

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**TEACHING AMERICAN HISTORY FY2010 APPLICATION PACKAGE
CFDA # 84.215X
PR/Award # U215X100341**

Closing Date: MAR 22, 2010

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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 e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
3/22/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: New York City Community School District 23

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
136400434	103669289

d. Address:

* Street1:	30-48 Linden Place
Street2:	Room 319
* City:	Flushing
County:	
State:	NY
Province:	
* Country:	USA
* Zip / Postal Code:	11354

e. Organizational Unit:

Department Name:	Division Name:
Teaching American History Grant Office	

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

Prefix:	Dr.	* First Name:	Gus
Middle Name:			

* Last Name: Hatzidimitriou

Suffix:

Title: Director of School Improvement

Organizational Affiliation:

* Telephone Number: (718)281-3405

Fax Number:

* Email: GHATZID@SCHOOLS.NYC.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215X

CFDA Title:

Teaching American History FY2010 Application Package

*** 12. Funding Opportunity Number:**

ED-Grants-012110-001

Title:

Teaching American History Grant

13. Competition Identification Number:

Title:

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

New York City

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

New York City Teaching American History Grant

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: NY-10

* b. Program/Project: NY-06

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 999674
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$ 0
g. TOTAL	\$ 999674

*** 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: Donald

Middle Name:

* Last Name: Conyers

Suffix:

Title: Superintendent Community School District 23

* Telephone Number: (718)281-3405 Fax Number:

* Email: GHATZID@SCHOOLS.NYC.GOV

* Signature of Authorized Representative: * Date Signed:

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.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
New York City Community School ...

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	\$ 135,974	\$ 135,974	\$ 135,974	\$ 135,974	\$ 135,974	\$ 679,870
2. Fringe Benefits	\$ 20,542	\$ 20,542	\$ 20,542	\$ 20,542	\$ 20,542	\$ 102,710
3. Travel	\$ 8,700	\$ 8,700	\$ 8,700	\$ 8,700	\$ 8,700	\$ 43,500
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 13,285	\$ 13,285	\$ 13,285	\$ 22,285	\$ 17,285	\$ 79,425
6. Contractual	\$ 96,900	\$ 79,700	\$ 79,700	\$ 79,700	\$ 79,700	\$ 415,700
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 17,500
9. Total Direct Costs (lines 1-8)	\$ 278,901	\$ 261,701	\$ 261,701	\$ 270,701	\$ 265,701	\$ 1,338,705
10. Indirect Costs*	\$ 8,357	\$ 8,107	\$ 8,107	\$ 6,768	\$ 6,518	\$ 37,857
11. Training Stipends	\$ 57,600	\$ 57,600	\$ 57,600	\$ 57,600	\$ 57,600	\$ 288,000
12. Total Costs (lines 9-11)	\$ 344,858	\$ 327,408	\$ 327,408	\$ 335,069	\$ 329,819	\$ 1,664,562

***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

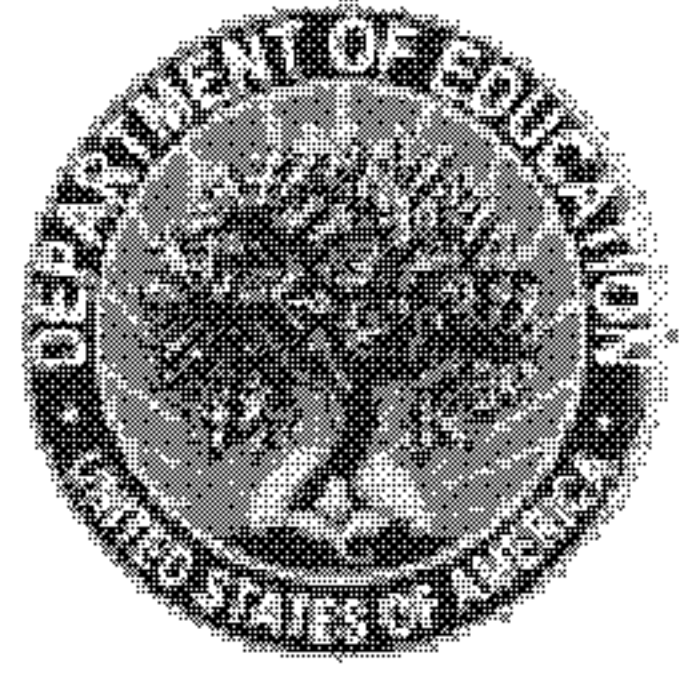
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): NY Dept. of Education The Indirect Cost Rate is 2.5%

(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(c)(2)? The Restricted Indirect Cost Rate is 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
New York City Community School ...

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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
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 sub-agreements.
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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. "1721 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

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 the 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.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Donald Conyers

Title: Superintendent

Date Submitted: 03/20/2010

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 any 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 or 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

New York City Community School District 23

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Donald Middle Name:

Last Name: Conyers Suffix:

Title: Superintendent, CSD 23

Signature: _____

Date:

03/20/2010

Section 427 of GEPA

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 **1894-0005**. 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:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : NYCTAH GEPA

File : GEPA 427 NYCTAH.doc

Statement of Compliance with Section 427 of GEPA for the New York City Teaching American History Program

As per the requirements for equitable access outlined in the Notice to All Applicants in the grants.gov application package for the Teaching American History Grant Program, the New York City Community School District #23 as LEA for the Proposed New York City Teaching American History Program states the following:

1. We will continue to take any and all steps necessary to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs.
2. For the purpose of this statement, we extend the definition of “special needs” to include all possible participants from schools serving “special needs” students, all potential participating teachers with special needs or who must overcome any of the six types of barriers that can impede equitable access or participation. The six types of barriers are defined as: gender, race, national origin, color, disability, or age.
3. Furthermore, the New York City Community School District #23 in the administration of the proposed New York City Teaching American History Program will ensure that any teachers from schools or districts with student populations possessing an above average amount of “special needs” students will be given top priority when applying for the program.
4. No teacher will be denied placement in the New York City Teaching American History Program due to their gender, race, national origin, color, disability, or age.

Gus Hatzidimitriou,
Director
New York City Teaching American History Program

Project Narrative

ED Abstract Narrative

Attachment 1:

Title: **NYCTAH Abstract** Pages: **1** Uploaded File: **NYDOE TAH Abstract.doc**

NEW YORK CITY SCHOOLS 2010 TAH ABSTRACT

NYCTAH is a collaboration between **New York City Department of Education** Community School District 23, the NYCDOE Empowerment Support Organization (ESO), Columbia and St. John's Universities, the New York Historical Society, the Museum of the City of New York, the National Archives and Records Administration, New York, the National Park Service (African Burial Ground, Theodore Roosevelt Birthplace, Eastside Tenement Museum, Ellis and Liberty Islands, Brooklyn Historical Society, South Street Seaport and the Gilder Lehrman Institute of American History.

NYCTAH will provide intensive professional development to enhance teachers' content knowledge, content-related teaching skills and understanding of *traditional American History* thus improving student achievement. We are targeting 3- 5th grade teachers from 40 schools drawn from several districts with CSD 23-Brooklyn as the LEA. Each one-year cohort (with follow-up support in year two) will serve 50 teachers and over five years 250 teachers will be served. Each year will feature 13 full day meetings in and around New York City.

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Cohort A (50 teachers)	Cohort B (50 teachers)	Cohort C (50 teachers)	Cohort D (50 teachers)	Cohort E (50 teachers)
	Cohort A follow-up	Cohort B follow-up	Cohort C follow-up	Cohort D follow-up

NYCTAH will provide a standards aligned program to train teachers in the US history content covered by the 5th grade exam. Teachers will read eight books and numerous articles during the year and learn to use primary documents, artifacts, first hand accounts, illustrations, and site visits to translate freshly mastered content into classroom lessons. The primary goal of the project is to build local capacity by creating a core of teachers with enhanced knowledge of American history and sharpened pedagogical skills.

(1) Monthly Full-day Inservices: Teachers will attend nine day-long inservices at Columbia, St. Johns and local historic sites. Each day will include content lectures by our lead historian, Dr. Steven Mintz, from Columbia, guest GLI historians, training in pedagogy, integrating technology, differentiated instruction and student evaluation and instruction in the project's six core content related teaching practices.

(3) Two afterschool meetings per month:

Meeting 1: Teams of three or four teachers will meet regularly after school. After reviewing NY standards and the district pacing guide they will prepare a monthly (or unit) pre and post-test for their students for the upcoming unit of study. Using a grant provided online test bank the teachers will select 10-15 questions (including map and table/chart questions) and then pre and post test their students either online or on paper. At the next meeting teachers will review the results to guide re-teaching and how they teach the next unit.

Meeting 2: The second meeting will focus on the project's six core content-related teaching methods and materials to best teach their current and upcoming topics.

(3) Summer Institute: Each summer as the culminating activity of the year a four-day institute will be held at St. John's and historical sites in and around NYC. Beside historical content teachers will study teaching strategies, review standards and begin to develop lesson plans and classroom ready resources and materials.

(4) Classroom observations: TAH staff will visit each participant's class **four times per year** where they will: (1) observe each teacher; (2) model lessons in each teacher's classroom; and (3) share new materials and provide support to TAH and non-TAH teachers.

(5) Year two follow-up: In Year Two teachers will continue to participate in the monthly meetings, pre and post test students. In year two alumni will mentor the new cohort of teachers and attend two full day inservices.

NYCTAH Goals, Objectives, and Performance Measure Alignment
Goal 1: (GPRA 1) Increase teacher content knowledge of American history
Goal 2: (GPRA 2) Recruit and retain program participants
Goal 3: Improve teaching practices
Goal 4: Increased student content knowledge of American history
Goal 5: Increased student appreciation of American history
Goal 6: To sustain the program beyond TAH funding

Project Narrative

Project Narrative

Attachment 1:

Title: **NYCTAH Narrative** Pages: **28** Uploaded File: **New York Narrative Final.doc**

New York City Teaching American History Grant (LATAH)
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New York City Teaching American History Program (NYCTAH)

Note to Reader: After checking with TAH staff this statement was placed before the narrative to demonstrate compliance with the Absolute and Invitational Preference Priorities.

Absolute Priority: NYCTAH is a collaborative project between New York City Department of Education (NYDOE) Empowerment Support Organization (ESO) and Columbia and St. John's Universities, the New York Historical Society, the Museum of the City of New York, the National Archives and Records Administration's New York branch, the National Park Service (African Burial Ground, Theodore Roosevelt Birthplace, Eastside Tenement Museum, Ellis and Liberty Island), Brooklyn Historical Society, South Street Seaport and the Gilder Lehrman Institute of American History. As part of the NYC Empowerment Organization—CSD 23 will be the lead district in a consortium that includes schools drawn from ten districts located in Queens, Manhattan and Brooklyn.

Invitational Priority 1: NYCTAH meets Invitational Priority 1 by (1) sharing and posting online best practices, lessons and materials widely, and (2) publicizing these resources through meetings and conferences. **Online posting:** NYCTAH will post teacher made materials on two websites which reach local, statewide and national audiences. Reviewed lessons will be posted on the NYDOE website with links to the NYC Department of Education's TAH ESO website which is a leading place for history teachers statewide to search for standards aligned content. Through our partnership with Gilder Lehrman the best teacher lessons and resources will be posted on the GLI website which reaches a national audience of over 1.3 million yearly.

Publicizing our resources: NYCTAH Project Director Dr. Gus Hatzidimitriou, the Senior School/District Improvement & Project Director for the Office of School Improvement, Division of Teaching and Learning, meets regularly with other NYDOE History/Social Studies supervisors. He will share materials and resources with his colleagues (many who also direct

TAH grants). NYCTAH participants will also attend the New York Council for Social Studies Conference—where they will present and share the materials and lessons they and their colleagues have created.

Invitational Priority 2 calls for “the collection and use of student work and achievement data.” A key component to student success is teachers regularly and systematically reviewing and considering student work and testing to help guide instruction. NYCTAH will include an ongoing program patterned on the **Response To Intervention (RTI)** model.

At the start of each year TAH teachers will meet to review the district pacing guide and closely review the state standards. After receiving training and practicing RTI in the first classes of the year, teams of four teachers from two schools will collaborate monthly afterschool and:

- 1) Review of the previous month’s student pre and post-test results (developed by the team at the previous meeting) and discuss what worked and what changes can be made the next month;
- 2) Preview the state standards they will teach the upcoming month and identify key topics and events in the standard that their students should know by the end of the next unit;
- 3) Review their students’ scores on the previous year’s state test on the topic they will teach the next month. While not a perfect indicator of how this year’s classes will learn, these scores can indicate what each teacher appeared to have taught more effectively or needs to emphasize;
- 4) Share resources they successfully used in the past to teach the upcoming subject;
- 5) Use a grant-provided test bank to create a pre/post-test aligned to the upcoming content. The bank will contain questions from the New York, NAEP, California, and Texas US history exams;
- 6) Either print a class set or post the new pre and post-test online;
- 7) Pre and post-test their students and bring those results to the next monthly meeting.

(1) PROJECT QUALITY (35 points)

(a) The likelihood that the proposed project will develop, implement and strengthen...

Community School District 23 in Brooklyn is the LEA of a consortium of 10 CSD's in the boroughs of Manhattan, Queens and Brooklyn, the CSDs deliver educational services to nearly 90,000 ethnically diverse and predominantly inner-city low-income students. CSD 23 has never had a TAH grant. Within the coalition 72.3% of our students qualify for reduced price meals and fourteen percent (14%) receive Special Education services. US history is tested in 5th grade in New York but ongoing fiscal constraints have made it difficult to provide sustained professional development to 3rd - 5th grade teachers of American history teachers at our targeted schools.

Only 75% of consortium schools are making their AYP goals.

In New York US history is taught at both grade levels and tested in 5th grade. NYCTAH will provide an intensive one-year training program (with follow-up support) to **fifty** 4th and 5th grade teachers yearly. Over five years 250 teachers from over 40 schools will be served.

NYCTAH will provide intensive professional development to enhance teachers' content knowledge, content-related teaching skills and understanding of *traditional American history* thus improving student achievement. In NYCTAH teachers will study American history from pre-colonial to recent times. The content aligns to both state content standards and the district pacing guide and will increase teacher's capacity to teach American history in engaging, interactive ways, thus improve student achievement and understanding of American history.

Teachers will learn to use content-related teaching methods including primary documents, artifacts, first hand accounts, illustrations, and site visits in and around New York to translate newly mastered content into their classes. The primary goal is to build local capacity by creating a core of teachers with enhanced knowledge of US history and sharpened teaching skills.

NYCTAH Goals, Objectives, and Performance Measure Alignment
Goal 1: (GPRA 1) Increase teacher content knowledge of American history
Objective 1.1: At the end of each year, teachers who have completed at least 75% of project hours will show an increase in US history content knowledge.
Goal 2: (GPRA 2) Recruit and retain program participants
Objective 2.1: TAH participants will complete 75% or more of the total project hours.
Goal 3: Improve teaching practices
Objective 3.1: Teachers who have completed at least 75% of project hours will demonstrate regular classroom use of primary sources and other auditory and visual resources designed to address the differentiated learning needs of students.
Goal 4: Increased student content knowledge of American history
Objective 4.1: At the end of each year, students of teachers who have completed at least 75% of project hours will show an increase in content knowledge of traditional American history.
Goal 5: Increased student appreciation of American history
Objective 5.1: At the end of each year, students of teachers who have completed at least 75% of project hours will show an increased appreciation of traditional American history.
Goal 6: To sustain the program beyond TAH funding
Objective 6.1: In 2015-16 provide yearly in-services led by TAH alumni and partner scholars

NYCTAH is a collaborative project between New York City Department of Education (NYDOE) Empowerment Support Organization (ESO), Columbia and St. John's Universities, the New York and Brooklyn Historical Societies, the Museum of the City of New York, the National Archives and Records Administration's New York branch, the National Park Service (African Burial Ground, Theodore Roosevelt Birthplace, Eastside Tenement Museum, Ellis and Liberty Island, South Street Seaport and the Gilder Lehrman Institute of American History.

(b) How specific traditional American history content (including the significant issues, episodes, and turning points in the history of the United States. . .) will be covered. . . .

NYCTAH's proposed professional development program consists of six components:

(1) Nine full-day workshops: These day-long workshops held at locations citywide will start with a morning-long historian led session. The afternoon will feature training in classroom technology use, evaluation, and NYCTAH's six core content-related teaching practices.

(2) Two monthly school site meetings: Teams of four teachers from one or two schools will meet monthly as part of Professional Learning Communities (PLCs). At the meeting teachers will review student performance through a Response-To-Intervention (RTI) style program

and will review state standards, the pacing guide, student performance, and create a pre and post-test for the next unit of study. They will also focus on teaching methods and materials to best teach their current and upcoming topics.

(3) Regular in-class coaching and observations: The project director and site level administrators will observe each teacher at least **three times** and our mentor teachers will observe and model best practices for all teachers in their classrooms **at least twice a year.**

(4) Four-day Summer Institute: The Institute will focus on the Revolutionary Era and including training in teaching strategies, standards review and lesson/resource development.

(5) Teacher Resource Center: The center, staffed by NYCTAH master teachers will house materials and resources for classroom use. The master teachers will also provide mentoring, support and trainings to participants and alumni at the center (as well as at the schools).

(6) Follow-up activities: In the year after the intensive program, teachers will continue to participate in the monthly school site meetings, work with mentor teachers, participate in trainings and events offered by our partners and take their students on a historic fieldtrip.

The keys to success for the program include:

- Rigorous coursework in specific topics of traditional American history.
- Specially designed methods instruction to teach participants to effectively use newly learned content in their American history classrooms.
- Monthly review of (1) student achievement and (2) classroom practices.
- Frequent observations and lesson modeling in participants classrooms.

A key to the program is that participants will study US history in sync with when they teach it. For instance in January 2011 they will study the Revolutionary Era right before they teach it. Delivering content and methods instruction right before it is to be taught will help our teachers to internalize the content and the standards alignment and practice effective teaching methods.

1. Full-day Sessions: Teachers will meet nine times yearly for a day of historical content and training in content-related teaching strategies. While teaching methods and strategies are included to ensure that NYDOE students ultimately benefit, American history content is the core of this program as evidenced by the schedule and reading list below. The day-long meetings will be the main venues for content instruction during which we will cover NAEP Historical Eras 1-6 (Beginnings to Developing Modern America). Each day will feature historian-delivered content in the morning led by Dr. Steven Mintz, our lead historian. After a review of relevant state standards led by Dr. Gus Hatzidimitriou or the mentor teachers, Dr. Mintz and Dr. John Spiridakis, our Historical Pedagogy coach will train the teachers in using primary source documents and content-related teaching method instruction in the afternoon.

Schedule Template for NYCTAH Full-day Sessions		
Schedule	Topic	Responsible partyies
8:30 am - 12:00 pm	Book Study, discussion of assigned historical text, lecture and related case studies	Dr. Mintz and/or guest historian
12:00pm- 12:30 pm	Lunch and review of relevant State Standards	Dr. Mintz and/or guest historian
12:30 pm -1:30 pm	Study of related primary source documents	Dr. Hatzidimitriou and Mentor Teachers
1:30 pm - 3:00 pm	Instruction in content-related teaching methods	Dr. Spiridakis Dr. Mintz, Dr. Hatzidimitriou and Mentors
3:00 pm- 3:30 pm	Debrief and evaluation	Dr. Hatzidimitriou

Repetition is critical to internalizing content-related teaching strategies and the ongoing review of student performance data. Each session teachers will study one or more of six content-related teaching strategies selected to improve both teacher content delivery and student comprehension as measured by teacher created monthly pre and post-tests and state exams. These strategies align with NYDOE’s existing *School Plans for Content Area Literacy*.

NYCTAH Content-Related Teaching Methods	
Teaching Method	Full-day session where method is taught
1) Using Primary Sources-including text excerpts, images and digital sources	All sessions
2) Grade appropriate presentations including (a) integrating visual and other resources, and (b) including structured student-response activities such as “Checking for Understanding”	Sept., Oct., Feb., Mar., April
3) Academic vocabulary instruction based on the work of Robert Marzano	Sept., Oct., Jan., Feb.
4) Structured Note-taking	Nov., Dec.
5) Using historical maps, tables and charts to teach historical thinking	Jan., Feb., March
6) Preview/Analyze and Connect/Summarizing and Synthesizing	March, April, May

Selecting only six strategies will help ensure repeated exposure to them by the teachers—both research and experience demonstrate that the more times a teacher attempts a new teaching technique (including content-rich methods like using both written and digital primary sources) the more likely they are to make it a regular practice. Therefore, these six practices will be taught, re-taught and then practiced and observed in the classroom.

Lead Historian: Columbia University historian Dr. Steven Mintz has years of experience teaching US history and working with teachers including in a number of TAH grants. Dr. Mintz is a pioneer in the application of new technologies to history and is the creator of the *Digital History* website (<http://www.digitalhistory.uh.edu>). He chairs the Organization of American Historians Teaching Committee, and is a member of the advisory board of Film & History, the History Teacher, and the OAH Magazine of History, and the Gilder Lehrman Institute of American History. Dr. Mintz will present at every full-day workshop and will help lead the afternoon content-related teaching methods sessions.

NYCTAH 2010-2011 TAH Schedule	
Dates/Hours	Topics and Readings
Friday, September 25	<p>Topic: Pre-Columbian Peoples in North America with emphasis on New York</p> <p>Required Reading: <i>Facing East from Indian Country: A Native History of Early America</i>, Daniel Richter</p> <p>Map study: Political change over the past 500 years</p> <p>Scholar: Karen Kupperman, NYU</p> <p>Location: Smithsonian National Museum of the American Indian, New York</p>

Friday October 22	<p>Topic: European Exploration of the Americas (1492-1700) Required Reading: OAH Magazine of History articles about the Dutch in NY Map study: Charting European exploration across the Americas Scholar: Ted Widmer, Brown University Location: South Street Seaport Museum</p>
Friday, November 12	<p>Topic: The American Colonies in the 18th Century—Three Worlds Meet (American Indians, Europeans and Africans) Required Reading: <i>New York Burning: Liberty, Slavery and Conspiracy in 18th Century Manhattan</i>, Jill Lepore Map study: Triangle Trade, Beaver Wars and the fur trade, competing empires Scholar: Jill Lepore, Harvard Location: National Park Service, African Burial Ground NYC</p>
Tuesday, December 14	<p>Topic: The Growth and Development of the 13 Colonies (1650-1775) Required Reading: <i>Many Thousands Gone: The First Two Centuries of Slavery in North America</i>, Ira Berlin Map study: Comparing the development of Spanish, English and French colonies Scholar: Ira Berlin, University of Maryland Location: Columbia University</p>
Friday, January 14	<p>Topic: The Revolutionary War Required Reading: OAH Magazine Articles Map study: The Revolutionary War and the Smallpox Epidemic of 1775-1781 Scholar: Carol Berkin, City University of New York Location: St. John’s University</p>
Friday, February 11	<p>Topic: Articles of Confederation, the Constitution and Bill of Rights Required Reading: <i>Founding Brothers: The Revolutionary Generation</i>, Joseph Ellis Map study: Land policies and land acquisition in the new Republic Scholar: Akhil Amar, Yale University Location: National Archives at New York City</p>
Friday, March 11	<p>Topic: Inventions in Transportation and Early Explorations of the West Required Reading: <i>The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862</i>, Carol Sheriff Map study: Growth of transportation in America—1800 to 1900 Scholar: Daniel Walker Howe, UCLA Location: Air and Transportation Museum in Long Island</p>
Friday, April 8	<p>Topic: Reform, Abolition, the Civil War and the Draft Riots Required Reading: OAH Magazine Articles Map study: Mexican War, Gold Rushes and the Civil War Location: Columbia University and Grant’s Tomb</p>
Friday, May 6	<p>Topic: The Gilded Age (with walking tour of Five Points/China Town and Lower Eastside Tenement Museum) Required Reading: <i>How the Other Half Lives</i>, Jacob Riis and <i>Historical Atlas of New York City</i>, Eric Homberger Map study: New York City Then and Now Scholar: Ken Jackson Location: East Side Tenement Museum</p>
<p>Other Texts: <i>Huck’s Raft, A History of American Childhood</i>, Steven Mintz</p>	

2. Twice Monthly afterschool sessions: For the content and teaching methods studied in the full-day sessions to become regular practice they need to become part of each teacher’s daily life.

Based upon our successful experience in earlier TAH grants and research, we believe teachers learn best when content and methods training are ongoing throughout the school year and the new content and skills learned in the classes is then implemented into the teachers' classrooms. Teams of four teachers from one or two schools will meet twice a month after school as part of Professional Learning Communities. NYCTAH will provide the structure and incentive needed to develop this built in, sustainable professional development opportunity. Twice a month sessions will ensure that rarely a week will go by when participants don't have some sort of TAH activity.

Afterschool Meetings: After receiving training and practicing the Response To Intervention style pre and post-testing system in the first two sessions of the year, starting in November teams of four teachers from two schools will meet monthly afterschool to:

- 1) Review of the previous month's student pre and post-test results (developed by the team at the previous meeting) and discuss what worked and what changes can be made the next month;
- 2) Preview the state standards they will teach the upcoming month and identify key topics and events in the standard that their students should know by the end of the next unit;
- 3) Review their students' scores on the previous year's state test on the topic they will teach the next month (5th grade teachers only). While not a perfect predictor of how the current class will learn, the scores can indicate what each teacher appeared to have taught more effectively the previous year or needs to emphasize in upcoming weeks;
- 4) Share resources they successfully used in the past to teach the upcoming subject;
- 5) Use a grant-provided test bank to create a pre/post-test aligned to the upcoming content. The bank will contain questions from the NAEP, National History Standards and the New York US history exams;
- 6) Either print a class set or post online the new pre and post-test on the grant webpage;

7) Pre and post-test their students and bring those results to the next monthly meeting.

The PLC meetings will also focus on: (1) implementation of the six TAH best practices; (2) review of that month's content focus; (3) discussion of what is working and what isn't; and (4) planning mid-course corrections for the rest of the month/unit. The project director and mentor teachers **will attend at least two PLC meetings at each school.**

3. Observations and Bi-weekly Best Practice Surveys: The director and school administrators will observe each teacher **at least three times per year.** The mentor teacher will model lessons in each teacher's classroom at least twice; and share new materials and provide support to TAH and non-TAH teachers. **NYCTAH teachers will be observed/coached at least five times.**

Bi-weekly Best Practices Survey: All participants will take an online best-practice survey every two weeks.¹ The survey, based upon the National Council for History Education's "Reinvigorating History In US Schools," has participants rate how often they teach using any of 20 effective practices, such as using maps, primary documents, political cartoons and images, teaching cause and effect, and having students respond to free response questions. The survey and the aligned classroom observation form which will be used when they are observed, includes the six content-related-teaching methods and other best practices from the survey. The survey has proven successful in TAH grants in Orlando and Sacramento at measuring teacher practices, and serving as a regular reminder and encouragement to teachers to implement the strategies.

4. Four Day Summer Institute: During the school year the teachers will not have the time to study any era of American history for more than a day. In the summer they will have the time to deeply study the Revolutionary era over four days. Dr. Mintz, Dr. Andrew Robertson from the City University of New York and Dr. Thomas Bender from NYU will work with our teachers to provide a more in-depth look at the era that made America. Starting on day one when the

¹ An example of this bi-weekly teacher survey can be found at <http://www.nohum.k12.ca.us/tah/biweekly.htm>

teachers study the *French and Indian War* and how it affected American history and continuing to the final day when the teachers learn the relationships between the American, French and Haitian Revolutions participants will be immersed in era. The institute will include afternoon trips to historic sites in and around NYC and continued training in teaching strategies, standards review and lesson/resource development.

NYCTAH Five-day Summer Institute	
July 2011	<p>Five-day Summer Institute Topic: The Revolutionary Era—1754 to 1783 Day 1: Imperial Victory/ Imperial Discord—The American Colonies 1754- 1775 Day 2: Revolution Day 3: New York and the Revolutionary War Day 4: Comparing the American Revolution to the French Revolution, Haiti and Latin America Required Reading: Gary B. Nash, <i>The Unknown American Revolution: the Unruly Birth of Democracy and the Struggle to Create America</i> (New York, 2005) and OAH Magazine Articles Map study: New York in the Revolutionary Era Scholars: Andrew Robertson, City University of New York, Thomas Bender, NYU Location: St. John’s University and City Museum of NYC with day trips to revolutionary war sites in the NY/NJ/CT metropolitan area</p>
GLI Resources	<p>Primary Documents from the Revolutionary Era (all teachers will receive sets) History in a Box: The Revolution (copies for the Resource Center)</p>

At the summer workshops teachers will develop classroom ready materials to use in their classrooms the following year. Dr. Mintz and the rest of the team will provide specific training (as needed) to adapt primary source documents, images, maps and other material to a fourth or fifth grade level. The teachers will post what they create on the grant website and all participants will receive digital copies of their content and content selected by the historians and mentors.

5. Teacher Resource Center: The resource center will be staffed by NYCTAH master teachers three afternoons a week and will house materials and resources for classroom use. The Center will allow the grant to make better use of resources and materials. Instead of buying 40 sets of classroom materials for fifty teachers the center will allow us to keep five to ten sets of materials that teachers can check-out and then return. The center will be staffed by the master teachers

who will also provide mentoring, support and trainings to participants and alumni. The center will be located in a Regional Empowerment Network School site and no TAH funds will be spent for room/facilities rent. Locating the center at the Regional office will also give the mentors access to copying and other services for use in replicating grant created classroom-ready materials. Dr. Hatzidimitriou has used Resource Centers in past TAH grants with great success.

6. Year-two follow-up activities: In the year after the intensive program, participants will continue to participate in the monthly school site meetings, work with the mentor teachers and participate in trainings and events offered by our partners. While not as intensive as the first year the second year plays a crucial role in making teachers continue to review and address the standards and RTI style assessment and instruction. In the second year participants will:

- 1) Read four historical texts selected by Dr. Mintz and NYCTAH staff. These four texts will fill in any gaps in teacher learning indicated by teacher post-testing and exit surveys.
- 2) Attend four afterschool historian’s talks each linked to the selected historical texts.
- 3) Participate in at least two inservice trainings—one from the Center for Civic Education and a second provided by the National Park Service or the National Archives.
- 4) Continue participating in the monthly PLC and RTI style afterschool meetings.
- 5) Take their class on a fieldtrip to one of the historic sites the teacher visited in NYCTAH.

(c) Partnership plan with IHE and (d) Rationale for selecting partners:

Partner	Services Provided by Partner	Rationale for Selection
Columbia University	The History Department will support Dr. Mintz as he teaches the NYCTAH history classes and helps lead the US history professional development. Columbia will also host NYCTAH events.	Columbia has successfully supported previous cohorts of teachers in our TAH grants and its professors have the necessary content and pedagogical expertise to make participating teachers highly qualified to teach traditional American history.

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NYCTAH**

St. John's University	<p>St. John's will support Dr. Spiridakis as he works with NYCTAH teachers and instructs them in different historical content-related teaching methods.</p> <p>St. John's will also host NYCTAH events including the summer institutes.</p>	St. John's has long worked with NYCDOE and has supported numerous TAH grants in the city. Dr. Spiridakis has worked with NYC teachers for many years and
Gilder Lehrman Institute of American History	GLI will work closely with NYCTAH leadership to provide renowned historians like Ira Berlin and Daniel Howe who are also experienced and comfortable working with teachers. GLI will also provide grade-level appropriate materials to NYCTAH teachers.	The Gilder Lehrman Institute of American promotes the study of American history. The Institute creates history-centered schools, research centers; organizes seminars and enrichment programs for educators.
National Park Service: African Burial Ground, Theodore Roosevelt Birthplace, Eastside Tenement Museum, Ellis and Liberty Island	The Park Service sites will host NYCTAH sessions and provide teachers with resources and materials' related to our nations early history. Teachers will see firsthand sites that trace both New York and America's history from Colonial times to the Gilded Age.	NYCTAH is fortunate to have such exceptional sites and supporting staff available for just the cost of a subway ride in most cases. This partnership will allow our teachers and hopefully in time their students to stand where people, famous and common, made history.
National Archives and Records Administration	NARA agrees to host activities, provide teacher trainings, and publicize NYCTAH activities and workshops.	NARA is an incredible resource in New York with a long history of working with local teachers and students.
New York Historical Society, Brooklyn Historical Society	Over the course of the grant, NYHS and BHS will train participating in local history and the use of primary sources in the classroom.	Both historical societies are repositories of New York's rich history and both are active supporters of education.
<p>1) The Museum of the City of New York</p> <p>2) South Street Seaport Museum</p> <p>3) Smithsonian National Museum of the American Indian, New York,</p> <p>4) Air and Transportation Museum in Long Island</p>	These local museums will host visits by NYCTAH teachers, share teaching materials with our teachers and provide museum teaching staff to support NYCTAH participants' learning.	Both our students and teachers need to see that history is more than what is in a textbook. History is local, regional and national in scope and our regional history institutions are the repositories of the evidence of history's impact on the region. By partnering with these local organizations we ensure unfettered access to their resources and support in student and teacher scholarship.

While the support provided by our partners is extensive, perhaps the most important thing our teachers will gain from them is a sense of connection to the greater historical community. Our relationship with our partners will help our teachers break the wall of isolation too many of them labor behind. All of our partners are non profit organizations who will continue to provide expertise and resources after the grant ends.

2. QUALITY OF PROJECT DESIGN (35 points)

(a) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(b) the extent to which the proposed activities constitute a coherent, sustained program of training in the field.

A review of research found “high quality professional development” commonly defined as “a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.”² NYCTAH addresses both this definition and *Project Design Sections A and B* in three ways: (1) content knowledge; (2) content-related teaching methods; and (3) a training program that is ongoing through the year.

Content knowledge: Without intensive training in American history it’s unrealistic to expect teachers who haven’t studied US history to teach it well. A study of 900 Texas school districts, found teacher expertise influenced student achievement more than any other factor³ and an extensive literature review for the National Commission on Teaching and America's Future found hundreds of articles identifying teacher content knowledge as key to student success. American history content is at the core of the project and teachers in NYCTAH will intensely study traditional American history.

Content-related teaching methods: Our experience and research indicate that content knowledge isn’t enough unless we (1) **teach** our teachers content-related teaching strategies so they can effectively deliver the content, (2) **observe** them using those methods, and 3) **regularly evaluate** how often they use the methods. As Lee Shulman, the former president of the American Educational Research Association stated, “teachers need to master two types of knowledge: (a) content . . . , and (b) knowledge of the curricular development. . . . Especially

² Sources: National Staff Development Council, as well as state departments of education in multiple states.

³ Darling-Hammond, Linda. "Teachers and teaching: testing policy hypothesis," National Commission Report. *Educational Researcher*, 27, 5-15, 1998).

important is content knowledge that deals with the teaching process. . . .”⁴

A training program that is ongoing through the year: Too often teachers attend a workshop but once back in the classroom they implement only one or two key things because there is no follow-up to the training. Thus, based upon our review of other successful TAH grants and NCREL⁵ research which states “Effective professional development is imbedded in the daily life of teachers, providing for continuous growth; focused on student learning and is evaluated at least partly on that basis” we have developed a program where grant activities are ongoing over the course of the school year and take place on an almost weekly basis. Between the monthly after-school sessions, classroom observations, and the day-long classes rarely a week will go by when participants don’t have a project activity.

(c) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Improving teaching: All the content knowledge in the world is wasted if the teacher can’t effectively communicate it to their students, but bombarding teachers with too many teaching strategies will overwhelm them. Therefore we will concentrate on six content-related methods.

NYCTAH Content-Related Teaching Methods	
Teaching Method	Full-day session where method is taught
1) Using Primary Sources-including text excerpts, images and digital sources	All sessions
2) Grade appropriate presentations including (a) integrating visual and other resources, and (b) including structured student-response activities such as “Checking for Understanding”	Sept., Oct., Feb., Mar., April
3) Academic vocabulary instruction based on the work of Robert Marzano	Sept., Oct., Jan., Feb.
4) Structured Note-taking	Nov., Dec.
5) Using historical maps, tables and charts to teach historical thinking	Jan., Feb., March
6) Preview/Analyze and Connect/Summarizing and Synthesizing	March, April, May

These research-based instructional strategies were selected because of their proven impact on student achievement. These will be woven into the workshop days in a systematic

⁴ “Those Who Understand: Knowledge Growth In Teaching” *Educational Researcher*, 15 (2), 4-14, 1986.

⁵ NCREL: North Central Regional Educational Laboratory

integrated manner and will be demonstrated through modeling and direct instruction. The instruction of these strategies will commence on the first day. As the sessions continue and the teachers' understanding grows they will begin to use these strategies to effectively teach traditional American history with their students. Teachers will take online surveys every two weeks to measure how often they are utilizing best practices and our classroom observation form includes these six strategies and the other best practices on the bi-weekly survey.

Academic Standards: NYCTAH addresses *Project Design Section C* through a program that provides extensive training and practice using student assessment data to guide instruction. At every full-day session teachers will review and discuss their grade's content standards. Later at school they will meet in grade-level groups to develop and implement standards-aligned pre and post-tests. This Response To Intervention style program of standards review, developing and implementing a pre and post-testing regime to guide instruction **and** being held accountable by the grant director and grade-level team members to actually test their students and report and assess the results will raise teacher awareness of the standards and support them to implement standards aligned instruction in their classes. Working collaboratively, learning together, creating systematic responses to address problems and using student data to drive continuous improvement are benefits of implementing RTI.

(d) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Sustainability will be addressed in a number of ways. (1) Because they exist to support education our non-profit partners like the Gilder Lehrman Institute and NARA's New York Regional Office will continue to deliver support to our teachers after the grant ends. The New York Historical Society will still host visiting historians and invite our teachers to hear them speak and the National Park Service sites in New York will still offer free teacher workshops.

(2) We are making extensive use of existing initiatives like Professional Learning Communities (PLCs) within our schools that exist independent of TAH funding. (3) After five years the Teacher Resource Center will contain a fully developed set of materials for classroom use which will be integrated into existing classroom material lending programs. (4) After TAH funding ends NYDOE will continue to provide History/Social Studies support through our Empowerment Network Teaching and Learning Office, which is staffed independent of TAH funding.

NYCTAH Post TAH Follow-up Activities	
Date	Activity
July	American History Symposium Weekend
August-May	Site based training by core group and partner teachers
September	Center for Civic Ed Workshop on teaching the Constitution in preparation for Constitution Day
September	Evening Presentation by Constitutional Scholar
Autumn	Autumn Professional development: GLI Historian and leveled break out sessions taught by TAH alumni
October	State Council for Social Studies Conference
January	MLK Jr. workshop at DOE—TAH alumni involved
January	Presentation/ History Day Workshop for Teachers
March	Spring Professional development: GLI historian and leveled sessions taught by alumni
April	State Mandated Testing—No follow-up activities
Summer	TAH alumni participate in GLI and NEH Landmarks of American History

3. NEED FOR PROJECT (20 points)

- (a) **The magnitude or severity of the problem to be addressed by the proposed project.**
- (b) **The magnitude of the need for the services to be provided**

The need for the services to be provided by *NYCTAH* was arrived at by looking at (1) history teacher content knowledge, (2) history teacher skill in history instruction, (3) the district's current high school history teacher training, (4) student test scores, and (5) research.

(1) Deficiencies in Teacher Content Knowledge: Research supports that teacher content knowledge correlates to student learning, as students perform best in environments where teachers have deep content knowledge of the subject matter (Haycock, 1998). However, **only 3.88% of 250 teachers surveyed in preparation for this application a History degree and the**

teachers took **only 2.6 university US history classes**. The district has a clear need to increase historical content knowledge, historical inquiry skills and awareness of and regular use of effective content-related teaching strategies among our US history teachers. This is reflected in self-evaluations of content knowledge where over 90% claimed a limited or worse knowledge of the colonial era Powhattan Confederacy and Wars, King Philip's War. Even with topics linked to New York such as the Federalist Papers (84%) and the Seneca Falls Convention (89%) respondents recorded a similar lack of understanding. On the positive side, these teachers **want** to learn about American history. **107 teachers** responded they "definitely" would participate in NYCTAH and another **118** said they would "probably" or "possibly" would participate.

(2) Deficiencies in history teaching skills: The lack of content knowledge is compounded by an almost total lack of effective teaching methods in their classrooms as measured by the survey. In the classroom they make infrequent use of primary sources 53% use them in class "rarely" or "never" and 25.6% use them "once a week." Less than half use maps frequently, despite map reading skills being a major component of the state history exam. This isn't surprising considering only 29% took a history methods class.

(3) Lack of current history teacher training opportunities: Locally there is a lack of training in traditional American history (or any US history for that matter) for these teachers. The majority of trainings focus on English/Language Arts, mathematics and in working with special needs students. Over **73% of teachers** surveyed have **never** attended a history workshop.

Student Testing: As mentioned, we believe our students are not receiving a quality education in American history. In fact, far too many receive no instruction at all. Over 51% of respondents said they do not teach US history as distinct subject. To address this, our teachers need to be taught more history content as well as content related teaching methods because on

state exams students must answer a number of Constructed Response Questions which include some type of map, picture, graph, chart, diagram or other such visual that requires students to analyze visual information.

(c) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project. . . .

NYCTAH aims to change this situation by training a cohort of teachers whose knowledge and passion for American history have been stoked by their participation in an intensive yet rewarding program. This program will build among the participants the passion to teach US history as a separate academic subject and the content knowledge to teach it well.

With all the teachers we must address three fundamental facts made clear by our survey: (1) the lack of knowledge of American history; (2) the seeming lack of knowledge of content-related teaching methods to reach students with a variety of learning styles; and (3) the lack of implementation of content-related teaching methods on a regular basis. As described in the first two sections we have developed a multi-faceted plan to (1) improve teacher content knowledge by offering over 200 hours of graduate history instruction, (2) train our participants in classroom ready teaching techniques that they can easily integrate into their history classes, and (3) model these techniques in their classrooms and observe the teachers using them at least twice a year along with bi-weekly electronic surveys that allow teachers to quickly report on what techniques they are using and how often they are teaching history as a separate subject. As stated in Goals 1 and 3 by the end of the first year our participants will demonstrate significant gains in content knowledge and regularly use these content-related teaching strategies.

(4) Quality of Management Plan (15 points)

(a) Adequacy of plan to achieve the objectives:

NYCTAH requires day-to-day direction and general and financial oversight. Using the

lessons learned in the implementation of our previous grants, we feel confident that we will successfully achieve the goals and objectives of NYCTAH. **The CVs and resumes of all key NYCTAH personnel can be found in the Appendix.**

An **Advisory Committee** of Project Manager Gus Hatzidimitriou, Lead Historian Dr. Steven Mintz, Teaching Methods Leader Dr. John Spiridakis, the two mentors and two TAH teachers will oversee NYCTAH.

Project Manager Dr. Gus Hatzidimitriou's duties include: running the daily operation; reporting on a monthly basis to the members of the oversight committee; supervising the two mentor teachers, recruiting teachers; communicating with school site principals, department chairs, participating teachers and the external evaluator; managing the project budget; preparing contracts for services from partner and other organizations; working with partner organizations; and preparing all documentation and reports needed by the US Department of Education. The grant will pay for 20% of Mr. Hatzidimitriou's time. While less than some TAH managers, Dr. Hatzidimitriou is a ten time TAH director who has successfully managed other TAH grants with a similar percentage of his salary (or less) being paid by the grant. Dr. Hatzidimitriou as the Senior School/District Improvement & Project Director for the Office of School Improvement, Division of Teaching and Learning will assign his current staff to assist in NYCTAH as needed.

Dr. Steven Mintz is an historian at Columbia University and the Director of the Columbia University Graduate School of Arts & Sciences Teaching Center. Dr. Mintz has years of experience teaching American history up to and including the graduate level and with working with established teachers and student teachers. As described earlier, Dr. Mintz was at the forefront of integrating technology into history education. Each summer Dr. Mintz leads a Gilder Lehrman workshop on teaching digital history. Dr. Mintz will work closely with Dr.

Hatzidimitriou and the guest historians to align the content to state standards and teacher needs.

Dr. Spiridakis will serve as act as the Columbia University liaison for NYCTAH.

Dr. John Spiridakis is a Professor of Education at St. John's University. Dr. Spiridakis is also a member of The School of Education Center for Professional Development and has worked with local teachers for over 25 years. Dr. Spiridakis will plan the afternoon content-related methods training sessions with Dr. Mintz, Dr. Hatzidimitriou and the mentors, serve on the advisory committee and attend selected sessions. Dr. Spiridakis will serve as act as the St. John's University liaison for NYCTAH.

(b) The extent to which the time-commitments of the project director and other key personnel are appropriate and adequate to meet objectives of this proposed project.

Based upon our experience, we believe Dr. Hatzidimitriou and Drs. Mintz and Spiridakis will have adequate time to successfully oversee and support the project. All three have extensive TAH experience and Dr. Hatzidimitriou has successfully directed numerous TAH programs.

Search for Order Teaching American History Program 2010-2011 Management Plan		
Activity	Responsible Parties	Time Frame
Begin recruitment and survey of potential participants	Director	Jan.-Mar. 2010
Recruitment of final year one participants	Director	July-Aug. 2010
Hire Mentor Teachers	Director	Within 45 days
Evaluators/Leadership Team meeting to develop ED 524B measurement forms and in year evaluation steps/targets.	Director, Advisory Committee, Evaluator	July-Aug. 2010
Review grade appropriate, standards based pre/ post-test to measure student knowledge of American history from released NAEP questions.	Director, Evaluator	July-Aug. 2010
Place student pre and post-test and attitudes survey online.	Evaluator	August 2010
Select appropriate AP exam questions and compile into a 2010-2011 teacher pre and post-test.	Evaluator, Director	August 2010
Administer 2010-2011 content aligned AP question exam to teachers at first meeting.	Director	September 2010
Administer student pre-test and attitudes survey.	Director, Evaluator, Participants	Sept.-Oct. 2010
2010-2011 Friday Workshops	Director, Mintz and Spiridakis	Sept. 10-May 11
2010-2011 Teacher Observations	Director, Site	Oct.- 10-May 11

	Administrators	
2010-2011 Classroom visits by mentors	Director, Mentors	Oct.- 10-May 11
Begin staffing Resource Center three afternoons per week.	Director, Mentors	Oct. 2010
Collect and submit evaluation data to Evaluator.	Director, Mentors	Aug. 10-May 11
Organize teacher participation in school year conferences	Director	Aug. 10-May 11
Attend National TAH Directors Meeting	Director, Evaluator	TBD
Plan and finalize 2011-2012 schedule, texts to read and speakers	Director, Mintz, GLI	Feb.-May 2011
Administer annual post-tests to teachers	Evaluator	May 2011
Administer student post-test to classes of participants and control groups	Director, Evaluator, Participants	May 2011
Year One Evaluation	Director, Evaluator Advisory Committee	May-Sept. 2011
File Year One Annual Yearly Report	Director and Evaluator	September 2011

5. QUALITY OF PROJECT EVALUATION

(a) The methods of evaluation include the use of objective performance measures...

The NYCTAH grant development team has worked closely with Redwood Coast Consulting (RCC) and its professional consulting team at New York University to design an evaluation plan which will provide objective quantitative and qualitative data with analysis to the project director that aligns with NYCTAH 's six essential goals, including the TAH program's GPRA measures as shown below.

NYCTAH Goals, Objectives, and Performance Measure Alignment
Goal 1: (GPRA 1) Increase teacher content knowledge of American history
Objective 1.1: At the end of each year, teachers who have completed at least 75% of project hours will show an increase in US history content knowledge.
Performance Measure 1.1a (outcome): At the end of each year, teachers who have finished at least 75% of TAH hours will show an increase in US history content knowledge of at least 30% as measured by a pre/ post-test comprised of released AP questions aligned to their course of study.
Performance Measure 1.1b (benchmark): After each session, participants will show doubled US history content knowledge as measured by a pre/post-test aligned to the session's content.
Goal 2: (GPRA 2) Recruit and retain program participants
Objective 2.1: TAH participants will complete 75 percent or more of the total project hours.
Performance Measure 2.1 (outcome): 85% percent of participants will complete 75% or more of the total hours of professional development offered as measured by attendance reports.
Performance Measure 2.2 (benchmark): Each session will have an attendance rate of at least 85% percent of NYCTAH participants as measured by attendance reports.
Goal 3: Improve teaching practices
Objective 3.1: Teachers who have completed at least 75% of project hours will demonstrate regular classroom use of primary sources and other auditory and visual resources designed to address the

differentiated learning needs of students.

Performance Measure 3.1a (outcome): At the end of each year, teachers who have completed at least 75% of project hours will demonstrate regular classroom use (at least three times a week) of primary sources and other auditory and visual resources designed to address the differentiated learning needs of students as measured by classroom observations and bi-weekly teacher surveys.

Performance Measure 3.1b (benchmark): During the year, enrolled teachers will demonstrate classroom use of primary sources and other auditory and visual resources designed to address the differentiated learning needs of students as measured by classroom observation forms and bi-weekly teacher survey data. (See Appendix)

Goal 4: Increased student content knowledge of American history

Objective 4.1: At the end of each year, students of teachers who have completed at least 75% of project hours will show an increase in content knowledge of traditional American history.

Performance Measure 4.1a (outcome): Students of teachers who have completed at least 75% of project hours will show an increase in content knowledge of traditional American history at least 15% greater than students in control groups classrooms, as measured by pre- and post-test of National Assessment of Educational Progress (NAEP) questions.

Performance Measure 4.1b (benchmark): Students of teachers enrolled in the project will show an increase in content knowledge of traditional American history as measured by monthly content benchmark test scores collected at RTI collaborative meetings.

Goal 5: Increased student appreciation of American history

Objective 5.1: At the end of each year, students of teachers who have completed at least 75% of project hours will show an increased appreciation of traditional American history.

Performance Measure 5.1 (outcome): At the end of each year, students of teachers who have completed at least 75% of TAH hours will show an increased appreciation of traditional American history at least 15% greater than control group students, as measured by a pre/ post-Student Attitudes Survey.

Goal 6: To sustain the program beyond TAH funding

Objective 6.1: In 2015-16 provide yearly in-services led by TAH alumni and partner scholars

Performance Measure 6.1 (process): In 2015-16 hold at least four in-services led by TAH alumni and four scholar events hosted by partners as measured by project calendar and Participant Attendance Report

Objective 6.2: Continue RTI style program implementation at schools of TAH alumni.

Performance Measure 6.2 (process): Continue standards alignment meetings with pre and post testing implementation at schools on a monthly basis as measured by team records.

Pre and Post-Testing: All NYCTAH participants will be pretested twice (one within a month of grant notification and a second at the first meeting) and post-tested after the program. The test will comprise of 30-50 released AP US history questions which align with the course of study. If the program has an impact, the teachers' content assessment will significantly increase from the second pretest to the posttest, and no change will be observed between the two pretests.

The student evaluation includes a control-group of students of non-participating teachers from the same or similar schools served by the grant. These students will take a standards aligned exam comprised of released NAEP US history questions. Over the past seven years RCC has used

these exams with TAH grants nationwide to measure teacher and student learning.

(b) How well the evaluation plans are aligned with the project design. . . .

RCC and the NYCTAH grant development team collaborated to develop the project design and fully align the evaluation plan. The plan's alignment with the five essential components of NYCTAH design described in *Project Quality* is shown below.

NYCTAH Project Design and Evaluation Alignment		
Design Element	Evaluation Tool(s)	Data, Reporting, and Analysis
(1) Intensive, effective, and useful American History content instruction.	a) pre-post AP exam b) session content pre-post benchmark exams c) session evaluations	a-b) Quantitative data on effect of instruction for each program year and at ten session benchmark check-points. c) trend analysis of participant feedback from each PD session
(2) Professional Development on content-related teaching methods	a) teacher practices observation form b) teacher practices bi-weekly reporting form	a) Quantitative and qualitative data on teacher use of content-related practices. b) Teacher bi-weekly benchmark self-report of content-related practices
(3) Ongoing content and methods training.	a) session surveys b) pre-post benchmarks c) attendance logs	a-b-c) trend analysis of participant feedback from each PD session, content benchmarks, and attendance by 90% of participants at 75% of activities.
(4) Rigorous American history standards for student learning.	a) Pre-post NAEP test with control group b) RTI Monthly Team Record Form	a) Quantitative data on effect of instruction each year with control-group comparison. b) Monthly benchmark test scores for students collected by RTI teacher teams
(5) Capacity and sustainability development beyond the project.	a) RTI leader/mentor log b) Teacher practices observation form c) Teacher practices bi-weekly reporting form	a) analysis of positive and negative trends to RTI sustainability b-c) analysis of frequency trends supporting habits of practice.

(c) Whether the evaluation includes benchmarks ...

NYCTAH's evaluation plan incorporates outcome measures and benchmarks for each GPRA, project goal, and design component. Benchmarks will be used throughout the year to evaluate how well the program is providing inputs (workshops, classes, etc.) to the promised number of teachers. Before the first TAH session the evaluators will meet with the Director to create an ED 524B form for each GPRA measure and project goal and objective. In addition

Redwood Coast Consulting will create a chart of short and mid-term benchmarks. RCC has done this with their current TAH grants and has found it greatly facilitates data collection and helps the director remain focused on project commitments. The forms will be used to guide evaluator and director discussions of benchmark results and ensure required data is regularly collected and not left until the end of the year. Within two weeks of each grant activity the evaluator and director will discuss results of session surveys and benchmark assessments.

Timeline of Evaluator Services
Within 30 days of notification of TAH Award
Evaluator develops and posts online all required teacher and student exams and surveys.
Evaluator holds phone conference with Project Director to discuss program goals, implementation steps between award notification and first TAH program meeting and to schedule site visit by evaluator.
Evaluator arranges a phone conference between TAH director, evaluator and project supervisor from the national TAH office to discuss program start-up.
Before first TAH session
Evaluator meets with Project Director and presents director with both digital and hard copies of all Program Objectives and Process and Outcome measures in ED 524B form format.
Evaluator consults with lead historians and program director to confirm session one content topics and posts online all Session 1 teacher survey forms
Ongoing throughout the year
Prior to all TAH events evaluator holds phone conference with director and posts all session specific surveys online.
Within ten days of all TAH events evaluator sends report from the TAH session to project director.
Collect online teacher bi-weekly survey data throughout the year.
Evaluator will participate in Oversight Committee meetings.
Evaluator meets with TAH director, Lead Historians and other key personnel mid year to discuss year to date performance and possible mid-course corrections.
Evaluator attends National TAH conference with project director.
Upon completion of year one/two/three/four/five TAH activities
Evaluator provides Project Director with AYR template developed from accepted AYRs and providing all required data according to the national TAH staff.
Evaluator works with Project Director to prepare AYR. (or Final Report).
Evaluator and Director complete required ED 524B forms for uploading into the EGrants system.
Evaluator and Director respond to any questions or requests for data from TAH program supervisor.
Evaluator works with Project Director and Lead Historians to finalize next year plans and schedule.

(d) Whether the applicant identifies the project evaluator....

NYCTAH will benefit from the Redwood Coast Consulting evaluation team's extensive content knowledge of American history, content-related teaching strategies in the K-12

classroom, and experience planning, managing, and implementing successful TAH and other programs. NYU Professors Dr. Brett Gary and Dr. Amy Bentley will work with RCC President Jack Bareilles and experience grant director Steve Godla to evaluate the program. Drs. Gary and Bentley both hold Ph.D.s in American Studies and will attend a number of NYCTAH events and meet with NYCTAH staff and participants. Jack Bareilles is a five-time TAH grant director, and has evaluated TAH and other state and federal grants nationwide. Mr. Bareilles was a K-8 teacher and an AP US History teacher before becoming a school and later district administrator. Steve Godla is a four-time TAH director, former principal and now district administrator who is also an experienced evaluator.

The team will evaluate the effectiveness of NYCTAH activities, attend meetings throughout the year, review curriculum and teacher created materials, and give guidance to grant personnel to ensure the program’s goals are met. RCC is the external evaluator for TAH grants nationwide including Richmond, Virginia; Orlando, Florida; Del Norte, Elk Grove and San Bernardino County, California.

(e) The extent to which the applicant addresses evaluation criteria (e)(i)– (e)(viii).

Direct responses to evaluation criteria (e)(i)– (e)(viii)	
(i) Types of data to be collected	<ul style="list-style-type: none"> ● Quantitative data in the form of pre- and post-test content knowledge test scores from both students and teachers. ● Qualitative data from Student Attitudes Toward History survey at the beginning and end of the year. Student data will be collected from both participant teacher and control group students. ● Qualitative and quantitative data from observations, and participating teacher surveys. See Appendix for the teacher survey and observation documents.
(ii) Data collection timing	<ul style="list-style-type: none"> ● Teacher and student pre-tests during the first month of the school year; and post-tests during the final month of each year. ● Teacher classroom practices observation data will be collected bi weekly throughout each year. ● Post-session evaluations collected after each session ● Teacher Surveys collected at beginning and end of each year.
(iii) What methods will be used to collect data	<ul style="list-style-type: none"> ● Pre- and post- content knowledge tests for teachers and students will be taken online and the results submitted to the evaluator

	<ul style="list-style-type: none"> • observation of teacher practices twice each year • Survey data and teacher self-reports of teaching practices
(iv) What data collection instruments will be developed	<ul style="list-style-type: none"> • Grade-appropriate, state standards aligned student content knowledge tests using National Assessment of Educational Progress questions. (Developed) • Student benchmark exams aligned with state standards and district curriculum for RTI program. (Developed monthly) • Session-specific participant feedback surveys (Developed) and monthly content exams with scholar input and AP questions (Visit http://tahsessiontemplate.questionpro.com to see example) • ED 524B template (Developed) • Yearly AP tests for teachers with professor input (Developed)
(v) How will the data be analyzed?	<ul style="list-style-type: none"> • Quantitative data will be analyzed using statistical analysis techniques to assess statistical validity & degree of correlation. • Qualitative data—teacher responses to program sessions, student and teacher surveys will be evaluated for trends.
(vi) When will reports of results and outcomes be available?	<ul style="list-style-type: none"> • A preliminary report will be generated after pre-test results have been compiled during the first month of the program. • Reports evaluating teacher responses to PD sessions will be submitted to the director within two weeks of each event. • Annual evaluation reports will be submitted to the project director within six weeks of the end of the program year.
(vii) How will the applicant use the information to monitor progress, provide accountability information, and develop replication strategies?	<ul style="list-style-type: none"> • The leadership team will use the evaluator’s preliminary and annual reports, supplemented by observation forms, participant feedback surveys and critiques of in-services, academic sessions and other activities to assess program effectiveness on an on-going basis and develop ideas for the sharing of best practices. • An ED 524B form template has been developed which allows the director to accumulate required data for reporting.
(viii) How will the applicant devote an appropriate level of resources to project evaluation?	<ul style="list-style-type: none"> • The annual evaluation fee of \$25,000 includes all evaluation expenses including travel and lodging for the evaluators to meet with TAH staff and participants on a regular and ongoing basis.

Project Narrative

Appendix

Attachment 1:

Title: **NYCTAH Appendix** Pages: **25** Uploaded File: **New York City Teaching American History Grant Appendix.doc**

New York City Teaching American History Grant

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COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

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Steven Mintz

March 20, 2010

Mr. Jack Bareilles
Gilder Lehrman Institute of American History
19 West 44th Street, Suite 500
New York, NY 10036

Dear Mr. Bareilles:

If students are to develop a passion for the past and understand how a knowledge of history can inform the decisions that will shape the future, it is essential that they have teachers who have a mastery of the major themes, issues, and facts of U.S. history. Members of the Department of History at Columbia University are deeply committed to doing everything we can to ensure that history teachers in the New York City public schools have the knowledge and primary sources, and pedagogical skills that they need to ensure that the next generation is historically literate. We look forward eagerly to the opportunity to work with you.

Historical illiteracy is not a victimless crime. Without a strong grasp of the past, students, like their elders, are vulnerable to myths and misconceptions, and are unable to bring the lessons of the past to bear on contemporary challenges.

I will contribute to this project in multiple ways. First of all, I will bring my expertise as a historian of American history, especially the history of slavery, anti-slavery, social history, and social reform, to this project. I am the author and editor of 13 books that cover American history from its founding to the present (and recipient of the Organization of American Historians' Merle Curti Prize, among other honors), and I look forward to the opportunity to work with the teachers to enhance their content mastery.

Second, I will contribute my familiarity with primary sources. In addition to my scholarship in the areas of social and cultural history, I am the author and co-author of a series of documentary histories that retell the history of Mexican Americans, Native Americans, enslaved African Americans, and of colonial, revolutionary, early national, antebellum, and civil war America, through these peoples' own words. I have also created a series of "histories in a box," which contain a wealth of documents, music, timelines, talks by historians, and historical interpretations. By working with primary sources—the living voices of the past—students can learn the skills characteristic of history as a discipline: the close reading and interpretation of


texts, the weighing of evidence, and the ability to draw compelling conclusions to historical questions and controversies.

Third, I will participate in the creation of inquiry and problem-based active learning, hands-on history activities--investigations and explorations that allow students to do history. I have already created sample inquiries on my Digital History website—<http://www.digitalhistory.uh.edu>--which is used by about 200,000 teachers and students a week, and which has been named to the National Endowment for the Humanities' EdSITEment list of exemplary online resources in the humanities and which was selected as one of the 5 best sites in U.S. history by Best of History Web Sites.

Fourth, I will demonstrate how teachers can bring history to life using a wide range of unconventional sources, including paintings, photographs, maps, film clips, songs, and other audio-visual resources. These sources do not simply illustrate the past or convey a sense of the atmosphere of past times, they are rich texts that construct and deconstruct cultural myths and help us to understand how the past was understood and how it is remembered today.

I am honored to be a part of this exciting and enormously important project, which holds out the promise of transforming students from passive learners into active practitioners of history and ensuring that all New York students have teachers well qualified to instruct them in U.S. history.

Sincerely Yours,



Steven Mintz

Director, Graduate School of Arts & Sciences Teaching Center and member of the History Department, Columbia University



March 4, 2010

Dr. John Spiridakis
Professor and Coordinator of
Graduate Programs

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8000 Utopia Parkway
Jamaica, NY 11439

To Whom It May Concern:

This letter is written to express the support of The School of Education, St. John's University for the proposal application of New York City's School Districts 25, 26 and 29 for the Teaching American History Project. Dr. Gus Hatzidimitriou, Regional Director of School Improvement, and his team, have prepared an exemplary project which proposes to creatively and effectively enhance the preparation of teachers in the teaching of American history.

St. John's has agreed to collaborate extensively to achieve the professional development goals and objectives of the proposed project by providing high quality, data-based activities during the year and summer programs that are geared to enable all participants to deliver American history instruction more richly, comprehensively and creatively.

Our faculty and consultants have, in the past, successfully collaborated with numerous school districts throughout New York to provide a blend of research, pedagogy and experience related to the teaching of American history which has been enthusiastically responded to by the participants.

We fully endorse the proposed project being submitted and look forward to a dynamic and creative collaboration and program success, if approved for funding.

Very truly yours,

Dr. John Spiridakis
Professor and Program Coordinator
The School of Education

JS:pgh

INSTITUTE *of* AMERICAN HISTORY

Page 1 of 2 Memorandum of Understanding – New York City Department of Education

The Gilder Lehrman Institute of American History (GLI) is pleased to participate in this Teaching American History Grant application with New York City Department of Education. This memorandum of understanding covers GLI participation from September 2010-August 2013, and will take effect only if and when New York City Department of Education is awarded a Teaching American History Grant from the U.S. Department of Education to fund the project. In the event New York City Department of Education TAH program is selected for a federally funded one- or two-year extension of their TAH grant program starting in September 2013 and continuing through September 2014 or September 2015, GLI is pleased to continue our participation as tentatively described below and as is mutually acceptable to New York City Department of Education and GLI and in accordance with US Department of Education Teaching American History Grant extension regulations in effect at the time of the extension process.

Content & Scholars

The following scholars, leading experts in relevant fields, have agreed to lead GLI TAH staff development workshops, pending availability. Final reading selections will be made in consultation with the school district and scholar prior to the scheduled workshop. The Gilder Lehrman Institute will work with you to tailor program design and to customize all content based on your topic and needs, and to coordinate all historians, master teachers, and tours. GLI will provide all honorarium and travel expenses for historian(s), master teacher(s), and on-site coordinators. School districts are responsible for any travel, accommodations, and meals for district participants.

Partnership Services & Resources

New York City Department of Education has chosen to partner with the Gilder Lehrman Institute for three years, at a minimum total remittance to GLI of **\$127,300** in three amounts **\$53,900 (Year 1: 2010-2011)**, **\$36,700 (Year 2: 2011-2012)** and **\$36,700 (Year 3: 2012- 2013)**. In the event that New York City Department of Education TAH program is selected for a federally funded one- or two-year extension of their TAH grant program starting in September 2013, GLI will continue their participation as described below and New York City Department of Education will provide an additional minimum remittance to GLI of **\$73,400** in two annual amounts of **\$36,700 (Year 4: 2013-2014 and Year 5: 2014-2015)**.

School District Responsibilities

New York City Department of Education will provide the following:

- ⌚ A manager of the grant project to facilitate local arrangements.
- ⌚ Recruitment of participating teachers and district personnel.

Conclusion

New York City Department of Education will assume responsibility for fiscal management for the duration of the grant award period. The Gilder Lehrman Institute will be a subcontractor for this project.

New York City Department of Education Date

March 20, 2010

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

Staff Development and Resources	Year One	\$53,900
<p><u>Eight One-Day Historian Visits</u> GLI will work with New York City Department of Education to plan a one-day conference for New York City teachers on the topics listed below. Historical content will be provided by the following expert historians:</p> <ul style="list-style-type: none"> • Karen Kupperman (NYU) On <i>Pre-Columbian Peoples in North America with emphasis on NY</i>, reading: <i>Facing East</i> by D. Richter • Ted Widmer (Brown) On <i>European Exploration of the Americas 1492-1700</i>, reading articles from OAH Magazine • Jill Lepore (Harvard) On <i>The American Colonies in the Eighteenthth Century</i>, reading <i>New York Burning</i> by Jill Lepore • Ira Berlin (UMD) On <i>The Growth and Development of the Thirteen Colonies</i>, reading <i>Many Thousands Gone</i> by Ira Berlin • Carol Berkin (CUNY) On <i>The Revolutionary War</i>, articles from OAH Magazine • Akhil Amar (Yale) On <i>Articles of Confederation, the Constitution, and the Bill of Rights</i>, reading <i>Founding Brothers</i> by J. Ellis Daniel Walker Howe (UCLA) On <i>Inventions in Transportation and Early Explorations of the West</i>, reading <i>The Artificial River</i> by C. Sheriff 		
<p><u>One Four-Day Summer Seminar with Historian</u> GLI will work with New York City Department of Education to plan a four-day summer seminar for New York City teachers. The conference will focus on the Revolutionary Era, devoting one day each to: <i>The French and Indian War, Imperial Discord: The American Colonies 1763-1775, New York and the Revolutionary War, Comparing the American Revolution to the French, Haitian, and Latin American Revolutions.</i> Historians: Andrew Robertson (City University of New York), Thomas Bender (NYU)</p>		
<p><u>Educational Resources:</u></p> <ul style="list-style-type: none"> • History in a Box: 100 copies A compact briefcase filled with superior, classroom-ready teacher tools, including an interactive CD-ROM; a DVD featuring historians discussing the topic of the box; posters; placards of primary documents with discussion questions; a timeline; and an Educator's Guide. Volumes include: <i>The Founding Era, Alexander Hamilton, Abraham Lincoln, Elementary School Edition, Slavery and Abolition, The American West</i> • Document Booklets: 200 copies Annotated documents from the Gilder Lehrman Collection designed to support teachers in making history accessible to students in all K-12 grades. (Includes CD-ROM of printable images) Volumes include: <i>Alexander Hamilton and the Creation of the United States, Slavery in the Founding Era, Documents to Commemorate National Constitution Day, Treasures of American History: Documents Presented in Honor of New Citizens of the United States, Wilberforce, Lincoln, and the Abolition of Slavery: Sources in the History of Emancipation, Abraham Lincoln and the Emancipation Proclamation, Great Lincoln Documents: Historians Present Treasures from the Gilder Lehrman Collection, I Take Up My Pen: Letters from the War, The Dred Scott Case, John Brown and Abolition</i> • <i>Document Booklets: 200 copies</i> 		
Year Two (2011- 2012)		\$36,700
<p><u>Eight One Day Historian Visits</u> Each year of the grant, GLI will provide eight historians to speak to teachers on eight distinct days. Please see full description in Year 1</p>		\$24,700
<p><u>One Four-Day Summer Seminar</u> Each year of the grant, GLI will provide two historians to speak to teachers at a four day summer seminar. Please see full description in Year 1.</p>		\$12,000
Year Three (2012- 2013)		\$36,700
<p><u>Eight One Day Historian Visits</u> Each year of the grant, GLI will provide eight historians to speak to teachers on eight distinct days. Please see full description in Year 1</p>		\$24,700
<p><u>One Four-Day Summer Seminar</u> Each year of the grant, GLI will provide two historians to speak to teachers at a four day summer seminar. Please see full description in Year 1.</p>		\$12,000
Three Year Total		\$127,300

TAH Partnership Extension

Year Four (2013- 2014)		\$36,000
<p><u>Eight One Day Historian Visits</u> Each year of the grant, GLI will provide eight historians to speak to teachers on eight distinct days. Please see full description in Year 1</p>		\$24,000
<p><u>One Four-Day Summer Seminar</u> Each year of the grant, GLI will provide two historians to speak to teachers at a four day summer seminar. Please see full description in Year 1.</p>		\$12,000
Year Three (2014- 2015)		\$36,000
<p><u>Eight One Day Historian Visits</u> Each year of the grant, GLI will provide eight historians to speak to teachers on eight distinct days. Please see full description in Year 1</p>		\$24,000
<p><u>One Four-Day Summer Seminar</u> Each year of the grant, GLI will provide two historians to speak to teachers at a four day summer seminar. Please see full description in Year 1.</p>		\$12,000
Years Four and Five Total		\$72,000



National Archives and Records Administration

National Archives at New York City

201 Varick Street, 12th Floor
New York, New York 10014-4811

Phone: 1-866-840-1752

Email: newyork.archives@nara.gov

www.archives.gov/northeast/nyc

March 22, 2010

Dr. Gus Hatzidimitriou
Office of School Improvement, Division of Teaching and Learning
Senior School/District Improvement & Project Director, TAH
DOE Support Center 3 Rm 319
30-48 Linden Place
Flushing, NY 11354

Dear Dr. Gus Hatzidimitriou,

The National Archives at New York City is pleased to partner with the New York City Schools in their Teaching American History grant. As the Federal government's record keeper, the National Archives preserves and provides access to the essential documents from the founding of our nation to the present day. The primary source materials for such wide-ranging topics as the American Revolution, the US Constitution and the Civil War are an essential part of our collection.

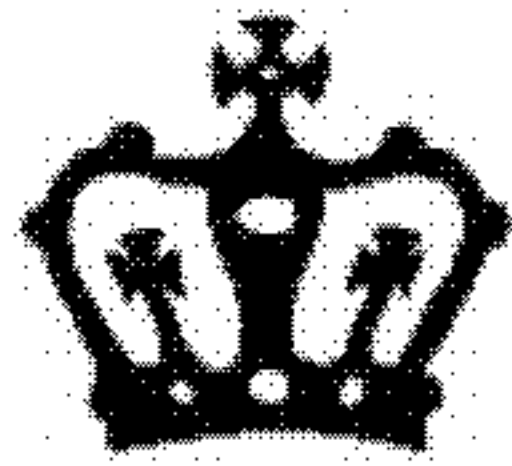
This letter of commitment indicates our intention to fulfill our role in the partnership by providing the following services and activities:

- Facilities for and administration of a workshop for the Articles of Confederation, the Constitution and Bill of Rights among other topics.
- Collaboration with the project staff, partners and scholars to develop and deliver high-quality professional development workshops that will strengthen participating educators' understanding of archival research and the key concepts, events, and individuals in American history.

Over the years, NARA has offered numerous professional development workshops funded by TAH so we look forward to partnering with the New York City School district and sincerely hope that our participation in the project will significantly increase the ability of these educators to teach American History.

Sincerely,

Dorothy Dougherty
Dorothy Dougherty
Public Programs Specialist



COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

STEVEN MINTZ

302 PHILOSOPHY HALL · NEW YORK, NY 10027 · 212-854-1066 · SMINTZ@COLUMBIA.EDU

EDUCATION

Ph.D. Yale University, 1979
M.A. Yale University, 1975
B.A. Oberlin College, 1973

PROFESSIONAL

Professor of History and Director, Graduate School of Arts and Sciences Teaching Center, Columbia University, 2008 to the present

Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, 2007-2008

John and Rebecca Moores Professor of History, University of Houston, 1981-2008

Assistant Professor of History, Oberlin College, 1978-1980

PROFESSIONAL SERVICE

President, Society for the History of Children and Youth

Member, Technology Advisory Committee, American Historical Association

Past National Co-Chair, Council on Contemporary Families

Past President, H-Net: Humanities and Social Sciences Online

Past Chair, Teaching Committee, Organization of American Historians

Past Member, Nominating Committee, American Historical Association

Board Member, *Film & History*, *The Journal of Family Life*, the Gilder Lehrman Institute of American History, *The History Teacher*, *Slavery & Abolition*

PUBLICATIONS

BOOKS

Huck's Raft: A History of American Childhood

Belknap Press of Harvard University Press, 2004

Recipient of the Association of American Publishers R.R. Hawkins Award for the Most Outstanding Scholarly Book of 2004; the Organization of American Historians Merle Curti Award for the Best Book in American Social History in 2004; The Texas Institute of Letters Carr P. Collins Award for the best non-fiction book of 2004

America and its Peoples

5th edition, Pearson Longman, 2004. With James Kirby Martin, Randy Roberts, Linda McMurry, and James H. Jones

The Boisterous Sea of Liberty: A Documentary History of America from Colonization through the Civil War

Oxford University Press, 1998. With David Brion Davis

A main selection of the History Book Club and an alternate selection of the Book of the Month Club

Moralists & Modernizers: America's Pre-Civil War Reformers

The Johns Hopkins University Press, 1995

Domestic Revolutions: A Social History of American Family Life

Free Press, 1988. With Susan Kellogg

A Prison of Expectations: The Family in Victorian Culture

New York University Press, 1983

EDITED BOOKS

African American Voices

Blackwell, 2009

Critical Issues in American History

Kendall/Hunt, 1989. With John Ettlting.

Hollywood's America: Twentieth-Century America Through its Films

Blackwell, 2009. With Randy W. Roberts

Mexican American Voices

Blackwell, 2009

Native American Voices

Blackwell, 1999

The Problem of Evil: Slavery, Freedom, and the Ambiguities of American Reform

University of Massachusetts Press, 2007. With John Stauffer

SELECTED ARTICLES

"The Changing State of Childhood," *Families as They Really Are*, ed. Barbara Risman (Norton; New York, 2010).

"Age as a Category of Historical Analysis," *Journal of the History of Childhood and Youth*, Vol. 1, No. 1 (2008).

"Placing Children's Rights in Historical Perspective," *Criminal Law Bulletin*, 44 No. 3 (2008).

"Teaching the History of Childhood and Youth," Newsletter of the Society for the History of Children and Youth, No. 11 (Winter 2008) <http://www.history.vt.edu/Jones/SHCY/Newsletter11/Mintz.html>

"Rethinking Narratives of Race and Family," *Journal of Family History*, Vol. 33, No. 1, 38-40

"Michael Moore: Cinematic Historian or Propagandist?" *Film & History*, Sep. 2005, Vol. 35 Issue 2, 7-16

"Beyond Sentimentality: American Childhood as a Social and Cultural Construct." *The Family in Transition*, 13th edition, edited by Arlene Skolnick and Jerome Skolnick (Boston: Allyn & Bacon, 2004), 299-311.

"The Social and Cultural Construction of American Childhood," in *Contemporary Families Handbook*, eds. Marilyn Coleman and Larry H. Ganong (Thousand Oaks, Calif.: Sage, 2003)

"Parenting" in *Encyclopedia of the History of Children and Childhood*, ed. Paula S. Fass (New York: Macmillan Library Reference, 2003)

- "Family" in *The Columbia University Press Companion to American History on Film*, ed. Peter C. Rollins (New York: Columbia University Press, 2004)
- "Using Primary Source Documents." *Organization of American Historians Magazine of History* v. 17 no. 3 (April 2003) p. 41-43.
- "Family," *Dictionary of American History*, ed. Stanley Kutler (3rd ed., New York: Charles Scribner's Sons, 2003).
- "Neighborhoods" in *The Family in America: An Encyclopedia*, ed. Joseph M. Hawes (ABC-CLIO, 2002).
- "Forward" to *The Family in America: An Encyclopedia*, ed. Joseph M. Hawes (ABC-CLIO, 2002).
- "Does the American Family Have a History? Family Images and Realities." *Organization of American Historians Magazine of History*, v. 15, no. 4 (Summer 2001), 4-10.
- "Governing the Family." In Hawes, Joseph M. and Elizabeth I. Nybakken. *Family and Society in American History*. Urbana: University of Illinois, 2001.
- "Mutter und Vater in Amerika: ein Blick zuruck." *Yearbook of Early Childhood Education and Childhood Research, Volume 4: Fatherhood, Motherhood* (Germany: Beltz, 2000), 71-91. Aus dem Amerikanischen ubersetzt von Martin R. Textor.
- "Amistad: Controversy about the Film and Its Use." In *History Teacher*, 1998 (31), 369-402.
- "From Patriarchy to Androgyny and Other Myths: Placing Men's Family Roles in Historical Perspective." In Alan Booth and Ann C. Crouter, *Men in Families* (Mahwah, N.J.: Lawrence Erlbaum Associates, 1997), 3-30.
- "Teenage New Jersey." In Kathryn Grover, ed., *Teenage New Jersey, 1941-1975* (Newark, N.J.: New Jersey Historical Society, 1997).
- "Models of Emancipation During the Age of Revolution." *Slavery and Abolition*, XVII (1996), 1-21.
- "Western Films: A Bibliography." *Film & History*, 1996 (26), 78-80.
- "A Guide to Recent Books in Native American History." *American Indian Quarterly* (1995), 91-141.
- "Family." In Stanley I. Kutler, ed., *Encyclopedia of the United States in the Twentieth Century* (New York: Charles Scribner's Sons, 1995).
- "Children, Families, and the State: American Family Law in Historical Perspective." In *Denver Law Review*, 69 (1992), 635-62.
- "Life Stages." In Mary Kupiec Cayton, Elliott J. Gorn, and Peter W. Williams, eds., *Encyclopedia of American Social History* (New York: Charles Scribner's Sons, 1993), III, 2011-22.
- "Family Structures." In Mary Kupiec Cayton, Elliott J. Gorn, and Peter W. Williams, eds., *Encyclopedia of American Social History* (New York: Charles Scribner's Sons, 1993), III, 1925-44. With Susan Kellogg.
- "New Rules: American Families in the Post-War World." In Joseph M. Hawes and Elizabeth Nybakken, *American Families: A Reference Guide and Historical Handbook* (Westport: Greenwood Press, 1991).
- "Family." In John Garraty and Eric Foner, eds., *Reader's Companion to American History* (Boston: Houghton, Mifflin, 1991).

"The State, the Law, and the American Family." In *Working Papers* of the Harvard University Center for Research on States and Social Organization (1990).

"Regulating the American Family." In *Journal of Family History*, XIV (1989), 387-408.

"The Family as Educator: Historical Trends in Socialization and the Transmission of Content Within the Home." In William J. Weston, ed., *Education and the American Family: A Research Synthesis* (New York: New York University Press, 1989), 96-121.

"An Historical Ethnography of Black Washington, D.C.." In *Records of the Columbia Historical Society*, 52 (1989), 235-53.

"Recent Trends in American Family History: Dimensions of Demographic and Cultural Change." In *Houston Law Review* (1984), 789-99. With Susan Kellogg.

"Sources of Variance in Black Home Ownership Rates in 1900." In *Phylon: The Atlanta University Journal of Race and Culture* (1983), 312-31.

"The American City in Transition." In W.W. MacDonald et al., eds., *Conflict and Change: America, 1939 to the Present* (St. Louis: River City, 1983), 77-84.

NEW TECHNOLOGIES

Digital History <http://www.digitalhistory.uh.edu/>

Named to the National Endowment for the Humanities EDSITEment list of exemplary resources in the humanities and listed as one of the Top 5 online resources in U.S. history by Best of History Websites.

FUNDING

P.I. Successful \$2.66 Million NEH Challenge Grant in African American History and Literature, University of Houston

P.I. NEH Teaching and Learning Resources and Curriculum Development Grant for MyHistory, 2005, \$199,744

Co- Director, U.S. Department of Education "Teaching American History" Grants

Texas Teachers Teaching American History, 2008, \$1,353,908

Gulf Coast American History Academy, 2006, \$1,127,736

American Voices, 2005, \$984,899

TAH-squared: Teaching American History, Teachers as Historians, 2003, \$999,809

ePath: The Electronic Project for the Active Teaching of History, 2002, \$970,000

PATH: The Project for the Active Teaching of History, 2001, \$988,000

s.

CURRICULUM VITAE

NAME John Nicholas Spiridakis

CURRENT POSITION

Professor of Education
Coordinator, Graduate TESOL Programs
Coordinator, Graduate Bilingual/Multicultural Education Programs
School of Education, Division of Human Services
and Counseling, St. John's University

EDUCATIONAL EXPERIENCE

1971 State University of Stony Brook, New York, English, B.A.
1972-1974 Hunter College and CUNY Graduate Divisions, New York
Graduate Studies in Teaching English to Speakers of Other Languages,
Linguistics, and English Education.
1975 Florida State University, Florida
Developmental Studies in Education, Teaching
English as a Second Language, M.A.
1978 Florida State University, Florida
Language Education/TESOL and Bilingual Cross-cultural Studies,
Ph.D.

COLLEGE TEACHING EXPERIENCE

Courses taught:
TESOL: Theory and Practice; Practicum and Seminar in TESOL;
Introduction to Bilingual/TESOL Education; Human Development in Cross-Cultural
Perspective Practicum and Seminar in Bilingual/Multicultural Education;
Language Assessment of the Limited English Proficient Student;
Administration of Programs for LEP students; Methods of Teaching Reading to the
Language Different; Comparative and International Education

PROFESSIONAL EXPERIENCE

Projects Directed:
2001-Present Coordinator, Teacher as Historian Project, Community School District 30
1980-1987 Editor, The Social Studies. Journal of the National Council of the Social
Studies

RESEARCH PUBLICATIONS

Presentations

Improving America's schools, presented at United States Department of Education Conference,
Tampa, FL, October 6-8, 1999.

Helping limited English proficient students meet New York State content and performance standards presented at Bilingual Conference at St. John's University, May 1, 1999.

Education for tomorrow, Conference co-sponsored by St. John's University's School of Education and Human Services and Community School District 30, June/July 1995

Teaching reading in the vernacular. Lecture, 2nd Annual Meeting of the Urban Reading Consortium,
Martin Luther King High School, October 13, 1980.

Reading and the bilingual child. Workshop, New York City Urban Reading Consortium, 1st Annual Meeting, Martin Luther King High School, October 20, 1979.

Rapporteur, Panel on Bilingual Education, 47th Annual American Immigration and Citizenship Conference, New York City, November 10, 1978.

ACADEMIC HONORS AND AWARDS

Appointed by New York State Commissioner of Education to State Advisory Council on Bilingual Education, 1979-82.

Elected Member, School Board of Community School District 30, Queens, 1980-86.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

International Teachers of English to Speakers of Other Languages Association

American Educational Research Association

National Association for Bilingual Education

New York State Association for Bilingual Education

American Anthropological Association

Association for Supervision and Curriculum Development

The New York Academy of Public Education

DR. CONSTANTINE G. HATZIDIMITRIOU

(b)(6)

PRESENT POSITION

- *Regional Director of School Improvement and Instructional Supervisor for Social Studies Education grades K-12—TAH Grants- NYC. Dept. of Education, OSI, Queens (Districts 25, 26, 28, 29). Educational Administrator, Level IV.*
The region contains 148 elementary, middle and high schools which serve over 150,000 students. Up until August 2004, I was the Senior Grants Officer responsible for all funded programs and grants in Region 3. I have over twenty years of experience in designing, administering and implementing grant funded programs in schools and universities with a focus on school improvement, minority education, school restructuring and innovative theme-based education. I have also been the Project Director for Teaching American History Grants, Magnet Schools, 21st Century Schools, Even Start, Drug-Free Schools etc. I have implemented all NCLB initiatives in Title I Schools; offered training in the development of school and District Comprehensive Education Plans, academic intervention services, and school restructuring.

As a regional and district supervisor of social studies education, I have given hundreds of workshops on teaching social studies effectively for grade levels from K-12 and been an invited presenter at local and national conferences. My educational philosophy is based on differentiating instruction depending upon the needs of my target population. Over the years, I have won over seven million dollars in social studies related grants for the implementation of innovative social studies projects in a wide variety of school settings. All materials and approaches used are scientifically based, utilizing national and state standards, and focus on the interdisciplinary use of primary sources and historical higher order thinking skills. I have pioneered what I call a " multi-dimensional approach" to social studies instruction integrating technology, hand-on activities, the arts, literature and multi-media in order to make instruction exciting and relevant. Every SS standard taught must also directly relate to essential questions and big ideas that answer the question: "why is this important to me" for diverse student populations and levels. *In 2007 the Greater Metropolitan Association of Social Studies Education recognized me as the Distinguished Social Studies Educator of the Year.*

PREVIOUS EDUCATIONAL EXPERIENCE

- *Director of Funded Programs and Technology, NYC Community School District 30-Queens (2002-03) EA IV (CSD 30 Social Studies Coordinator 1989-2003).*
- *Director of Option Schools/Grants and Technology, CSD 30, (1997-02) EA III (including all Federal Magnet School Programs from 1991-2003).*
- *Director of Grants and New Program Development, CSD 30, (1989- 1997) EA II*

Assistant Director of Grants Development, City University of New York, LaGuardia College (1986-1989).

- *Director of Admissions, City University of New York, LaGuardia College (1985-6). Assistant Dean of External Affairs, City University of New York, LaGuardia College (1984-5).*
- Education Officer/Counselor, Fulbright Foundation, USIS Thessaloniki, Greece based at United States Consulate: (1980-1985).
- *Director/HeadMaster of the English Language School, Anatolia College, Thessaloniki, Greece (1981-5). School located on the grounds of the United States Consulate in collaboration with the American College of Northern Greece (Anatolia). Student body of 400 high school and adult students. Managed all aspects of the school including registration, hiring and supervision of staff and curriculum selection. Helped coordinate the TOEFL and other tests in Northern Greece.*

HONORS AND DISTINCTIONS

- *Excellence in Educational Leadership Award, University Council for Educational Administration*
- *Distinguished Social Studies Supervisor Award, Greater Metropolitan New York Social Studies Association*
- *Gilder Lehrman Institute of American History Summer Fellow (Cambridge University, England -- Cold War Institute-- 2005)*
- *National Panel Member, U.S. Department of Education, Teaching American History Grant Conference, Consultant Group and National Clearinghouse Panelist.*
- *Presidential Acknowledgement (President Clinton personal letter) of contributions to international understanding.*
- *Educator of the Year Award, Hellenic-American Educators Association*
- *Community Historian Citation, Queens Borough President's Office.*
- *Gennadeion Fellow, American School of Classical Studies in Athens.*
- *New York Council for the Humanities Summer Institute Fellow.*
- *Papanicolas Research Foundation Fellow in Greek-American Studies.*
- *Columbia University Fellowship and Readership.*

TEACHING EXPERIENCE

- *Teacher, Social Studies, St. Demetrius Day School grades 6- 8.*
- *Substitute Teacher, Social Studies NYC Bryant and LIC High Schools grades 9-12.*
- *E.S.L. Teacher, Hunters Point Forward March Adult Learning Center*
- *Adjunct Professor, St. John's University, courses in Social Studies Education & History.*
- *Adjunct Assistant Professor , City University of New York/ QueensBorough and LaGuardia Colleges, courses in Ancient history, Western Civilization, and Greek Language and Culture.*
- *Adjunct Assistant Professor, The New School for Social Research, courses in Byzantine and Modern Greek history.*

- Adjunct Lecturer, Columbia University, graduate course in Byzantine History.
- Instructor, Anatolia College, Thessaloniki, Greece, courses in American History and Western Civilization.
- Funding/Proposal Writing Workshops for Educators at Bank Street College, Touro College New York Institute of Technology and LaGuardia CC/Queens College CUNY.
- Staff development workshops on social studies and topics related to the educational initiatives I have organized, implemented, and taught in eight summer institutes for teachers and principals dealing with best practices, middle school reform, magnet school programs, grants development, social studies, technology integration, and instructional planning.

ACADEMIC DEGREES

<u>INSTITUTION</u>	<u>DEGREE</u>	<u>CONCENTRATION</u>
St. John's University	P.D.	Educational Administration
Columbia University	Ph.D.	History
Columbia University	M. Phil.	History/International Affairs
Columbia University	M.A.	History/Classics
Teachers College, Columbia U.	M.A.	Social Studies Education
Colgate University	B.A.	History/Education

LICENSES

- NYC Board of Education Social Studies Teacher Certification grades 7-12.
- NYC Board of Education High School Principal License, Funded Programs, Curriculum and Professional Development Licenses, Educational Research and Evaluation Licenses.
- NYS School District Administrator License- Permanent (Specialization in Multicultural Bilingual Education)

PUBLICATIONS

BOOKS

- American Accounts Documenting the Destruction of Smyrna, September 1922 (Caratzas Publishers, New York, 2005)
- For Freedom and Virtue: Documents Illustrating United States Involvement in the Greek Revolution (Caratzas Publishers, New York, 2002).
- Foreword and editing for: A History of the Greek Community of New York Up Until 1910 by Michael Contopoulos (Vryonis Center of Hellenic Studies, Caratzas Pub., N.Y. 1992).
- Articles and book reviews in scholarly journals including contributions to The Encyclopedia of New York City (Yale University Press: 1995).



Redwood Coast Consulting Services Inc.

Educational Training, Consulting and Evaluation

Jack Bareilles, President

(b)(6)

Education:

- Administrative Clear Credential Program, August 2006, Humboldt State University.
- MA in Social Sciences with Emphasis in American History, 2005, Humboldt State University.
- Administrative Credential Program, May 2000, Humboldt State University.
- Secondary Education Program, May 1991, Humboldt State University.
- Bachelor of Arts, English Teaching, Minor Subjects of Study: History, Political Science, May 1989, Humboldt State University.

Administrative Credentials:

- Level I Administrative Credential, June 2000
- Level II (Clear) Administrative Credential, August 2006

Teaching Credentials:

- Social Studies Single Subject Teaching Credential, June 1991
- English Single Subject Credential, 1991
- Biology, General & Integrated Science Teaching Credential, 1996
- Multiple Subjects Teaching Credential, 1996

Professional Experience:

2008-present President Redwood Coast Consulting

TAH program writer/evaluator, Jefferson County, Alabama Public Schools TAH programs, 2006-, Richmond Public Schools TAH programs, Virginia, 2007-, Orlando Public Schools and San Bernardino County Schools TAH programs, 2008-, Elk Grove, CA 2009-
Program writer/Evaluator, Stony the Road We Trod, NEH Landmarks of American History workshop, summer 2009 (Birmingham, AL)

2002-present Northern Humboldt Union High School District, McKinleyville, CA

NOHUM Grants Administrator, Evaluator: Northern Humboldt Union High School District
Program writer/evaluator, Del Norte County and Northern Humboldt Readiness and Emergency Management Grants for Schools, 2009-, Evaluator, Eel River Valley REMS Grant, 2009-
Program writer/director, Humboldt County Teaching American History (TAH) Program, 2002
Program writer/director, Northern California Teaching American History Program, 2003
Program writer/director, Northwestern California Teaching American History Program, 2005
Program writer/director, US Diplomatic History Teaching American History Program, 2007
Program writer/director, Northern California Teaching American History Program #2, 2009
Program writer/Curriculum Specialist, Cal/Ore, State of Jefferson, and Wild Rivers TAH Programs, Del Norte County, CA, 2006 and 2007-

2002-2008 McKinleyville High School, McKinleyville, CA

Teacher: IB History of the Americas, AP US and European History, US History 2002-2008

2002-2006 Founder and Coordinator, McKinleyville High International Baccalaureate Program

2000-2002 Arcata High School, Arcata, CA

Dean of Students

- 1996-2000 Arcata High School, Arcata, CA**
 Teacher of history: AP US History, US History, World History, US Government-Economics.
 Teacher of English: English I, English I Basic, American Literature.
- 1991-1996 St. Bernard's School, Oakland, CA.**
 Seventh and eighth grade combination class instructor teaching all subjects including US and world history, social studies, English, science, math, art and religion.

Related Experience:

- Master Teacher for Clarkston, Washington Teaching American History Program 2008 Summer Seminar
- Curriculum Writer: *Jr. History Detectives* for the Corporation of Public Television, Oregon Public Television and Lion TV, Winter 2007-2008
- Region 1 Representative to California County Offices of Education, Curriculum Instruction Committee for Social Science, 2006-
- Program Writer and Director, *Aliens Among Us: Japanese and Italian Aliens Under Siege During World War II*, funded by the California Council for the Humanities' California Stories Fund, 2006
- Humboldt County Office of Education History Resource Professional 2004-
- Oversaw successful application and development of two local Gilder Lehrman History High School Programs at Arcata and Eureka High Schools, 2003, 2004
- California Co-Director, Preserve America History Teacher of the Year Contest, 2004-
 Program writer for 20+ funded Teaching American History Grant Programs, School Technology Grant Program, School and Community Policing Partnership program, Safe Schools Implementation Grant Program, and three Readiness and Emergency Management for Schools grants
- Arcata High School WASC Coordinator 1999-2002

Professional Organizations:

- Member: Organization of American Historians
- Member: National Council for History Education
- Member: National Council for Social Studies
- Member: California Council for Social Studies

Publications:

- *Using Teaching American History Grants to Build Ongoing Teacher Education*, Organization of American Historians Newsletter, August 2004
- Author of Chapter 19: "Surprises" of *Voices of a People's History*, New Press, NY, 2004.
- *Professional Development Beyond the Redwood Curtain*, Social Studies Review, Spring 2005.
- *Teacher Offers Insight Into the Events of Pearl Harbor*, The Eureka Reporter, December 7, 2006
- *Submarine Attacks the North Coast*, The Eureka Reporter, December 10, 2006

Awards:

- Wells Fargo Stagecoach Legacy Award, November 2005
- Humboldt County Office of Education, Excellence in Education Award, May 2009

Professional Presentations and Curriculum Development:

- Teaching American History Grant Directors Meeting: *Building K-16 Collegiality as part of a Teaching American History Grant*. Washington, DC, April 2004.
- Organization of American Historians 2005 National Conference: *Building K-16 Collegiality as part of a Teaching American History Grant*. San Francisco, CA, April 2005.
- Teaching American History Grant Directors Meeting: *Using Travel to Build Teacher Content Knowledge*, and *Using the Resources of the Gilder Lehrman Institute to Improve History Education*. Pittsburgh, PA, April 2004.
- National Council for History Education: *Prisoners Among Us: The Internment of Italian-Americans during World War II*. Pittsburgh, PA, April 2005
- Directed development of the teacher's guide and online lessons for the documentary *Prisoners Among Us*. 2004-2005 www.prisonersamongus.com

New York - TAH Teacher Survey Results

QUESTION	OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5	OPTION 6
How likely would you participate in the TAH program if funded?	definitely 100 44.64%	probably 55 24.55%	possibly 57 24.45%	not likely 12 5.36%	definitely not 0 0.00%	
	0 0.00%	1 0.43%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Is your university major history?	Yes 9 3.88%	No 223 96.12%				
Is your university major social science?	Yes 4 1.74%	No 226 98.26%				
Do you have a minor in history?	Yes 8 3.54%	No 218 96.46%				
Do you have a minor in social science?	Yes 6 2.62%	No 223 97.38%				
How many post secondary U.S. History classes did you take in college?	0 class 32 13.85%	1 class 34 14.72%	2 classes 63 27.27%	3 classes 47 20.35%	4 classes 25 10.82%	5+ classes 30 12.99%
What is/are your primary credential(s)?	Multiple Subjects 156 52.35%	History/Social Science 9 3.02%	Lang. Arts 28 9.40%	Science 12 4.03%	Math 17 5.70%	Other 76 25.50%
Do you have a supplemental authorization in history/social sciences?	Yes 3 1.33%	No 222 98.67%				
Are you highly qualified to teach history?	Yes 21 9.13%	No 105 45.65%	Don't Know 104 45.22%			
Have you taken as history methods course?	Yes 66 29.07%	No 161 70.93%				
Have you participated in an in-service that focused on content related teaching strategies for history?	Yes 41 17.75%	No 190 82.25%				
Which statement best describes your history in-service frequency?	1/year 9 4.02%	1/couple yrs 27 12.05%	1/5 yrs 23 10.27%	Never 165 73.66%		
How many years have you taught?	Pre service 1 0.44%	1 9 3.93%	2 8 3.49%	3-5 38 16.59%	6-10 70 30.57%	10+ 103 44.98%
When was the last time you read a historical monograph?	This year 93 41.52%	Last year 61 27.23%	2 years ago 21 9.38%	3 years ago 7 3.13%	4+ years 42 18.75%	
For self-contained classroom teachers: How much time each day do your teach US history?	No distinct 85 51.20%	1-2 hours/wk 73 43.98%	1 hour/day 6 3.61%	1+ hr/day 2 1.20%		

Rate how frequently you use each of the following classroom practices in your history class or classes.

	More than once a day		Daily		2-3 times/wk		Once a week		Rarely		Never	
Use written primary source documents	3	1.64%	7	3.83%	28	15.30%	47	25.68%	61	33.33%	37	20.22%
Differentiate between primary and secondary sources	1	0.55%	6	3.31%	21	11.60%	43	23.76%	69	38.12%	41	22.65%
Use photographs and other visual resources	14	7.53%	28	15.05%	51	27.42%	48	25.81%	36	19.35%	9	4.84%
Use political cartoons	1	0.55%	2	1.09%	7	3.83%	21	11.48%	81	44.26%	71	38.80%
Use maps	2	1.07%	9	4.81%	54	28.88%	69	36.90%	47	25.13%	6	3.21%
Use art work	4	2.21%	11	6.08%	35	19.34%	43	23.76%	72	39.78%	16	8.84%
Use of grade-appropriate historical literature	8	4.28%	14	7.49%	44	23.53%	57	30.48%	53	28.34%	11	5.88%
Connect info. to students prior knowledge	59	31.72%	49	26.34%	37	19.89%	29	15.59%	10	5.38%	2	1.08%
Use video and other visual technology to make curriculum more accessible	19	10.05%	20	10.58%	46	24.34%	39	20.63%	56	29.63%	9	4.76%
Teach cause and effect	17	9.29%	29	15.85%	59	32.24%	46	25.14%	28	15.30%	4	2.19%
Differentiating instruction in history for Gifted and Talented or ELL students	23	12.71%	30	16.57%	25	13.81%	27	14.92%	29	16.02%	47	25.97%

Teaching American History Grant Classroom Observation Form (Example)

Teacher Observed _____ School _____ Grade _____ Observer _____

Class Observed _____ Topic of Study _____

Classroom Practice (Targeted methods in shaded)	Observed	Not Observed	Notes
Preview/Analyze and Connect			
Use written primary source documents			
Use political cartoons			
Use maps			
Use art work			
Use photographs and other visual resources			
Differentiate between primary and secondary sources			
Identify bias in historical sources/Historiography			
Use of grade-appropriate historical literature			
Have students answer in free response written answers			
Connect information to students' prior knowledge			
Use video and other visual technology to make curriculum more accessible			
Have students place key events/ people they are studying in chronological order			
Have students summarize/ synthesize key events of the era and explain the historical contexts of those events			
Teach cause and effect			
Structured Note-taking			
Use backwards mapping or CST Blueprints			
Present contrasting viewpoints to demonstrate the conflict inherent in history			
Grade appropriate lecturing			

Please put additional notes on back.

State History Content Standards Addressed in the Lesson:

Check the boxes of the description observed and use available space or the back of this sheet for comments/notes.

- TAH Content. _____
- Content Related Teaching Methods Studied in TAH. _____
- Teaching Techniques Demonstrated/Studied in TAH. _____
- Classroom Materials Provided by TAH Used In the Lesson: _____

TAH Academic Presentation Evaluation TEMPLATE

Name of Presenter(s) _____

Topic of Presentation _____

Date of Presentation _____

1. On a scale of 1–5, with 5 being the highest rating, how would you rate your interest in the historical content in today's presentation? _____

Please add any comments that might explain your rating.

2. On a scale of 1–5, with 5 being the highest rating, how likely you are to use in your classroom any of the historical content in today's presentation? _____

3. On a scale of 1-5, with 5 being the highest rating, how well was the historical content in today's presentation aligned with the State History Standards? _____

4. On a scale of 1-5 - with 5 being the highest rating - how did the content presented today improve your understanding of American history? _____

Please add any comments that might explain your rating.

5. What was the title of the book required for today's seminar? _____

- How much of the book did you actually read?
___the entire book ___most of the book ___half of the book ___none
- If you did not read the entire book, please explain why.

6. On a scale of 1–5, with 5 being the highest rating, how would you rate the following:

1. The required book's usefulness to your overall understanding of the topic? _____
2. The required book's usefulness for future TAH classes? _____
3. The presenters' integration of the book into the overall discussion? _____

7. Please list 2–3 highlights of today's presentation.

8. What other content, activities, or discussion might have enhanced today's presentation

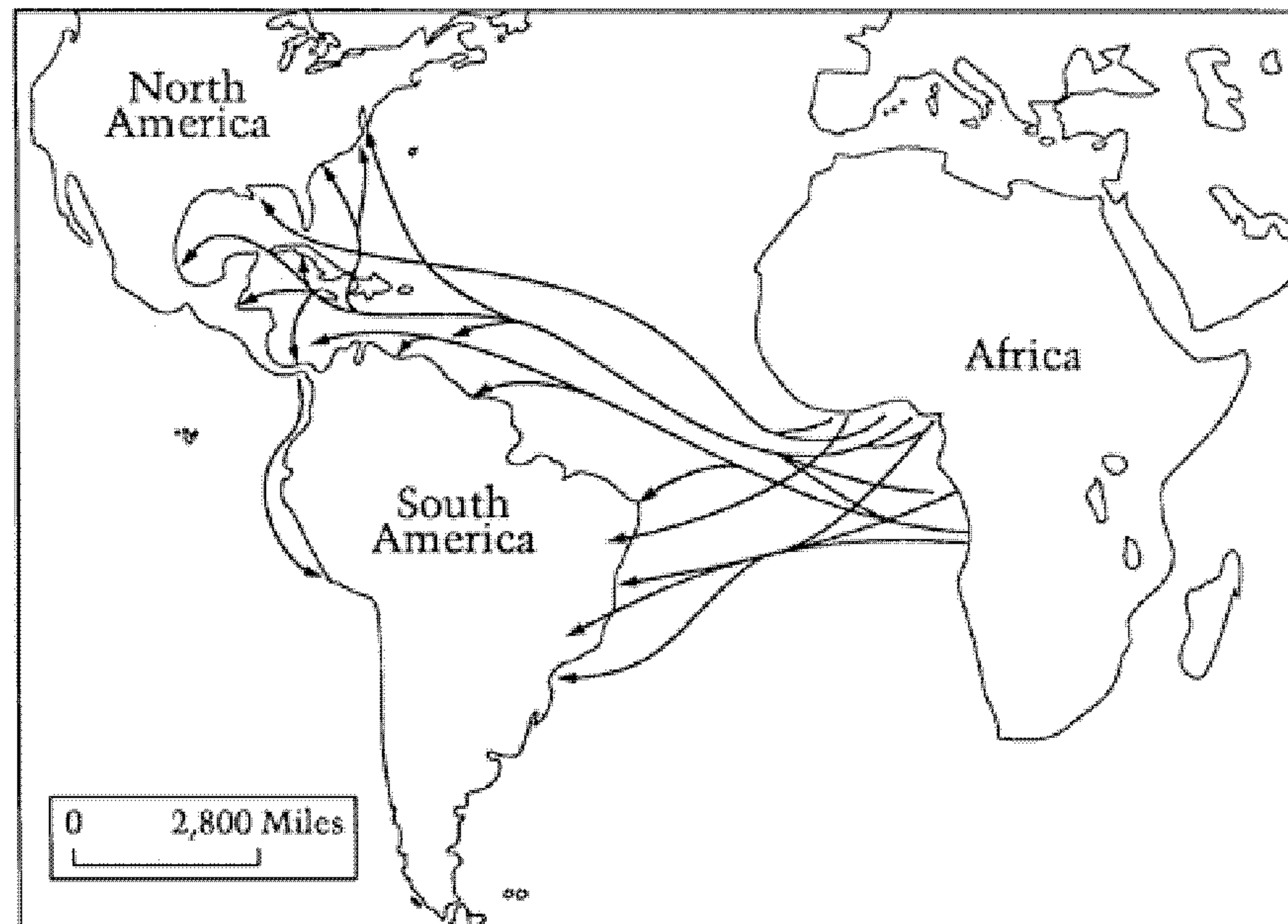
The following question refers to the picture of totem poles below.



1. The American Indians who made totem poles like the ones shown in the picture live in which area of the United States?
 - A) The Southwest
 - B) The Midwest
 - C) The Northeast
 - D) The Northwest

2. Which part of the government of the United States is responsible for passing laws?
 - A) The President
 - B) The Supreme Court
 - C) The Congress
 - D) The State Department

3. Which of these was one of the thirteen colonies that fought the American Revolution against the British?
 - A) Illinois
 - B) California
 - C) New York
 - D) Texas



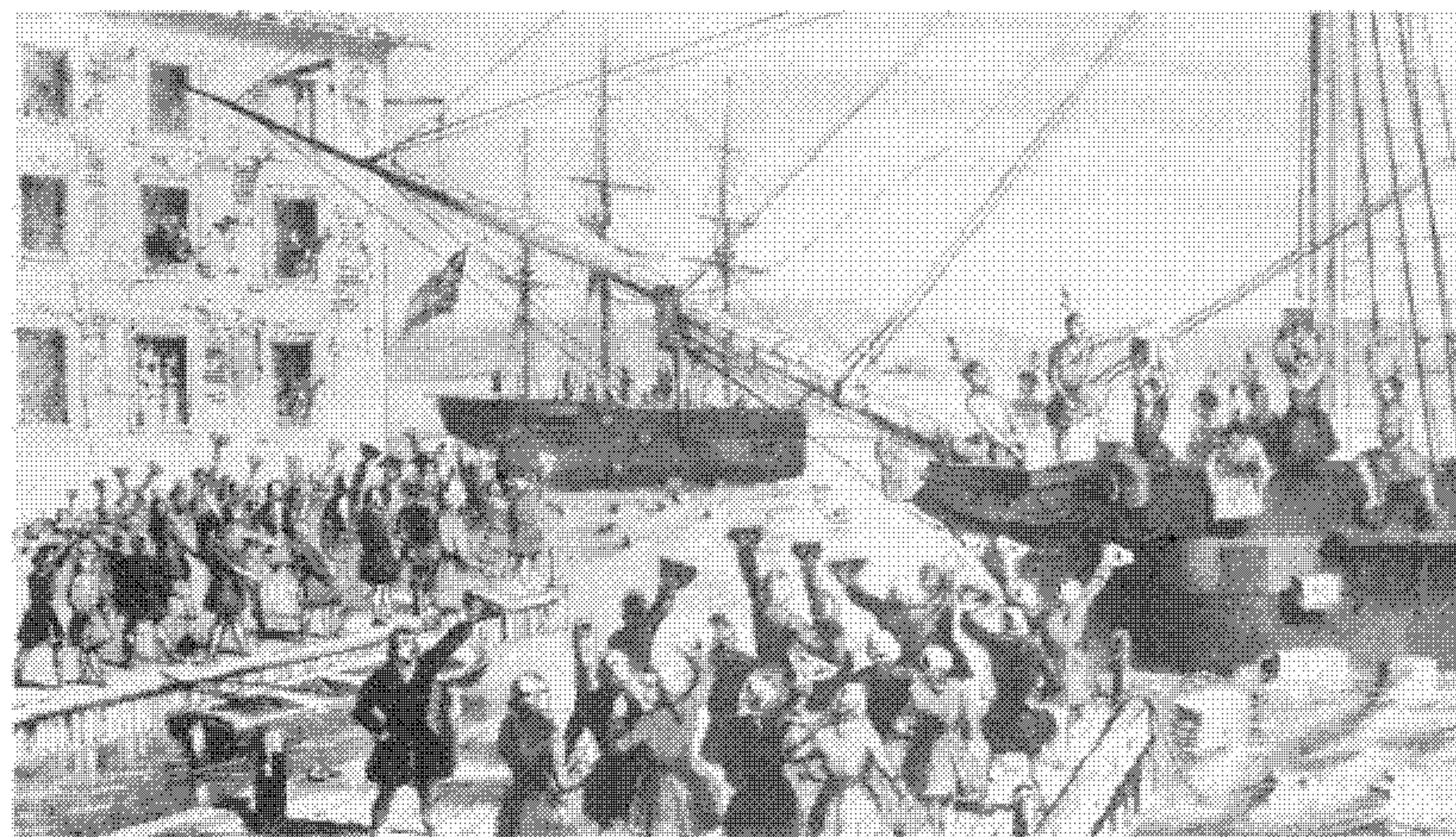
4. The map above shows many of the trade routes for
- A) Spices
 - B) Tea
 - C) Slaves
 - D) Silk
5. The first Spanish explorers who reached the Americas were looking for
- A) A route to Alaska
 - B) A new route to Asia
 - C) Proof that the world was flat
 - D) New land for farming

The following question refers to the passage below.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness . . .

6. The passage comes from the
- A) Constitution
 - B) Mayflower Compact
 - C) Declaration of Independence
 - D) Articles of Confederation

Questions 7 and 8 refer to the picture below.



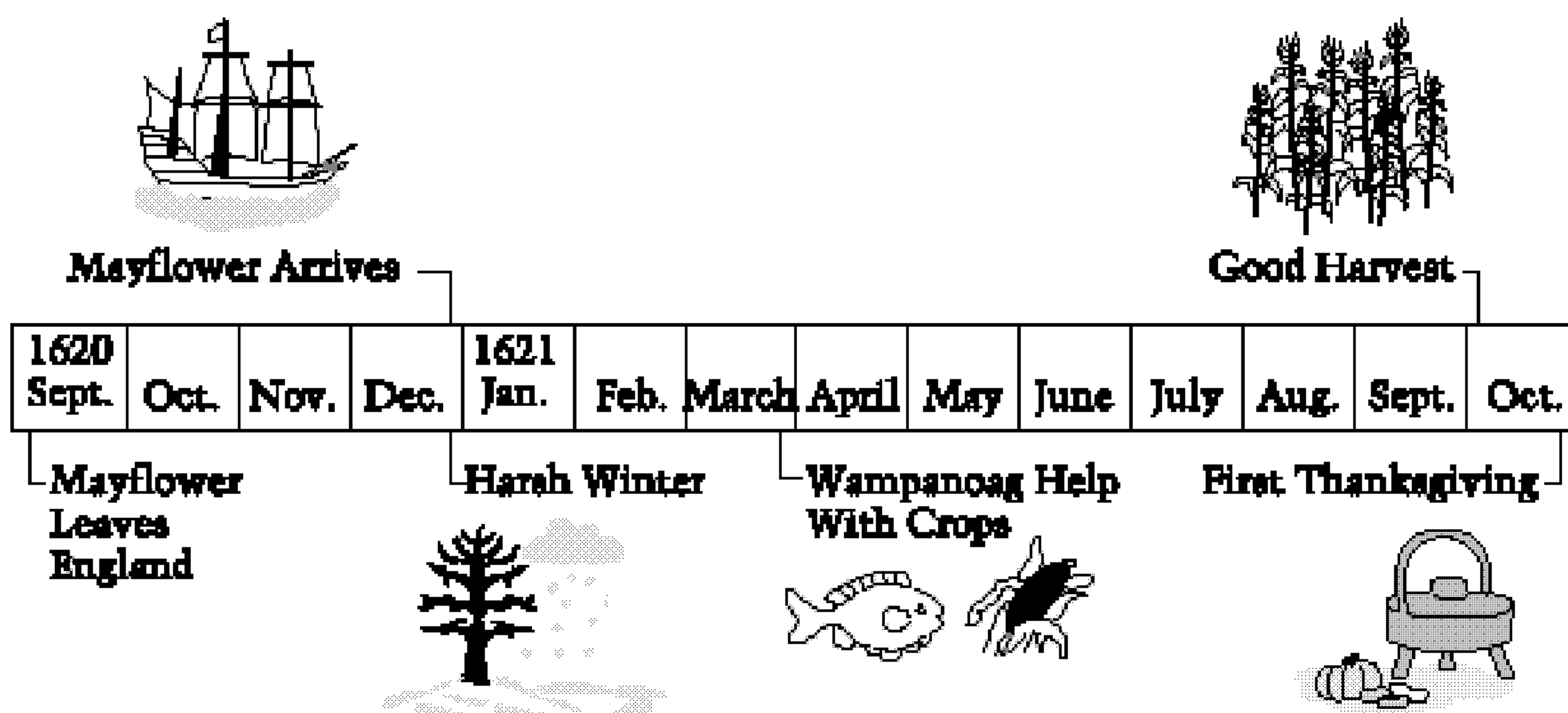
The Destruction of Tea at Boston Harbor, N. Currier 1846.
Museum of the City of New York, The Harry T. Peters Collection.

7. What are the people in the picture protesting against?
- A) French fur trade with American Indians
 - B) Colonial treatment of American Indians
 - C) British control of colonial shipping companies
 - D) British taxation of the colonists
8. The event shown in the picture helped lead directly to the
- A) Adoption of the Bill of Rights
 - B) American Revolution
 - C) Great Compromise
 - D) French and Indian War
9. What was the most significant factor that led the American colonists to form the First Continental Congress in 1774?
- A) Religious conflict inside the colonies
 - B) The desire of the colonists to write a Constitution to replace the Articles of Confederation
 - C) Colonial frustration with laws passed by the British Parliament
 - D) The desire of the colonists to stop the war between Britain and the colonies
10. One major consequence of the Seven Years' War (French and Indian War) was that the
- A) Colonists' decision to side with France led Britain to retaliate against them
 - B) Expense of fighting the war led Britain to tax the colonies directly for the first time
 - C) Loyalty of the colonists to the British side led Britain to grant them a high degree of self-government
 - D) Elimination of the French threat in North America led Britain to concentrate on conquering all of the remaining Spanish colonies

13. During the Revolutionary War, one outcome of the colonial victory at the Battle of Saratoga that helped ensure the final defeat of the British was the
- A) Entrance of France on the American side
 - B) Recapture of New York City from the British
 - C) Mutiny of the British forces under General Howe
 - D) Defeat of British forces at Valley Forge, Pennsylvania
16. Why were most early sawmills and flour mills located on rivers and streams?
- A) Water was needed to cool hot machinery.
 - B) Waterwheels powered the cutting and grinding machines.
 - C) People thought it was safer to live near rivers.
 - D) It was easiest to expand the mills if they were near rivers.

Question 17 and 18 refer to the time line below.

First Year in Plymouth, from Fall to Fall



17. What can you tell from the time line?
- A) The Mayflower took more than one year to sail to Plymouth.
 - B) The Mayflower arrived in Plymouth in 1621.
 - C) The first Thanksgiving was not celebrated in the same month as it is today.
 - D) The Pilgrims in Plymouth ate mostly fish.
18. How did American Indians help the Pilgrims when they first arrived?
- A) They helped the Pilgrims grow food.
 - B) They built houses for the Pilgrims.
 - C) They taught the Pilgrims their religion.
 - D) They helped the Pilgrims explore the Pacific coast.
19. American Indians taught European settlers how to grow
- A) Rice
 - B) Sugar
 - C) Tea
 - D) Corn

Budget Narrative

Budget Narrative

Attachment 1:

Title: **NYCTAH** Pages: **3** Uploaded File: **NYC Budget Narrative Final.doc**

**New York City Teaching American History Program
Budget Narrative**

Budget Categories	Description	Grant Request 2009-2012	Grant Request 2012-2014
1. Personnel	<p>1. (b)(6) release time for Program Director, Dr. Gus Hatzidimitriou \$26,320 per year.</p> <p>2. .3 FTE apiece for two History Coaches: \$42,154 per year.</p> <p>3. \$67,500 a year for substitute teachers (at a substitute teacher rate of \$150 a day) for 50 participants to attend nine NYCTAH school day inservices = \$67,500 per year.</p> <p style="text-align: right;">Total</p> <p>Yearly Total: \$135,974</p>	<p>\$78,960</p> <p>\$126,462</p> <p>\$202,500</p> <p>\$407,922</p>	<p>\$52,640</p> <p>\$84,308</p> <p>\$135,000</p> <p>\$ 271,948</p>
2. Fringe Benefits	<p>1. Fringe Benefits for the Program Director, and Mentor Teachers medical, insurance, retirement and other fringe benefits. NYCDOE has a 30% Fringe Benefit rate for all certificated employees.</p> <p>Yearly Total: -\$20,542 for year one -\$20,542 for year two, -\$20,542 for year three, -\$20,542 for year four, and -\$20,542 for year five.</p> <p>There are no other employees of the NYCTAH who receive fringe benefits.</p> <p style="text-align: right;">Total</p>	<p>\$ 61,626</p> <p>\$ 61,626</p>	<p>\$ 41,084</p> <p>\$ 41,084</p>
3. Travel	<p>1. \$6,000 is budgeted annually to cover teacher participation in local and state conferences in New York City and unreimbursed teacher travel expenses for up to 10 teachers to GLI, Landmarks of American History and other summer workshops—all other costs are paid by the workshop provider.</p> <p>2. \$2,700 is budgeted annually for Dr. Gus Hatzidimitriou, Dr. Mintz and/or NYC TAH staff to travel to the Teaching American History meeting in Washington D.C.</p> <p style="text-align: right;">Total</p> <p>Yearly Total: \$8,700</p>	<p>\$18,000</p> <p>\$8,100</p> <p>\$ 26,100</p>	<p>\$12,000</p> <p>\$5,400</p> <p>\$ 17,400</p>
4. Equipment	<p>Laptops and other materials will be provided by the Office of School Improvement, Division of Teaching and Learning as needed.</p>		

**New York City Teaching American History Program
Budget Narrative**

5. Supplies	<p>1. Books for the 50 teachers = \$7,285 per year.</p> <p>2. Classroom materials including prints of historical documents, photos and images and other materials to support student learning for classrooms and the Resource Center: \$100 per year per teacher x 50 = \$5,000 per year</p> <p>3. Classroom materials for Resource Center in years 1-3: \$2,000 per year year 4-5: \$5,000 year 5: \$10,000</p> <p style="text-align: right;">Total</p> <p>Years 1-3 total: \$11,785 Years 4-5 total: \$22,285 and \$17,285</p>	<p>\$21,860</p> <p>\$15,000</p> <p>\$6,500</p> <p>\$ 41,360</p>	<p>\$14,570</p> <p>\$10,000</p> <p>\$15,000</p> <p>\$ 39,570</p>
6. Contractual	<p>1. \$53,900 in year one and \$36,700 each year thereafter to the Gilder Lehrman Institute of American History to provide visiting historians for seven yearly sessions and .</p> <p>2. \$15,000 per year to Columbia University Historian Steve Mintz to serve as lead historian, attend all session and provide:</p> <ul style="list-style-type: none"> • inservice planning and teaching • oversight of the historical content and quality of program, and • oversight of the historical content and quality of the NYCTAH website. <p>3. \$25,000 per year to Redwood Coast Consulting Services Inc. to evaluate NYCTAH's effect on student performance, teacher content knowledge and teaching practices. Redwood Coast will evaluate NYCTAH's progress towards its stated goals and objectives.</p> <p>4. \$3,000 per year to Dr. John Spiridakis to serve as historical content and pedagogy consultant.</p> <p style="text-align: right;">Total</p> <p>Yearly Total: Year 1 \$96,900 Years 2-5 \$79,700</p>	<p>\$127,300</p> <p>\$45,000</p> <p>\$75,000</p> <p>\$9,000</p> <p>\$256,300</p>	<p>\$73,400</p> <p>\$30,000</p> <p>\$50,000</p> <p>\$6,000</p> <p>\$159,400</p>
7. Construction	No money will be spent on construction.		
8. Other	<p>1. \$3,500 per year to pay for meeting costs, including location costs, admission and presenters.</p> <p style="text-align: right;">Total</p> <p>Yearly Total: Year 1 \$3,500</p>	<p>\$10,500</p> <p>\$ 10,500</p>	<p>\$6,000</p> <p>\$ 6,000</p>
9. Total Direct Costs	Total	\$799,305	\$
10. Indirect Costs	1. The New York City Department of Education's indirect cost rate is 3.2%	\$ 27,579	\$ 17,990

**New York City Teaching American History Program
Budget Narrative**

	Total Expenditures for this column. Year 1: \$9,589 Year 2: \$8,995 Year 3: \$8,995 Year 4: \$9,340 Year 5: \$8,995 <p style="text-align: right;">Total</p>	\$27,976	\$18,335
11. Training Stipends	1. \$1,680 annually for teachers. The contracted hourly rate for NYC Department of Education is \$48 per hour (including benefits). \$1,680 x 50 teachers = \$57,600 per year for the four day summer institute. <p style="text-align: right;">Total</p>	\$ 172,800 \$172,800	\$ 64,500 \$115,200
12. Total Costs	The total request for the New York City Teaching American History Program. <p style="text-align: right;">TOTAL</p>	\$999,674	\$664,888

Total Five Year Budget Request for New York City Teaching American History Program	\$1,664,562
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