievement or teacher performance both before and after participation in the program.

2. Assessment of Teachers and Students

- Teachers' classroom practices should be assessed on the extent to which they incorporate the "Pedagogy Benchmarks" and are directed toward students' achievement of the "Historical Thinking Benchmarks."

OTHER NARRATIVE ATTACHMENT FORMS

- Student assessment should be tied directly to elements of historical thinking as outlined in "Historical Thinking Benchmarks." Additionally, assessment may include attention to state or local curriculum standards.

OTHER NARRATIVE ATTACHMENT FORMS

APPENDIX C

RCSD Grade 8 and US History and Government NYS Assessments Charts of Student Scores

OTHER NARRATIVE ATTACHMENT FORMS

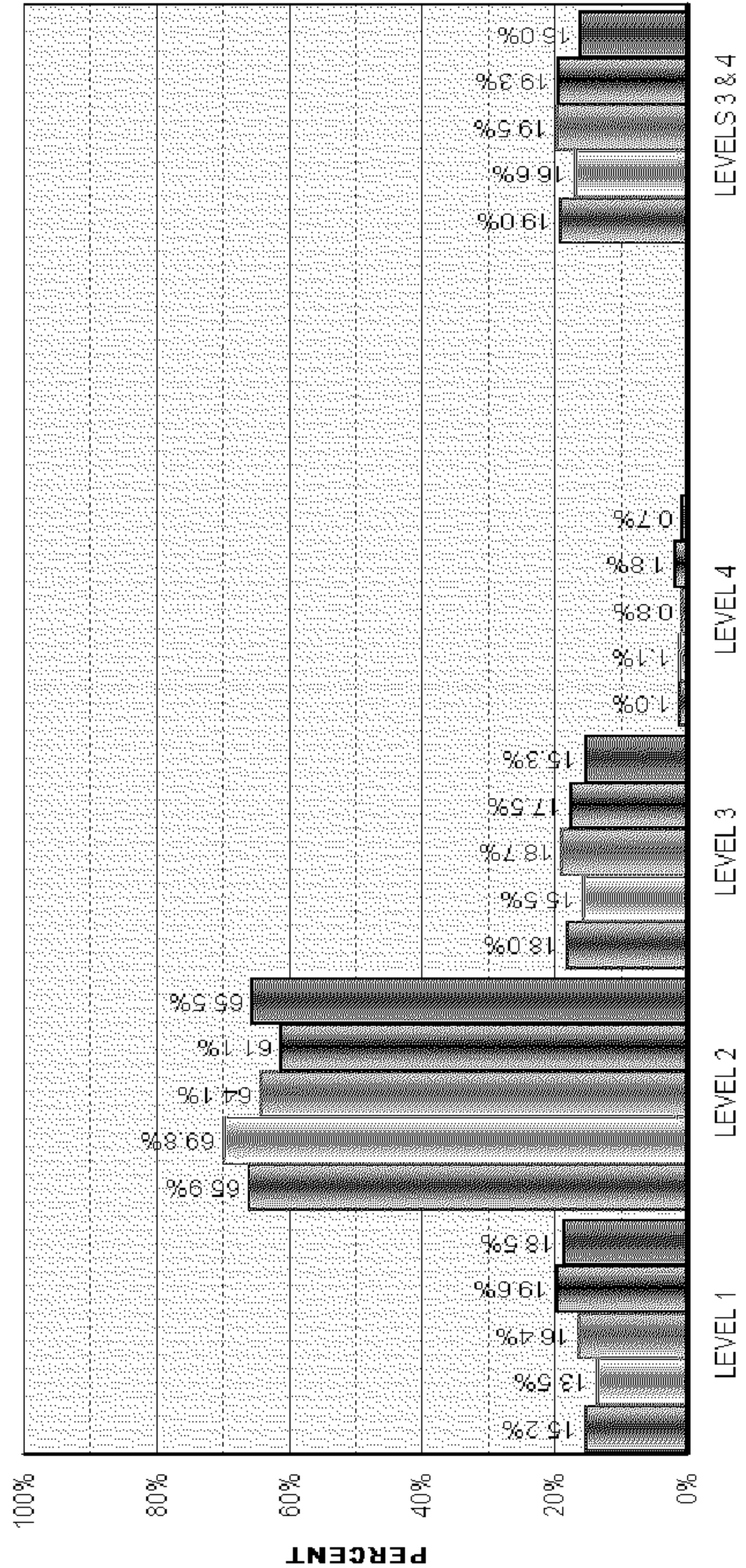
DISTRICT

SOCIAL STUDIES 8: 2003 - 2007

YEAR	TOTAL TESTED	PERCENT SCORED IN EACH LEVEL				PERCENT IN LEVELS 3 & 4
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	
2003	2389	15.2%	65.9%	18.0%	1.0%	19.0%
2004	2361	13.5%	69.8%	15.5%	1.1%	16.6%
2005	2585	16.4%	64.1%	18.7%	0.8%	19.5%
2006	2337	19.6%	61.1%	17.5%	1.8%	19.3%
2007	2485	18.5%	65.5%	15.3%	0.7%	16.0%

DISTRICT

2003 2004 2005 2006 2007



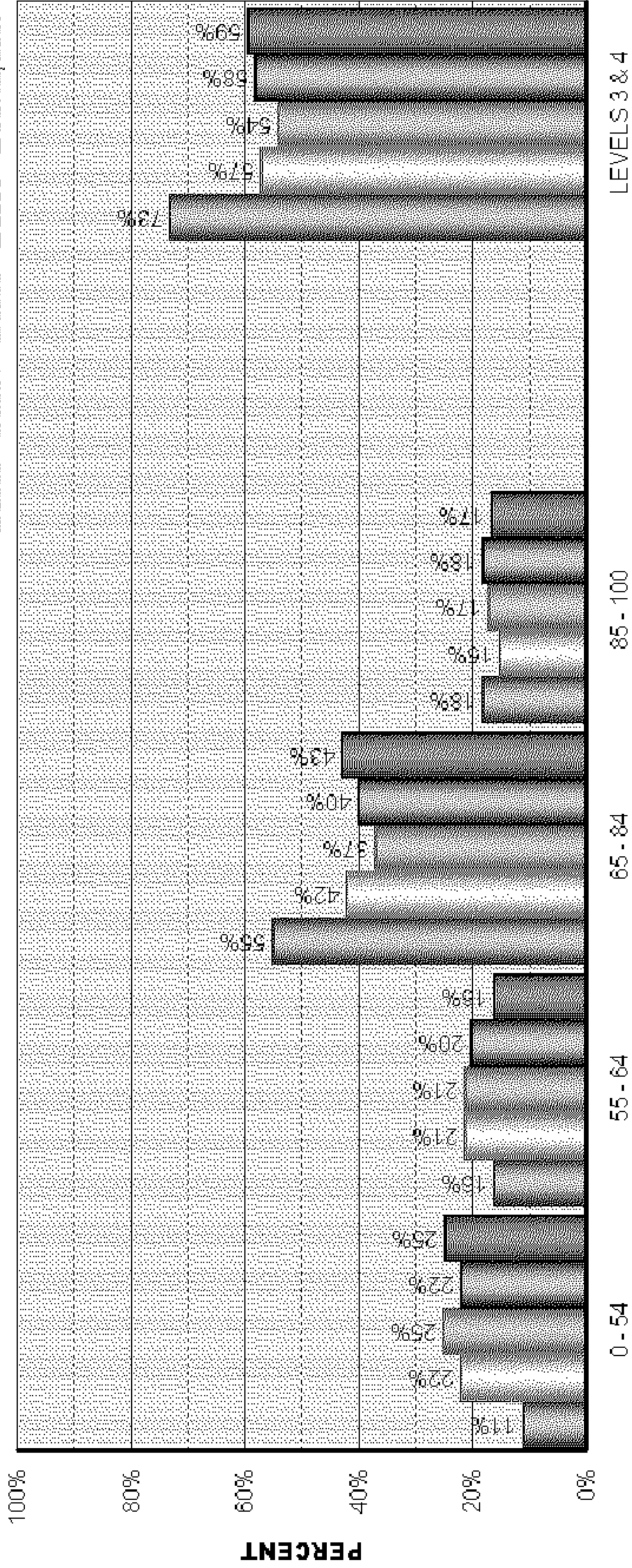
OTHER NARRATIVE ATTACHMENT FORMS

ROCHESTER CITY SCHOOL DISTRICT
US HISTORY & GOVERNMENT: 2003 - 2007

YEAR	TOTAL TESTED	PERCENT SCORED:				PERCENT IN LEVELS 3 & 4
		0 - 54	55 - 64	65 - 84	85 - 100	
2003	1401	11%	16%	55%	18%	73%
2004	1603	22%	21%	42%	15%	57%
2005	1694	25%	21%	37%	17%	54%
2006	1597	22%	20%	40%	18%	58%
JUNE, 2007	1509	25%	16%	43%	17%	59%

ROCHESTER CITY SCHOOL DISTRICT

2003 2004 2005 2006 JUNE, 2007



OTHER NARRATIVE ATTACHMENT FORMS

NYS Regents US History

SCHOOL	2003				2004				2005				2006				Jun-07			
	0-54	55-64	65-84	85-100	0-54	55-64	65-84	85-100	0-54	55-64	65-84	85-100	0-54	55-64	65-84	85-100	0-54	55-64	65-84	85-100
Charlotte	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	23.7%	21.5%	43.0%	11.8%
Jefferson*	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	28.8%	21.2%	38.6%	11.4%
Marshall	20.6%	23.5%	46.2%	9.7%	30.3%	27.4%	37.6%	4.7%	21.6%	25.5%	42.3%	10.6%	18.0%	50.0%	17.0%	33.3%	14.8%	44.4%	7.4%	
Monroe*	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	29.6%	14.8%	46.3%	9.3%
East	7.3%	16.1%	67.5%	9.1%	21.2%	23.6%	43.6%	11.5%	28.7%	20.4%	38.7%	12.3%	20.0%	42.0%	13.0%	23.6%	14.6%	51.1%	10.7%	
Wilson	4.2%	12.2%	44.5%	39.1%	17.9%	13.9%	45.3%	23.0%	18.2%	16.4%	41.6%	23.7%	17.0%	39.0%	31.0%	18.5%	18.9%	37.4%	25.2%	
Int Finance*	x	x	x	x	42.6%	19.7%	29.5%	8.2%	20.4%	38.9%	27.8%	13.0%	52.0%	16.0%	5.0%	36.8%	15.8%	42.1%	5.3%	
Bioscience	17.3%	15.3%	60.2%	7.1%	34.7%	18.9%	40.0%	6.3%	34.7%	29.2%	27.8%	8.3%	28.0%	40.0%	8.0%	25.5%	21.3%	48.9%	4.3%	
Global	x	x	x	x	x	x	x	x	35.8%	35.8%	26.4%	1.9%	66.0%	18.0%	0.0%	43.5%	19.4%	32.3%	4.8%	
Thomas	x	x	x	x	x	x	x	x	x	x	x	x	21.0%	65.0%	7.0%	12.5%	31.3%	43.8%	12.5%	
District	11.0%	15.7%	55.6%	17.7%	22.2%	20.4%	42.4%	15.0%	24.9%	20.8%	37.4%	16.8%	22.0%	40.0%	18.0%	24.7%	15.9%	42.8%	16.6%	

Below District Passing Rate

Above District Failing Rate

* SURR Schools
x No Tests Taken

OTHER NARRATIVE ATTACHMENT FORMS

	2001	2002	2003	2004	2005	2006
SCHOOL	% PASSING (LEVEL 3+4)	% PASSING (LEVEL 3+4)	% PASSING (LEVEL 3+4)	% PASSING (LEVEL 3+4)	% PASSING (LEVEL 3+4)	% PASSING (LEVEL 3+4)
009	73%	32%	53%	64%	65%	43%
045	73%	39%	44%	35%	61%	49%
DISTRICT	84%	51%	61%	68%	80%	71%

Other Schools We May Want to Target Based on Test Scores

006	75%	51%	54%	66%	75%	41%
022	83%	33%	33%	38%	65%	45%
029	77%	35%	45%	51%	75%	47%
030	80%	37%	36%	67%	76%	51%

Below
District

NYS 5th Grade SS Exam

**NYS 8th
Exam**

Percentage Scoring 3 + 4

Grade SS

School	2002	2003	2004	2005	2006
Charlotte	28.1	19.4	13.1	16.3	25.5
Jefferson	24.5	11.8	10.5	12.9	9.2
Marshall	63.3	32	21.2	26	34
Monroe	37.6	21.9	21.3	34.6	16.7
Douglas	28.4	20.2	12.3	19.2	9.9
East					19.1
Finance				13.8	14.7
District	34.1	19	16.4	19.5	20.1

below District average

OTHER NARRATIVE ATTACHMENT FORMS

APPENDIX D

Teaching As Historians

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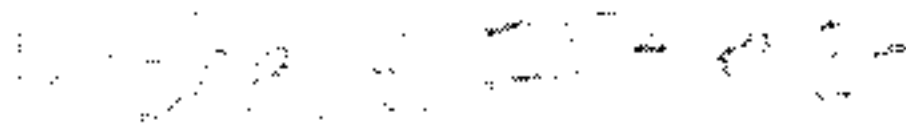
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OTHER NARRATIVE ATTACHMENT FORMS

APPENDIX E

Looking At Student Work:
Embedded Professional Model
and
University of Rochester Memorial Art Gallery
ART WORKS!
Artwork Analysis Worksheet

OTHER NARRATIVE ATTACHMENT FORMS



Looking At Student Work: Embedded Model An Overview

*Looking at Student Work (LASW)*¹ is a job-embedded and continuous model of professional development that puts student results at the center of teachers' work. The model creates conditions and processes that facilitate teachers' ongoing conversations about the qualities of student work and teacher instruction. With the LASW model, teachers learn alongside colleagues to look closely and critically at student work and at their instructional practices. Key characteristics of this model include:

- Teams of 3-8 members meet weekly
- Colleagues share one or more samples of student work
- Teachers attempt the assignments themselves
- Team creates or refers to a scoring guide based on learning standards and achievement goals
- Team scores the work and identifies student strengths and needs
- Colleagues strategize effective practices and specify art action plan
- Additional professional development efforts are driven by student needs.

Throughout their conversations, teachers connect assignments and rubrics to the NYS Learning Standards. They evaluate student work and teaching practices in light of these high standards. As teachers work together to evaluate student work, they coach each other toward more effective teaching practices. They identify areas in which they can benefit from observing and learning from one another, and areas in which they need assistance or information from external "experts." In this way, additional professional development efforts evolve from needs demonstrated by students.

**1. Mitchell, R. (1995). *Front-End Alignment: Using Standards to Steer Educational Change*.
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OTHER NARRATIVE ATTACHMENT FORMS

Looking At Students Work:

This is a process that can benefit greatly from being a group effort: many eyes and minds are better than one. As in all LASW sessions, it is important to have two critical ingredients:

- a personal investment in thinking about how to enhance teaching and learning;
- a thorough respect for the work for the work of colleagues

Purpose

The opportunity to learn protocol allows groups of educators to ask such questions as:

- How well do particular assignments support students in their efforts to produce work that meets or surpasses the standards?
- What changes to an assignment would make it more supportive of standards-based learning?
- What do educators want and need to learn about creating such assignments?
- Where can they get that understanding?

Brief background

Current research in school reform establishes clear links between student achievement and the learning opportunities students have. That research defines "opportunity to learn" as including the kinds of materials, assignments, expectations and supports that students encounter. Further, that research suggests that opportunity has several important dimensions. These dimensions include (but are not limited to):

- Development:** Did students have the chance to learn the skills and information that will allow them to meet the standards for this assignment? Do students have enough time to do the assignment well? Is their time being used wisely (e.g., not repetitively or in "busy work")? **Demand:** Are the texts, assignments, and projects students do likely to produce high-standards work?
- Engagement:** Are assignments varied and thought-provoking enough to engage students in working toward the standards?
- Excellence:** Do students have access to clear explanations and models for what makes good work?
- Response:** Are students receiving feedback on their work which will enable them to perform at increasingly high levels?
- Revision:** Are students revising their work to standards level performances?

Preparation

Select a standards-based performance to investigate.

Based on looking at student work, teachers (and others) will become aware of a number of important performances that are:

- featured in the standards
- challenging for students to master
- challenging to teach well

OTHER NARRATIVE ATTACHMENT FORMS

These performances are the ideal focus for looking at opportunities to learn.

Such performances might include things like:

- writing a clear and interesting essay
- conducting research for a social studies project
- solving an open-ended math problem
- conducting science experiments

Materials

Teachers gather examples of the ways in which they currently teach students to master these valued understandings and performances. To support a productive discussion, teachers each gather a set of materials (or as many as are available), including:

- examples of the texts and other materials students are using
- in-class assignments, including student directions
- homework associated with the assignment;
- samples of the student work the assignment generated
- feedback to the student (e.g. comments, suggestions for improvement, notes from conferences or peer editing)
- drafts or revisions of students' work

The Protocol

Step 1: The originating teacher take. 6 minutes to explain the available materials to the group. This may include his/her own concerns about/hopes for the assignment.

Step 2: The group asks clarifying questions. (3-5 minutes)

These questions are to clear up questions and provide information necessary for examining the assignment and the accompanying student work. They are to be informational. Discussion of issues comes as a part of later steps in the protocol.

Step 3: Group members take 10 - 15 minutes to look at the student work AND the available materials, making notes on the OTL sheets.

The purpose is to ask what changes could enhance the opportunity to learn in this assignment? It is important to make these suggestions in the light of the students' grade level and the feasibility of carrying out these changes in classrooms of 25 students.

Step 4: Each member of the group takes a turn addressing this question. Later speakers should contribute new observations and suggestions. The presenting teacher listens and takes notes.

It is helpful if each speaker structures his or her comments in terms of warm and cool feedback.

Warm feedback highlights what is effective or "at-promise" in the assignment.

Cool feedback raises questions about how the materials, assignment, procedures could be revised to provide more substantial opportunities to learn to the standards.

Step 5: There is a 5 minute "break" while participants reflect on the body of suggestions.

The point here is to take stock -- to step back and consider the overall pattern of discussion. This is personal time when people may wish to be solo or may find it more productive to reflect in pairs.

OTHER NARRATIVE ATTACHMENT FORMS

It is a chance for a presenting teacher to think through whether there are comments s/he wants to make, whether there is further information or help that the discussants can offer, whether there are ideas s/he wants to try out about next steps.

It is a chance for responding teachers to reflect on whether their comments up until this point have recognized the complexity of what the presenting teacher is attempting, whether there are strong points that ought to be more clearly acknowledged, as well as whether there are problems and challenges that in the assignment that could be changed or rethought.

Step 6: The presenting teacher responds.

The focus of this response is not on defending or arguing about the points or questions raised earlier. Instead, the idea is for the responding teacher to pursue points of interest, to obtain further information and suggestions, all in order to think through the suggestions that have been made.

Step 7: Other teachers comment on what the discussion has taught them about their own teaching of similar skills and understandings.

Step 8: The session concludes with two final pieces

- 1) The presenting teacher chooses a date by on what happened when the suggestions were partially).
- 2) A new teacher signs up to present his or her work in the upcoming session.

NOTES about the attached form:

The relevant dimensions will depend on the materials being examined. For instance, a set of materials might not contain enough information to make it useful to discuss the dimension of "development" or "response." Participants can make *the* appropriate choices. They may also want to concentrate on specific dimensions, spreading the work across several sessions.

As participants gain experience they may want to add dimensions.

Issues refers to an aspect of the assignment where changes could enhance the opportunity to learn.

Suggestions refers to feasible ways to make those enhancements.

OTHER NARRATIVE ATTACHMENT FORMS

A Sample Form for Recording Observations on Opportunity to Learn

<u>Dimension of Opportunity</u>	<u>Issues/Suggestions</u>
<p>Development: Have students had the chance to learn what they need to do the assignment well? Do students have enough time to do a good job on the assignment?</p>	<p>Issues:</p> <p>Suggestions:</p>
<p>Demand: Is the assignment challenging? Would doing this assignment help a student to reach or surpass the standards?</p>	<p>Issues:</p> <p>Suggestions:</p>
<p>Engagement: Is the assignment designed and set up in a way that will interest and motivate students (without lowering expectations, making the work "cute," or wasting students' time on busy work)?</p>	<p>Issues:</p> <p>Suggestions:</p>
<p>Excellence: Do students have access to examples of adult and student work that will show them what good work looks like? Do students have rubrics and/or criteria that can inform their</p>	<p>~</p> <p>Suggestions:</p>
<p>Content: Students' understanding of the content clear? Are students prepared to utilize this content across the curriculum?</p>	<p>Issues:</p> <p>Suggestions:</p>
<p>Response: Do students receive feedback that can help them to "go the next step" when they try a similar assignment again? or when they revise?</p>	<p>Issues:</p> <p>Suggestions:</p>
<p>Revision: Do students have the chance to revise their work to meet higher standards? What kind of help do they receive on their revisions?</p>	<p>Issues:</p> <p>Suggestions:</p>

OTHER NARRATIVE ATTACHMENT FORMS

University of Rochester Memorial Art Gallery
ART WORKS!
Artwork Analysis Worksheet

1.	<p><u>Art as material object:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> What type of art work is it?<input type="checkbox"/> When was it made?<input type="checkbox"/> Describe the material properties: materials used, size, 2- or 3- dimension, movable parts, decorative elements, physical condition, writing or identifying marks.<input type="checkbox"/> What might it have been used for?<input type="checkbox"/> Where and when might it have been used?<input type="checkbox"/> Where has this work of art been over the years?
2.	<p><u>Art as work of human creativity:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Who made this work of art?<input type="checkbox"/> How did the artist do it? Describe the use of the elements of art: line, color, shape and form, light and shadow, composition, size, texture<input type="checkbox"/> What is the artist's perspective; is he "visible?"<input type="checkbox"/> Why did the artist create this particular work of art?
3.	<p><u>Art as document:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Describe the subject matter of the art: objects, people, settings, activities, symbols.<input type="checkbox"/> Identify any details that appear to put the art into a specific time, culture or other context.<input type="checkbox"/> What prior knowledge can you use to explain these details?<input type="checkbox"/> Compare this work of art with others from the same culture, or works interpreting similar issues, or works by this artist.
4.	<p>What conclusions can you draw from your examination of this work of art?</p> <ul style="list-style-type: none"><input type="checkbox"/> What is the "story" told by this work of art?<input type="checkbox"/> What insights can you gain into the perspective of the artist?<input type="checkbox"/> What insights do you have into the culture of another time and place?
5.	<p>What would you like to ask the artist? What other information do you need to understand this work of art? What other information do you need to understand the culture or issue?</p>

OTHER NARRATIVE ATTACHMENT FORMS

APPENDIX F

Teaching As Historians Management Plan

OTHER NARRATIVE ATTACHMENT FORMS
Teachings As Historians: 2008 TEACHING AMERICAN HISTORY GRANT PROGRAM
Management Plan

OBJECTIVES	PROJECT TASKS	TIMELINE	RESPONSIBILITIES	MILESTONES
<p>Goal 1: To develop, implement, strengthen and evaluate a cohesive and intensive model of professional development in partnership with content experts. Outcome: To improve teachers' knowledge, understanding and appreciation of traditional American History</p>				
<p>a) More than 200 secondary teachers each year will participate in comprehensive high quality content-based professional development activities each year;</p>	<p>Staff will be hired. 1 Assistant Project Director (APD) 3 Content Area Coaches (CAC)</p> <p>Project Management Team will convene.</p> <p>Develop, distribute and analyze teachers needs assessment at SINI/SURR schools(PD)</p> <p>30 teachers recruited from SINI/SURR schools for monthly professional development</p> <p>History Content Lecture Workshop sessions</p> <p>Participants recruited 10 RCSD teachers will be recruited to participate in monthly collegial book circle</p> <p>Monthly book Circles Fall Semester 5 (2hr) sessions Spring Semester 5 (2hr) sessions</p> <p>Design Summer Institute</p> <p>Recruit 30 RCSD teachers to participate</p>	<p>Summer, 2008</p> <p>Summer- Winter 2008</p> <p>July-August 2008 and each year following.</p> <p>Teacher Recruitment: each August</p> <p>October - May</p> <p>Every August and January</p> <p>December</p> <p>Each spring</p>	<p>Project Director (PD), Principals</p> <p>PD, APD, Brockport History Advisor; UR MAG, SJFC Ed. Consultant, CACs, Evaluator</p> <p>PD, Principals</p> <p>APD, CACs, History Advisor</p> <p>3 Content Area Coaches (CAC) SJFC Educational consultant Brockport Advisor</p> <p>APD, Brockport Advisor, URMAG</p>	<p>Staff hired</p> <p>Meeting schedule for year complete. PD sessions planned.</p> <p>Completed needs assessment indicating areas of weakness</p> <p>Documented monthly seminars including materials and curriculum utilized</p>

OTHER NARRATIVE ATTACHMENT FORMS

OBJECTIVES	PROJECT TASKS	TIMELINE	RESPONSIBILITIES	MILESTONES
	<p>in a 20-hour Summer Institute.</p> <p>Hold Summer Institute</p> <p>Create traditional American history Share Point Site to distribute lesson plans, training pieces, student work</p> <p>Write and disseminate bi-monthly e-newsletter TAH feature</p>	<p>Every July</p> <p>Summer 2008</p> <p>Twice a Month</p>	<p>educational consultant Supporting Cultural Organizations</p> <p>APD and CACs</p> <p>APD, Brockport Advisor, SJFC advisor, URMAG advisor</p>	<p>Documented lessons and activities distributed on website</p>

Goal 1: To develop, implement, strengthen and evaluate a cohesive and intensive model of professional development in partnership with content experts. **Outcome:** To improve teachers' knowledge, understanding and appreciation of traditional American History.

OTHER NARRATIVE ATTACHMENT FORMS

OBJECTIVES	PROJECT TASKS	TIMELINE	RESPONSIBILITIES	MILESTONES
<p>b) on-site support and resources to implement best teaching practices for American History are developed;</p>	<p>Content Area Coaches and APD participate in pre-project professional training focused on the delivery of research-based strategies for teaching American History.</p> <p>CAC's will create model classrooms for teacher observation and analyses of fellow history teachers' classroom practice.</p> <p>Content Area Coaches will visit teacher classrooms to work with teachers and students and teachers will visit model classrooms.</p> <p>CAC provide guidance to teachers on the use of multi-sensory materials and technology to provide access to primary historical documents and develop effective presentations of historical content and use them in effective presentations to convey content.</p> <p>CAC will team teach with other teachers in building</p> <p>Common student assessments for entire department to use</p> <p>40 teachers, three Content Area Coaches will participate in bi-monthly departmental Wednesday PD in SURR schools</p> <p>Provide departmental professional development</p>	<p>Summer 2008</p> <p>Summer 2008</p> <p>School Year</p> <p>ongoing</p> <p>School Year</p> <p>September 2008</p> <p>September 2008</p> <p>start in October 2008-</p>	<p>APD, CACs, Brockport, SFFC</p> <p>CAC, SJFC, APD</p> <p>PD, APD, SJFC</p> <p>Educational consultant, Content Area Coaches (CAC), SUNY Brockport History Advisor</p> <p>APD, CAC</p> <p>APD and CACs</p> <p>APD</p>	<p>CAC and APD receive 100 hours of pre-project training</p> <p>Classrooms available for modeling Sept. 2008</p> <p>CACs report number of visits, presentations, co-teaching in monthly log</p> <p>Instrument developed and delivered per unit</p> <p>Meetings held</p> <p>Monthly logs of</p>

Goal 1: To develop, implement, strengthen and evaluate a cohesive and intensive model of professional development in partnership with content experts. **Outcome:** To improve teachers' knowledge, understanding and appreciation of traditional American History.

OTHER NARRATIVE ATTACHMENT FORMS

OBJECTIVES	PROJECT TASKS	TIMELINE	RESPONSIBILITIES	MILESTONES
<p>c) teachers will utilize the expertise of community partnerships to enhance lesson delivery</p>	<p>at SINI schools</p> <p>Develop a professional lending library for entire department</p> <p>Purchase resources for library</p> <p>Enter resource into library "Destiny" system</p> <p>Develop best practice initiatives/ lesson plans/ and activities for student achievement.</p>	<p>ongoing</p> <p>Year 1</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>PD, APD, Brockport History Advisor; UR MAG, SJFC Ed. Consultant, CACs</p> <p>PD, APD</p>	<p>attendance and teacher feedback surveys</p> <p>APD logs usage of library materials</p> <p>Teachers attending PD and engaging with Educational consultants</p>

Goal 1: To develop, implement, strengthen and evaluate a cohesive and intensive model of professional development in partnership with content experts. **Outcome:** To improve teachers' knowledge, understanding and appreciation of traditional American History.

OTHER NARRATIVE ATTACHMENT FORMS

<p>Goal 1: To develop, implement, strengthen and evaluate a cohesive and intensive model of professional development in partnership with content experts. Outcome: To improve teachers' knowledge, understanding and appreciation of traditional American History.</p>				
OBJECTIVES	PROJECT TASKS	TIMELINE	RESPONSIBILITIES	MILESTONES
d) evaluation will gauge content proficiency and project effectiveness.	Teacher AP-type assessment designed and delivered to 40 teachers. Develop monthly teacher satisfaction a survey for content area professional development that serves as a needs assessment for future PD.	Fall and Spring Summer 2008	PD, APD, Content Area Coaches (CAC) Evaluator	40 teachers participate Teachers complete surveys
	Quasi-experimental evaluation impacts projects and indicates strength and weakness	Ongoing	Evaluator, RCSD RET	NYS scores of participating teacher classrooms vs. non-targeted classrooms. Data sets recv'd.
	RCSD delivers data sets to evaluator	Fall 2008	RCSD RET	
	Analysis of effectiveness of Content Area Coaches	End of each school year	Evaluator, CAC, APD, PD, Principals APD, PD	Qualitative review of teacher feedback
	Assessment of effectiveness of cultural partner presentations	Once a year		
<p>Goal 2: To raise student academic achievement in American History content, especially in low performing schools. Outcome: Students will demonstrate higher achievement on course content and statewide U.S. History assessments.</p>				
OBJECTIVES	ACTIVITIES	WHEN	RESPONSIBLE	MILESTONES
a) comprehensive student history assessment will be developed and administered	Comprehensive assessment will be developed and administered to students in grades 7.	June 2009 and every June of project	PD, APD, teachers	2880 7 th grade students take assessment

OTHER NARRATIVE ATTACHMENT FORMS

<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>WHEN</i>	<i>RESPONSIBLE</i>	<i>MILESTONES</i>
<p>Goal 2: To raise student academic achievement in American History content, especially in low performing schools. Outcome: Students will demonstrate higher achievement on course content and statewide U.S. History assessments.</p> <p>b) Student test scores will increase annually on NYS Social Studies exam in Grades 8 and 11</p>	<p>New York State comprehensive Social Studies exam will be administered in Grades 8.</p> <p>New York State comprehensive Social Studies exam will be administered in Grade 11 (US History and Government Regents)</p> <p>Increased participation in AP History courses</p>	<p>Every June</p> <p>Grade 11 New York State assessment in January and June each year</p> <p>September 2009</p>	<p>Social Studies Department, teachers</p>	<p>8th grade students in targeted classrooms assessment scores increase by Y1- 8% Y2- 9% Y3- 10% Y4- 10% Y5- 10%</p> <p>11th grade students in targeted classrooms assessment scores increase by 5% :Y1- 5% Y2- 5% Y3- 5% Y4-5% Y5- 5%</p> <p>Increase in number of students enrolling in AP History in SINI/SURR schools</p>

OTHER NARRATIVE ATTACHMENT FORMS

APPENDIX G

Teaching As Historians Resumes

OTHER NARRATIVE ATTACHMENT FORMS

Resumes

Rochester City School District
Project Director
Paul Lampe

Evaluator
John Roden

SUNY Brockport – Department of History

Dr. Arden Bucholz
Dr. John P. Daly
Dr. Owen S. Ireland
Kathleen Smith Kutolowski
Dr. W. Bruce Leslie
Dr. Jennifer M. Lloyd
Dr. Paul B. Moyer
Dr. Kenneth P. O'Brien
Dr. Alison M. Parker
Dr. James A. Spiller- Project History Advisor
Dr. Wanda Ellen Wakefield

St. John Fisher College

Dr. Jeffrey Liles – Educational Consultant

OTHER NARRATIVE ATTACHMENT FORMS

Paul Lampe

(b)(6)

EDUCATION

- M.S.** Educational Administration, St. John Fisher College
- M.A.** American History, Brockport State College
- B.A.** History, Geneseo State College

PROFESSIONAL WORK EXPERIENCE

- Director of Social Studies**
Rochester City School District 1/2006-present
- Director Native American Resource Center**
Rochester City School District 1/2006-present
- Director of Progressive Online Learning**
John Marshall HS, RCSD 9/2004- 6/2005
- Director of Alternative to Suspension
After-school Program**
John Marshall HS, RCSD 9/2003- 6/2004
- Coordinator of Extended Day Learning**
John Marshall HS, RCSD 9/2002- 6/2003
- General Manager Mobil Gas Station**
Geneseo, NY 6/1990-11/1993

LEADERSHIP EXPERIENCE

- Presenting at the New York State Council for Social Studies State Conference 2007
“Surviving First Year of Teaching”
- Managed the textbook adoption process for 3rd grade, 4th grade, 5th grade and United States History (\$3 million adoption)
- Project Director Teaching American History Grant (\$1 million grant)
- Invited to present on the topic of Culturally Responsive Curriculums to collegial circle of State Education Department employees
- Presented to the Rochester City School District Board of Education on two occasions
- Guest Lecturer for Seminar at Buffalo State College

OTHER NARRATIVE ATTACHMENT FORMS

- Hosted Dr. Tyrone Howard for a full day conversation about Culturally Responsive Teaching. Event included sessions with Central Office Directors, teachers and an evening public forum.
- Hosted a weeklong professional development that explored Rochester's history. Worked with AKWAABA, Genesee Country Village Museum, Corn Hill Navigations and Memorial Art Gallery.
- Revised curriculum documents for grades K-12 Social Studies in Rochester City School District
- Wrote- *Administrators Guide to Social Studies in the Rochester City School District*
- Host monthly meetings with new teachers to discuss challenges of first year
- Perform formal and informal observation of Rochester City School District teachers
- Provided laptops and LCD projectors to all secondary Social Studies teachers in the Rochester City School District who attended summer trainings
- Recipient New York State Learns technology grant which provided 25 teachers at John Marshall with laptops and 20 hours paid professional development

PROFESSIONAL ACTIVITIES

- New York State Council Social Studies State Conference 2008** -*Assistant Convention Chair*
- New York State Social Studies Supervisory Association** - *Western New York Representative*
- New York State Council Social Studies State Conference 2007** - *Meal Functions Chair*
- Rochester Area Council for Social Studies** - *Executive Board Member*
- McDougal Littell Social Studies series** *Reviewer*

OTHER NARRATIVE ATTACHMENT FORMS

Curriculum Vita

TEACHERS AS HISTORIANS' PROJECT EVALUATOR

John Roden, Ph.D.

GENERAL INFORMATION:

Address: (b)(6)
Phone:
E-mail:
Web:

EDUCATION:

Doctor of Philosophy	1991	The Ohio State University Major: Education Administration and Finance
Master of Science	1985	The State University of New York at Buffalo Major: Educational Psychology
Bachelor of Arts	1983	Colgate University Major: English

PROFESSIONAL EXPERIENCE:

Independent Consultant in Research and Evaluation- (2006-Present), Serving as evaluator on two Smaller Learning Communities grants, Math Science Partnership, two Teaching American History and two Preparing Tomorrow's Teachers to use Technology in addition to projects related to measurement and evaluation in K-12 education.

Associate Director of Research and Evaluation- (2003-2006), Worked with K-12 school districts and researchers in higher education to support inquiry into quality curricular practices through appointment at the Center for Excellence in Urban and Rural Education at the Buffalo State College. Projects included development of assessment tools, providing support for faculty research productivity, conducting original research, developing grant proposals and serving as internal and external evaluator for major federal grants.

Medical Educator- (2002-2003), State University of New York at Buffalo, Graduate School of Medicine: Working for Graduate Medical Residency programs designing valid and reliable measures of educational outcomes for competency-based medical training program.

School Administrator- (1997-2002), Alexander Central School District: Served in senior administrative position as director of district wide technology, research and curricular initiatives.

OTHER NARRATIVE ATTACHMENT FORMS

Roden, Page 2

Consultant- (1996-1997), Evaluation and Systems Solutions: Worked in education and industry as a full-time consultant in technology transfer, research and statistical analysis.

Assistant Professor- (1993-96), State University of New York College at Fredonia: Taught courses in Technology in the Classroom, Educational Psychology, and Research Methods.

Researcher- (1990-92), Quest International: Performed qualitative and quantitative analysis, developed and tested instruments and did market research and consumer preference analysis for a developer of positive youth skills curricula.

Systems Analyst- (1986-90), The Ohio State University Young Scholars Program: Managed a local area network, developed databases using Paradox, trained users, supervised graduate students at a pre college intervention program for minority youth in Ohio cities.

English Teacher- (1985-86), Ripley Central School, Ripley, New York: Taught seventh, tenth and eleventh grade English at a rural K-12 school in Western New York.

English Teacher and Coach- (1983-84), The Kents Hill School, Kents Hill, Maine: Taught American Literature and ninth grade composition, coached downhill skiing and served as a dormitory parent at coeducational boarding school.

PUBLICATIONS:

Wrote Preparing Tomorrow's Teachers to Use Technology(OERI) Grant for Buffalo State College, funded at \$902,550 for 3 years.

Roden, J. K. & Cardina, C. E. (1999). Academic proficiency of students majoring in education: A follow-up study. The Teacher Educator, 35(2), 30-43.

Roden, J.K. (Fall, 1998). 4 Ways to make a survey slip and fall. Journal of Staff Development.

Cardina, C E. & Roden, J. K. (1998). Academic proficiency of students who reported intentions to major in education. Journal of Teacher Education, 49(1), 38-46.

Roden, J. K. & Cardina, C. E. (1996). Factors which contribute to school administrators' hiring decisions. Education, 117, 262-267.

PRESENTATIONS:

American Education Research Association, 2006 "Entry into teacher education 10 years later: A longitudinal perspective on gender and ethnicity in teacher supply" Roden, J. & Truscott, D. San Francisco, CA.

American Educational Research Association, 2005 " Perceptions about Urban Schools: Changes in Preservice Teachers after Working in a City School" Montreal, Canada.

OTHER NARRATIVE ATTACHMENT FORMS

PRESENTATIONS (cont.)

Roden, Page 3

American Educational Research Association, 2004 " The Development of Two Measures of Seneca Native Language and Cultural Knowledge" San Diego, CA.

New York State Association for Computers and Technology in Education, 2002, "Do It Yourself Data Warehousing Using SPSS" Buffalo, NY.

New York State Association for Computers and Technology in Education, 2001, "Data Warehousing Strategies for Improving Student Achievement" Syracuse, NY.

New York State Association for Computers and Technology in Education, 2000, "Measuring the impacts of educational technologies." Syracuse, NY.

Nassau BOCES Project TALE, 2001, "Developing strategies to measure educational technology programs" Invited consultant/presenter for two-day workshop for school leaders. Massapequa Park, NY.

American School Health Association Summer Institute, 2000, "Using the Web in Health Education." Presented with C. Cardina, Ph.D., Ithaca, NY.

SUNY Conference on Instructional Technologies, 1998, "Training new teachers to use technology: A view from the schools." Cortland, NY

SUNY Conference on Instructional Technologies, 1997, "Training School Leaders to be Technology Leaders: A Modest Proposal." Presented with C. Cardina, Ph.D., Brockport, NY

American Association of Colleges for Teacher Education, 1997, "The Role of Higher Education in Preparing Tomorrow's Teachers: Empirical and Theoretical Basis." Chicago, IL

OTHER NARRATIVE ATTACHMENT FORMS

SUNY Conference on Instructional Technologies, 1995, "Local Area Alligator Pit: Avoiding Common Mistakes in Networking." Utica, NY

National Center for Educational Statistics, 1995, "Using the NELS:88 Database to Conduct a Descriptive Study on Coaching and College Entrance Exams." Washington, DC

RECENT PROGRAM EVALUATIONS:

- Evaluation Subcontractor- Math Science Partnership Grant (Federal) through Buffalo Public Schools (3 year, \$3 million)
- Project Evaluator- Teaching American History Grant (Federal) through Greece Central School District 2004 (3 year, \$800,000 project).
- Internal Evaluator- Preparing Tomorrow's Teachers to Use Technology Grant (Federal) through Buffalo State College 2004 (3 year, \$902,000 project w/ 3 evaluation milestones).
- Project Evaluator- Smaller Learning Communities Implementation Grant (Federal) through Greece Central School District 2004 (3 year, \$900,000 project).
- Project Statistician - Seneca Nation Language Grant (Federal, Buffalo State College as lead agency) 2002-2003.
- External Evaluator - Pioneer Community Technology Center (Federal, multi year) Pioneer Central School District 2002-2003.
- External Evaluator- Preparing Tomorrow's Teachers to Use Technology Grant (Federal) through University of Rochester 2001 (3 year project w/ 3 evaluation milestones).

OTHER NARRATIVE ATTACHMENT FORMS

SUNY Brockport

Department of History

Dr. Arden Bucholz

Dr. John P. Daly

Dr. Owen S. Ireland

Kathleen Smith Kutolowski

Dr. W. Bruce Leslie

Dr. Jennifer M. Lloyd

Dr. Paul B. Moyer

Dr. Kenneth P. O'Brien

Dr. Alison M. Parker

Dr. James A. Spiller

Dr. Wanda Ellen Wakefield

Dr. Arden Bucholz
Distinguished Teaching Professor

Education

- Phd University of Chicago, 1972 - European History
Dissertation: *Hans Delbruck: Military Historian*
- MA University of Chicago, 1965 - European History
- Diploma, University of Vienna, 1960 - History, Sociology
- BA Dartmouth College, 1958 - History, English

Awards

OTHER NARRATIVE ATTACHMENT FORMS

- Dennis Fellowship, Houghton Library, Harvard University, 2000
- Advanced Research Associate, U.S. Army Military History Institute, 1985.
- State University of New York Research Foundation Grant for Improvement of Undergraduate Instruction, 1977.
- State University of New York Chancellor's Award for Excellence in Teaching, 1977.
- State University of New York Research Foundation Fellowship, 1974-76.

Courses Taught

- Ancient World History
- Modern World History
- Nazi Germany
- American Military History
- Introduction to Historical Studies - MA Program
- Reading Seminar in European History

Recent Publications

Books:

- Moltke and the German Wars, 1864-1871*, St. Martin's Press, New York, 2001.
- Delbruck's Modern Military History*, University of Nebraska Press, 1997.
- Moltke, Schieffen and Prussian War Planning*, Oxford 1991, Berg Press, paperback 1993.
- Hans Delbruck and the German Military Establishment: War Images in Conflict*, University of Iowa Press, 1985.
- "Militarism" in *Encyclopedia of Violence, Peace and Conflict*, Academic Press, 1999.
- "Armies, Railroads and Information: The Birth of Industrial Mass War" in Jane Summerton (ed.) *Changing Large Technical Systems*, Westview Press, 1994.
- "Hans Delbruck and Modern Military History" in *The Historian*, Vol.55, No.3, Spring 1993.
- "Germany and the Death Paradigm" in *Central European History*, Vol.24, No.1, 1992.

OTHER NARRATIVE ATTACHMENT FORMS

- "Engineering and European War Planning Processes" in *The Interaction Between Technology and Science*, Landbouw Universiteit, Wageningen, the Netherlands, 1992.

Current Projects

Professor Bucholz is currently writing the first full-scale biography of Helmuth von Moltke in fifty years. This book, *Helmuth von Moltke, 1800-1891: A Modern Biography*, is currently under contract with Taylor and Francis, Ltd., London. A second work, *Moltke, Schlieffen and the Management of Armies*, has been solicited. He is also beginning a book on, "the Voice of Betty Crocker," Betty Lutz Bucholz (1903-2002).

Dr. John P. Daly

Education

- Ph.D., M.A., Rice University, 1993 (History)
- B.A., University of Virginia, 1986 (Religious Studies/History)

Awards and Honors

- SUNY Chancellor's Award for Excellence in Teaching, 2005
- Alpha Phi Omega Professor of the Year Award, 2004
- Honorable Mention: Annual Seaborg Award for the Best book on the Civil War (National Civil War Society), 2003
- A.A.S.L.H. National Certificate of Commendation, 1998
- Barbara Field Kennedy Award in American History, 1993

Courses Taught

- U.S. History Survey (1517-1877, 1877-1990)
- Film History
- Religion in America: 1517 to Present
- Civil War/Reconstruction
- Slavery in the South
- U.S. Thought and Culture (1517-1877, 1877-1990)
- Southern History

OTHER NARRATIVE ATTACHMENT FORMS

- History of Science
- Modern World

Publications

- "Holy War: Southern Religion and the Civil War," North and South, Volume 6, Number 6, September 2003.
- When Slavery Was Called Freedom: Evangelicalism, Proslavery, and the Causes of the Civil War, 1830-1865. Religion in the South Series, Number 9, (Lexington: University Press of Kentucky, 2002).

Current Projects

- Dr. Daly is currently researching a book on Reconstruction in the South.

Dr. Owen S. Ireland

Distinguished Teaching Professor

Study Abroad in Maynooth Ireland

- Maynooth

Education

- PhD University of Pittsburgh
- BA University of Toronto

Awards

- Gilder-Lehrman Research Fellowship, 2000.
- National Endowment for the Humanities Research Grant, 1985-1986.
- National Endowment for the Humanities, Project Director, training grant, September 1982.
- SUNY Chancellor's Award for Excellence in Teaching, 1974.
- N.S.F. Institutional Grant, 1974.
- SUNY Research Foundation Summer Grant, 1969, 1971, 1973.
- Queen Award for Excellence in Teaching History, 1988.

Courses Taught

OTHER NARRATIVE ATTACHMENT FORMS

- American History Survey
- American Revolution
- History of American Politics
- Sex, Sin, and Sorority

Recent Publications

Books

- Religion, Ethnicity, and Politics: Ratifying the Constitution in Pennsylvania* (Penn State Press, 1995).
- Pennsylvania and the Bill of Rights*, Pennsylvania Historical Association, 1990, co-author with Roland Baumann and Roger Henderson.

Articles

- "The Invention of American Democracy: The Pennsylvania Federalists and The New Republic," *Pennsylvania History* 67 (Winter, 2000), 161-171.
- "Bucks County, Pennsylvania and The Coming of the American Revolution," *The American Revolution in Backcountry Pennsylvania*, John Frantz and William Pencak, eds., Penn State University Press, 1998.
- "The Crux of Politics: Religion & Party in Pennsylvania, 1778-1789," *William & Mary Quarterly*, XLII (October, 1985).
- "The Ethnic-Religious Dimension of Pennsylvania Politics, 1778-1779," *William & Mary Quarterly*, XXX (July, 1973), 423-448.
- "Germans Against Abolition: A Minority's View of Slavery in Revolutionary Pennsylvania," *Journal of Interdisciplinary History*, III (1973), 685-706.
- "Teaching Colonial History: A Proposal," *The History Teacher* IV (1971), 14-18.

Kathleen Smith Kutolowski

Education

- PhD University of Rochester, 1973 (American History)
- MA Cornell University, 1966 (American History)
- BA Gettysburg College, 1964 (History, English)

Awards

- Larry J. Hackman Research Residency, New York State Archives, 2000.
- UUP Development Grant, 1998.

OTHER NARRATIVE ATTACHMENT FORMS

- George S. Queen Award for Excellence in the Teaching of History, 1987.
- National Endowment for the Humanities Fellowship, 1984-85.
- Summer Research Grant, SUNY, 1983.
- Chancellor's Award for Excellence in Teaching, SUNY, 1977.

Courses Taught

- Early America
- New York State History
- Age of Jackson/Early Republic
- Readings in Early America (Graduate)

Recent Publications

Books

- The Social Composition of Political Leadership: Genesee County, New York, 1821-1860.* New York: Garland Publishing, 1989.

Articles

- "Freemasonry Revisited: Another Look at the Grass-Roots Bases of Antimasonic Anxieties," in Weisberger, William R., ed., *Freemasonry on Both Sides of the Atlantic* (New York: East European Monographs, 2002), 583-605.
- "Antimasonry Reexamined: Social Bases of the Grassroots Party," *Journal of American History*, 71 (September 1984)
- "Freemasonry and Community in the Early Republic: The Case for Antimasonic Anxieties," *American Quarterly*, 34 (Winter 1982).
- "Commissions and Canvasses: The Militia and Politics in Western New York, 1800-1845," *New York History*, LXIII (January 1982), co-authored with John F. Kutolowski.

Recent Conference Papers and Other Presentations

- "Rude Republic Revisited: Looking Beyond the County Seat and Convention Leadership in the Rural North," Social Science History Association, November 2003.
- "Patronage Appointments and the Making of Local Elite: Genesee County, 1803-1822," Conference on New York State History, June 2001.

Dr. W. Bruce Leslie

Education

OTHER NARRATIVE ATTACHMENT FORMS

- PhD Johns Hopkins University, 1971
- BA Princeton University (cum laude), 1966

Awards and Honors

- Chair, AERA New Scholar Book Award Committee, 2003 and 2005.
- Visiting Scholar, University of Cambridge, 2003 and 2005.
- Fulbright Senior Specialist Selection Committee, 2003 -->
- Fulbright Scandinavian Selection Committee, 1999-2001.
- Fulbright Professor, Institut for Engelsk, Aarhus Universitet, Denmark, 1996-97.
- Reader, U.S. History Advanced Placement Exam, 1994 -->
- Book *Gentleman and Scholars: College and Community in the "Age of the University," 1865-1917*, (University Park, PA: Pennsylvania State University Press, 1993) included in Fincher, et. al., *100 Classic Books on Higher Education* (Phi Delta Kappan).
- Editorial Board, *History of Higher Education Annual*, 1991 -->

Courses Taught

- Modern America
- The United States and the World
- History of American Education
- America from its Centennial to Pearl Harbor

Publications

Book:

- Gentlemen and Scholars: College and Community in the "Age of the University," 1865-1917*. University Park: Pennsylvania State University Press, 1993; Second Edition, New Brunswick and London: Transaction Publishers, 2005.

Articles:

- "Two Scottish Dominies Logs," *History of Education Researcher* [England] 72 (Nov., 2003), 74-83 (with Stuart Hood).
- "Britain's White Paper Turns Higher Education Away From the EU," *International Higher Education* 32 (Summer, 2003), 10-12 (with Professor Halsey).

OTHER NARRATIVE ATTACHMENT FORMS

- "A College Upon a Hill: Exceptionalism & American Higher Education," in Dale Carter (Ed.), *Marks of Distinction: American Exceptionalism Revisited*, Vol. 32 of *The Dolphin* (Aarhus, Denmark: Aarhus University Press, 2001), 197-228 (with John Halsey).
- "Where Have All the Academies Gone?" *History of Education Quarterly*, 41 (sum., 2001), 264-271.
- "German-Americans: A Case Study of Cultural Assimilation," in Magdalena Zaborowska (Ed.) *Other Americans, Others Americas: The Politics and Poetics of Multiculturalism*, Vol. 28 of *The Dolphin* (Aarhus, Denmark: Aarhus University Press, 1998), 62-79.
- "1960ernes USA," [in Danish] *Passage* 26 (1997), 9 - 23.
- "Richie, not Fonzie: The Real 'Happy Days,'" *Anglofiles* 102 (June, 1997), 7-13.
- "When Professors had Servants: Prestige, Pay, and Professionalization, 1860-1917," *History of Higher Education Annual* 10 (1990), 19-30.
- "Creating a Socialist Scout Movement: The Woodcraft Folk, 1942-42," *History of Education [England]*, 13 (1984), 299-311.
- "Time, the Subtle Thief of Youth': Historians and Youth," *Youth and Policy*, 11 (Winter, 1984-5), 49-51.
- "Coming of Age in Urban America: The Socialist Alternative, 1901-1920," *Teachers College Record*, 85 (Spring, 1984), 459-476.
- "From Tumult to Benign Neglect: The Strange Career of the History of American Higher Education in the 1970's," *Review of Higher Education*, III (Spring, 1980), 3-7.
- "The Historiography of a Stage of Life: Youth in Western Society," *Foundational Studies*, XIII (1979), 47-58.
- "Between Piety and Expertise: Professionalization of College Faculty in the 'Age of the University'," *Pennsylvania History*, XLVI (July, 1979), 245-265.
- "Localism, Denominationalism & Institutional Strategies in Urbanizing America: Three Pennsylvania Colleges, 1870-1915," *History of Education Quarterly*, 17 (Fall 1977), 235-56.
- "The Re-emergence of the American College: A Multiple-Case Study, 1870 - 1920," *Liberal Education*, LXII (December 1976), 507-526.
- "The Response of Four Colleges to the Rise of Intercollegiate Athletics, 1865-1915," *Journal of Sport History*, 3 (Winter, 1976), 213-222.
- "The Lost World of McGuffey's Readers: School and Society in the United States, 1860-1920," *Contemporary Education*, XLVII (Spring 1976), 135-140.

OTHER NARRATIVE ATTACHMENT FORMS

- "James McCosh in Scotland," *Princeton University Library Chronicle*, XXXVI (Autumn, 1974), 47-60.

Recent Conference Papers and Other Presentations

- "'Two Systems Separated by a Common Language': The Dilemmas of Cultural Exchange in Anglo-American Higher Education, 1890-2005," History of Education Society Annual Meeting, Baltimore, October, 2005.
- "An American looks at the White Paper," University of Cambridge, June 2003.
- "When the Past is Not Another Country: Perils of Historical Research in Your Own backyard (i.e., University)" American Studies Center, Aarhus Univ., Denmark, April 2003.
- "Repressed Deutschum or Successful Assimilation? The Fate of German America, 1871-1942," British Assn. of American Studies Annual Conference, Swansea, Wales, May, 2000.
- "This Side of Paradise": Class, College, & a Case of American Exceptionalism," Danish American Studies Consortium Research Seminar: March 17, 2000.
- College, Culture, & Class: Creating an American Upper Middle Class, 1865-1929," University of Newcastle History Department Seminar, February 14, 2000.
- "The Death of the Academy" at the History of Education Society Annual Meeting, Atlanta, October, 1999.
- Organized and participated in "Toward Writing the History of Post-WWII Colleges and Universities," at the History of Education Society Annual Meeting, Atlanta, October 1999.
- Organized and chaired "Teaching American Studies Abroad," American Studies Center, University of Toronto, April, 1999.

Current Projects

- Co-authoring with Prof. O'Brien, a history of SUNY Brockport since WWII.
- Co-authoring with Prof. Halsey of the Sociology Department, a socio-historical comparison of British and American higher education.

Dr. Jennifer M. Lloyd

Education

- PhD in History, University of Rochester, 1992
- MA in History, SUNY College at Brockport, 1987

OTHER NARRATIVE ATTACHMENT FORMS

- MA in History, Cambridge University (UK), 1965
- Postgraduate Certificate in Education, University of London (UK), 1962
- BA in History, Cambridge University, 1961

Awards

- Chancellor's: Award for Excellence in Faculty Service, 2004.
- Faculty Incentive Award, SUNY College at Brockport, 2000,2003
- Wilson S. Coates & Hilda M. Altschule Prize, University of Rochester, 1998, 1990.
- George Queen Award for Teaching, SUNY College at Brockport, 1997.
- Mentor of the Year, Ronald McNair Program, SUNY College at Brockport, 1994.
- Dean of Graduate Studies Fellowship, University of Rochester, 1991.
- Dean's Teaching Fellow, University of Rochester, 1989.
- Wayne Dedman Award, SUNY College at Brockport, 1987.
- George S. Queen Award, SUNY College at Brockport, 1986.
- Eileen Power Prize, Girton College, Cambridge, 1959.
- Travel fellowship, Girton College, Cambridge, 1959.

Courses Taught

- 19th Century Europe
- Introduction to Historical Study
- The Modern World
- The History Seminar
- History of European Women

Recent Publications

Articles:

- "Women Preachers in the Bible Christian Connexion; *Albion*, Fall 2004.
- "Collective Memory, Commemoration, Memory and History, or William O'Bryan, the Bible Christians, and Me," *Biography*, May 2002.
- "Conflicting Expectations in Nineteenth-Century British Matrimony: The Failed Companionate Marriage of Effie Gray and John Ruskin," *Journal of Women's History*, Summer 1999.

OTHER NARRATIVE ATTACHMENT FORMS

- "Cultivating Lilies: Ruskin and Women," *Journal of British Studies*, Summer 1995.

Manuals:

- Instructor's Manual for *The Making of the Modern World* by Robert W. Strayer and others, St. Martin's Press, 1995.

Recent Conference Papers and Other Presentations

- "Women's Roles in Methodist Sects in Early Nineteenth Century Britain," Northeast Conference on British Studies, October 2005.
- "The Epitome of a Just Society: Ruskin's *Val d'Arno*," Northeast Conference on British Studies, Tufts, Nov. 2003.
- "Four Generations of Women Preaching in the Bible Christian Connexion," Midwest Conference on British Studies, October 2002.
- "Women Preachers in the Bible Christian Connexion, from the Local to the Global," North Atlantic Conference on British Studies, Toronto, 2001; New York State Association of European Historians, September 2002.
- "Maiden Preacher, Wife and Mother': The Life of Mary O'Bryan," New York State Association of European Historians Annual Conference, Hartwick College, 2001 and Northeast Conference on British Studies, Worcester Polytechnic, 2001.
- "The Emigration Experience of William O'Bryan and his Family," Mid-Atlantic Conference on British Studies, 2001.
- "Collective Memory, Commemoration, and History: An Intersection," *Time Memory, Text* interdisciplinary conference, Binghamton University, 2001.
- Roundtable participant, "Scholarship and the Self: The Intersection of Autobiography and History," annual meeting of the American Historical Association, Boston, 2000.
- "The Self in Scholarship," SUNY Brockport Scholars Day, 2000.
- Chaired session at New York State Association of European Historians annual meeting, 1999.
- Commentator on session on British history, New York State Association of European Historians annual meeting, 1998.
- Mornings with the Professors, 1997, 1998, 1999.
- Session on the Holocaust, BOCES #2 Gifted and Talented Program, 1998.
- "Constructing Respectability: The Marriage of Effie Ruskin and John Everitt Millais," New York Association of European Historians and Carolinas Symposium on British Studies, 1997.

OTHER NARRATIVE ATTACHMENT FORMS

- "Moral and Domestic Women in Ruskin's Apocalypse," Apocalypse, Millenarism, New Boundaries, SUNY Binghamton, 1997.
- Chaired session at Mid-Atlantic Conference on British Studies, 1997.
- Addressed Spencerport HS Model UN, 1996.
- Keynote address, Susan B. Anthony House annual meeting, 1996.
- Annual address, Brockport Women's Historical Society, 1996.
- "Conflicting Expectations: The Ruskin Marriage," Mid-Atlantic Conference on British Studies, 1996.
- "Role Reversal in the Lais of Marie de France," SUNY College at Brockport Scholars Day, 1996.
- "Thunder on the Horizon: Ruskin's View of History," Northeast Conference on British Studies, 1995.

Current Projects

- Lloyd is currently researching women preachers in Methodist sects in 19th-Century Britain.

Dr. Paul B. Moyer

Education

- Ph.D. American History, The College of William & Mary, Williamsburg, Virginia, May 1999
Dissertation : "Wild Yankees: Settlement, Conflict, and Localism along Pennsylvania's Northeast Frontier, 1760-1820."
- M.A. American History, The College of William & Mary, Williamsburg, Virginia, May 1996
- B.A. History, Bowdoin College, Brunswick, Maine, May 1992

Awards

- College of William & Mary grant for dissertation research at the Wyoming Historical and Geological Society, Summer 1998.
- College of William & Mary grant for dissertation research at the Historical Society of Pennsylvania, Fall 1997.
- College of William & Mary-Colonial Williamsburg Foundation Historical Archaeology Apprenticeship, July 1993-August 1994.

OTHER NARRATIVE ATTACHMENT FORMS

- Edward E. Langbein Sr. Research Grant, Summer 1992.

Courses Taught

- Colonial North America
- The American Revolution
- History of the United States
- The Early American Frontier
- Native American History
- Popular Protest & Civil Unrest in Early America
-

Articles

- *"'A Dangerous Combination of Villians': Pennsylvania's Wild Yankees and the Social Context of Agrarian Resistance in Early America," *Pennsylvania History* 73 (Winter 2006). **[Forthcoming]**
- "'Real' Indians, 'White' Indians, and the Contest for the Wyoming Valley," in William Pencak and Daniel Richter, eds, *Friends and Enemies in Penn's Woods: Indians, Colonists, and the Racial Construction of Pennsylvania* (University Park: Penn State University Press, 2004).
- "The Wyoming Dispute and the Transformation of the Early American Frontier" in Daniel Richter and William Pencak, ed. *Friends and Enemies in Penn's Woods: Indians, Pennsylvanians, and the Construction of Culture, 1684-1800*. Spring 2002.
- "Pennsylvania's Yankee Invasion: Migration, Settlement, and Backcountry Resistance Along the Northern Susquehanna River Valley" in James N. McCord, Jr. and Andrew M. Schocket eds., *Moving On: European, Atlantic, and American Migration in the Age of Expansion and Settlement, 15th-20th Centuries*. Williamsburg: The College of William & Mary and the University of North Carolina, 1995.
- Review of Louis Waddell and Bruce Bomberger, *The French and Indian War in*
- Pennsylvania, 1753-1763*. In *The Journal of Military History*, vol. 62, no. 2 (April 1998): 394.

Recent Conference Papers and Other Presentations

- "'Being duly Sworn, Deposeth and saith': Exploring Conflicting Narratives in the Kidnapping of Timothy Pickering." American Historical Association meeting, January 2001.

OTHER NARRATIVE ATTACHMENT FORMS

- "A Great Many Wrangling Disputes': Competency, Conflict, and Pennsylvania's Pennamite-Yankee Wars, 1782-85." Pennsylvania Historical Association Conference, November 1999.
- "Pennsylvania's Yankee Invasion: Migration, Settlement, and Backcountry Resistance along the Northern Susquehanna River Valley." EU/USA Intensive Course on Migration, College of William & Mary, February 1995.

Current Projects

Moyer's book manuscript, entitled *Wild Yankees: The Struggle for Independence along the Revolutionary Frontier*, in which he further develops arguments he introduced in his doctoral dissertation, has been accepted for publication by Cornell University Press. He is also completing an article entitled "'The Most Dangerous Accounts of Disorder': Pennsylvania's Wyoming Controversy and Agrarian Violence in Early America," which he is considering submitting to *The William and Mary Quarterly*.

Dr. Kenneth P. O'Brien

Education

- Phd Northwestern University - Evanston, IL. June 1974
American History
Dissertation: "The Savage and the Child: Images of Blacks in Southern White Thought, 1830-1915."
- AB Rutgers University - New Brunswick, NJ, June 1965.
Departmental Honors Program in History, 1962-1965.

Awards

- Member, New York State Historical Records Advisory Board, 1996-present.
- Edmund J. Winslow Award for Excellence 1992.
- SUNY Chancellor's Award for Excellence in Teaching, 1981.
- National Endowment for the Humanities, Summer Research Stipend, 1980.

Courses Taught

- HST 691 - Graduate Research Seminar
- HST 421 - America Since 1929
- HST 212 - Modern America

Recent Publications

Books

OTHER NARRATIVE ATTACHMENT FORMS

- The Home-Front War: American Society and World War II*, co-edited with Lynn Hudson Parsons. (Greenwood Press, 1995).

Articles

- "Final Thoughts on the War That Will Not End: World War II and History" *Queen City Heritage* (Fall 1996).
- "America and Images of Censorship in Modern War: America in World War II," *Reviews in American History* (September 1994).

Recent Conference Papers and Other Presentations

- Chair and commentator on two papers on modern New York history, New York State History Conference, 1999.
- Paper (co-authored with Wanda Wakefield), "World War II in Film," Popular Culture Association, April 1999.
- Panel member, "The Profession and Its Critics," American Studies Association, November 1997.
- Invited paper, "Final Thoughts on World War II." NEH sponsored conference held at the Cincinnati Historical Society, April 1995.
- Paper (co-authored with Carolyn Vacca): "Women, Work, and World War II: Monroe County, New York," New York State History Conference, June 1995.
- Book reviews for the *American Historical Review* and *New York History*

Dr. Alison M. Parker

Education

- PhD The Johns Hopkins University, History, 1993.
- MA The Johns Hopkins University, History, 1990.
- BA University of California, Berkeley, History and the History of Art, Phi Beta Kappa, 1988.

Awards

- NEH Summer Seminar, "Motherhood and the Nation-State in Western Societies Times," Directed by Karen Offen & Marilyn Boxer, Institute for Research on Women and Gender, Stanford University, Summer 2002.
- Dissertation Research Grant, the Arthur and Elizabeth Schlesinger Library on the History of Women in America, Radcliffe College, 1991.
- Ford Foundation Travel Grants for Women's Studies Projects, Johns Hopkins University, Summer 1993 and 1991, and Spring 1990.

OTHER NARRATIVE ATTACHMENT FORMS

Courses Taught

- American History Survey
- American Women's History & Family History
- American Legal History
- Race and Gender in American History
- London Study Abroad Program, Summer 2008: "British Perspectives on the American Revolution"
(Click on the link above for more information.)

Recent Publications

Book:

- Purifying America: Women, Cultural Reform, and Pro-Censorship Activism, 1873-1933*, University of Illinois Press, 1997.

Edited Books:

- Women and the Unstable State in Nineteenth-Century America*, edited by Alison M. Parker and Stephanie Cole, Texas A&M University Press, 2000.
- Beyond Black and White: Race, Ethnicity and Gender in the U.S. South and Southwest*, edited by Stephanie Cole and Alison M. Parker, Texas A&M University Press, 2004.

Articles:

- "Women Activists and the US Congress, 1870s-1920s," in *The American Congress: Building of Democracy*, edited by Julian Zelizer, (New York: Houghton Mifflin, 2004).
- "Women's Rights and 'Speech Communities' in American Legal History," Review essay of Sandra Van Burkleo, *Belonging to the World: Women's Rights and American Constitutional Culture*, in *Reviews in American History*, Vol. 31, N.1 (March 2003).
- "The Case for Reform Antecedents to the Woman Suffrage Movement," in *Votes for Women: A Concise History of the Suffrage Movement*, Oxford University Press, 2002.
- "'What We Do Expect the People Legislatively to Effect': Frances Wright, Moral Reform, and State Legislation" in *Women and the Unstable State in Nineteenth-Century America*, edited by Alison M. Parker and Stephanie Cole, Texas A&M University Press, 2000.

OTHER NARRATIVE ATTACHMENT FORMS

- "Hearts Uplifted and Minds Refreshed': The Woman's Christian Temperance Union and the Production of Pure Culture," in *Journal of Women's History*, Summer 1999.
- "Mothering the Movies: Women Reformers and the Censorship of Popular Culture," in *Movie Censorship and American Culture*, edited by Francis Couvares, Smithsonian Institution Press, 1996.

Recent Conference Papers and Other Presentations

- "Justice is Not Fulfilled So Long as Woman is Unequal Before the Law: Women's Rights, Race and Activism in the Writings of Frances Watkins Harper," Berkshire Conference on the History of Women, Summer 2005.
- "Sarah Grimke's Theory of Women's Political Co-Equality," Society for Historians of the Early American Republic (SHEAR), Summer 2002.
- "Culture Wars and Censorship," Organization of American Historians, April, 2000.

Current Projects

- Parker is hard at work on her next book, "**Engendering Reform: Women and Citizenship in Nineteenth-Century America.**" This book is part of a continuing effort by historians to integrate women into historical accounts of American political thought. It focuses on six women writers and reformers in the nineteenth-century America: Frances Wright, Angelina Grimke, Frances Watkins Harper, Frances Willard, and Mary Church Terrell, each of whom actively asserted women's rightful place in politics and created her own argument for women's full citizenship. Situating specific women reformers in partisan political debates and national legislative agendas, Parker examines how and when these prominent women activists, both black and white, identified themselves as citizens with rights and claims on the state. As the predecessors of the Progressive Era reformers, these nineteenth-century activists allow us to see more fully how women's claims to citizenship and reform developed.

Dr. James A. Spiller

Education

- Phd University of Wisconsin - Madison, August 1999 - American History
Dissertation: "Constructing America at the Peripheries: The Cultural Politics of United States Science and Exploration in Outer Space and Antarctica, 1950s-1990s."
- MA University of Wisconsin - Madison, May 1994 - American History
- BA Rutgers University - December, 1989
Highest Honors in History and Mathematics

OTHER NARRATIVE ATTACHMENT FORMS

Awards

- SUNY Chancellor's Award for Excellence in Teaching, 2004.
- George H.W. Bush Foundation Research Grant, 2003.
- Lyndon Baines Johnson Foundation Research Grant, 2002.
- University of Wisconsin Alumni Research Foundation Fellowship, Fall 1998.
- Gerald R. Ford Foundation Research Grant, 1997.
- Smithsonian Institution Predoctoral Fellowship, 1996-1997.
- History of Science Society's Schuman Prize, 1996.
- University of Wisconsin Prize Fellowship, Spring 1995.
- Jacob Javits Fellow, 1991-1994, 1995-1996.
- Phi Beta Kappa, 1988.

Courses Taught

- American Environmental History
- American Cultural History
- History of Modern America
- History of Science and Technology in America

Recent Publications

Articles:

- Radiant Cuisine: The Commercial Fate of Food Irradiation in the United States, 1950-2000," *Technology and Culture*, October 2004.
- "This is War!: Network Radio and World War II Propaganda in America" - in review by *Journal of Radio Studies*, June 2004.
- "Re-Imagining U.S. Antarctic Research as a Defining Endeavor of a Deserving World Leader, 1957-1991," *Public Understanding of Science*, January 2004.
- "International Science in Antarctica," in David N. Livingstone and Ronald L. Numbers eds., *Modern Science in National and International Context*. Cambridge: Cambridge University Press, forthcoming.
- "Technological Enclaves," in Mary Kupiec Cayton and Peter W. Williams, eds., *Encyclopedia of American Cultural and Intellectual History*. New York: Charles Scribner's Sons, 2001.

OTHER NARRATIVE ATTACHMENT FORMS

- "Liberalism's Fifth Way: A Review of Thomas Spragen's *Civic Liberalism: Reflections on Our Democratic Idealism*, Humanities Net, September 2000.
- "American Culture in the Nuclear Age," *Wisconsin Magazine of History*, Winter 1998.

Recent Conference Papers and Other Presentations

- "The Space Frontier and the Shifting Terrain of American National Identity," Organization of American Historians Annual Meeting, April 2005.
- "Focusing With Faulty Lenses: The Importance and Limitations of Historical Inquiry," Keynote Lecture, Strong Museum, Rochester, NY, March 2004.
- "Predicting the Unintended Consequences of America's Wars" Strong Museum, Rochester, NY, March 2003.
- "Skyscrapers and Shopping Malls - Urban Heights and Suburban Sprawl," Strong Museum, Rochester, NY, 2001.
- "Conservative Utopianism and Cold War Therapeutic Culture," The Society for Utopian Studies Conference, October 2000.
- "Beyond the Borders of Civilization: American Nationalism in Space and on Antarctic Ice," American Studies Association Conference, October 1999.
- "A Window on Environmental Consciousness? Popular Media and the United States Space and Antarctic Research Programs," Biennial Conference of the American Society for Environmental History, March 1997.
- "Debunking the Tenacious Myth of Scientific and Technological Determinism," From Microchip to Mass Media: Culture and the Technological Age, a Multidisciplinary Conference, De Paul University, May 1996.

Current Projects

- Spiller is working on a manuscript addressing constructions of national identity through large, federally funded scientific research and technology projects in post-World War II America.

Dr. Wanda Ellen Wakefield

Education

- PhD State University of New York at Buffalo
- MA SUNY College at Brockport
- JD University of Illinois
- BA Grinnell College