

# Chauncey B. Monte-Sano, PhD

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## Education

- 2000-06 Stanford University, Stanford, CA
- M.A., Ph.D., Curriculum & Teacher Education—specialty in History/Social Studies Education. Ph.D. minor in History.
  - Dissertation: *Learning to use evidence in historical writing*, a study of 11<sup>th</sup> graders' progression in writing and reasoning with evidence, and the potential classroom influences upon that learning
  - Committee members: Sam Wineburg, Pam Grossman, David Labaree, and Larry Cuban
- 1995 Yale University, New Haven, CT
- Certificate, Teacher Preparation Program
  - Connecticut Teaching Credential in Social Studies 7-12
- 1994 Yale University, New Haven, CT
- B.A., American Studies, concentration in history

## Professional Appointments

- 2017-2019 Chair, Elementary Teacher Education Program. University of Michigan, Ann Arbor, MI
- 2016-2017 Associate Chair, Elementary Teacher Education Program. University of Michigan, Ann Arbor, MI
- 2012-present Associate Professor, Department of Educational Studies, School of Education, University of Michigan, Ann Arbor, MI [*tenure review completed May-August 2011; appointment started September 1, 2012*]
- 2006-2012 Assistant Professor, Department of Curriculum & Instruction, College of Education, University of Maryland, College Park, MD

## Awards & Honors

- 2018 Outstanding Graduate Student Paper Award given to Ryan Hughes (advisee), American Education Research Association, Teaching History SIG.
- 2017 University of Michigan Golden Apple Award Nominee (a university-wide, student nominations-based award for outstanding teaching)

- 2016 Outstanding Graduate Student Paper Award given to Sarah Thomson (advisee), American Education Research Association, Teaching History SIG.
- 2012 American Historical Association’s James Harvey Robinson Prize for the teaching aide that has made the most outstanding contribution to teaching and learning history. Awarded to Wineburg, Martin, & Monte-Sano for *Reading Like a Historian: Teaching Literacy in Middle and High School Classrooms* (published by Teachers College Press).
- 2011 Kappa Delta Pi/American Educational Research Association Division K Early Career Research Award
- 2009 American Historical Association’s James Harvey Robinson Prize for the teaching aide that has made the most outstanding contribution to teaching and learning history. Awarded to the *Historical Thinking Matters* team for the website, <http://historicalthinkingmatters.org>.
- 2007 Larry Metcalf Exemplary Dissertation Award presented by the National Council for the Social Studies
- 2000 National Board for Professional Teaching Standards (NBPTS), Washington, DC
- National Board Certification in Adolescent-Young Adulthood History/Social Studies awarded November 2000

## Funded Research

- 2018-2022 PI, “Teachers learning to facilitate communication and reasoning through inquiry with history and social science sources,” submitted to the James S. McDonnell Foundation for the *Teachers as Learners* competition (\$2,499,959). Mary Schleppegrell, Co-PI.
- 2016-2021 PI, *Library of Congress Teaching with Primary Sources Program* for “Using Our Nation’s Library to Teach Writing with Primary Sources to All Students” (\$895,000). Mary Schleppegrell, Co-PI.
- 2017-2018 PI, *Library of Congress Teaching with Primary Sources Program* for “*Read.Inquire.Write.: A Proposal for a Website to Prepare Educators to Teach Reasoning and Writing with Sources to Diverse Learners*” (\$95,579). Mary Schleppegrell, Co-PI.
- 2016-2017 PI, Investigating Student Learning grant from *The Center for Research on Learning and Teaching* at the University of Michigan, for “Investigating Students’ Communication, Collaboration, and Self-Agency in Their Understanding and Application of Core Teaching Practices” (\$8,000). **Peter Cipparone**,<sup>1</sup> Co-PI.

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<sup>1</sup> Names in bold are students.

- 2014-2017 Core Practices Consortium Member and Consultant for the *Bill and Melinda Gates Foundation Grant*, “Transforming Teacher Education through Specifying the Practice of Teacher Educators,” Pam Grossman and Megan Franke, PIs.
- 2015-2017 Co-PI, *M-Cubed* grant from the University of Michigan for "Engaging the Archives: Researching Best Practices for Student Success in the Archives" (\$60,000). Terry McDonald, PI. Elizabeth Yakel, Co-PI.
- 2015-2016 PI, *The Spencer Foundation* grant for "Understanding and Addressing the Achievement Gap in Middle School Writing and Social Studies" (\$50,000).
- 2015-2016 PI, *The Braitmayer Foundation* grant for “Supporting Students’ Argument Writing and Historical Thinking Through Curriculum Reform” (\$35,000).
- 2015-2016 PI, *Library of Congress Teaching with Primary Sources, Midwest Region* grant for “The Historical Writing Project: Developing Capacities So That Students Can Meet the Challenge of the C3 and CCSS” (\$20,000). Grant program coordinated by Illinois State University.
- 2013-2015 PI, *Spencer Foundation* Discretionary Grant for “Constructing Genre-Specific Writing Tasks and Identifying Learning Progressions in Historical Writing” (\$20,000).
- 2009-2013 Co-PI, *Institute for Education Sciences*, Struggling Adolescent Reader Research Grant for “Disciplinary Writing Instruction for the Social Studies Classroom: A Path to Adolescent Literacy” (\$1,500,000). Susan De La Paz, PI. Mark Felton, Co-PI.
- This study involved developing and testing six lesson sequences in 8<sup>th</sup>-grade US history classrooms that integrated content learning and literacy development. Data included pre and posttests, tests of students’ basic reading and writing skills, students’ classroom work, and teacher observations and interviews.
- 2008-09 Co-PI, *College of Education, University of Maryland*, SPARC grant for “Using Writing Tasks and Genre to Elicit Adolescents’ Historical Reasoning” (\$16,580). Susan De La Paz, Co-PI.
- This study involved developing and testing four different writing prompts and analyzing students’ writing and thinking in response to these prompts. Data included students’ performance on basic writing skills test and a document-based history essay as well as students’ background information.
- 2008-10 PI, *Spencer Foundation* Research Grant for “Learning to Teach Historical Reading, Writing, and Thinking” (\$40,000).

- This study involved following 10 teacher candidates through their certification program and their first two years of teaching in urban schools. Data included interviews, observations, and artifact analysis.
- 2008 *University of Maryland Graduate Research Board Summer Award* for “Teaching Historical Reading, Writing, and Thinking to Diverse Public High School Students” (\$8,500).
- 2007-08 PI, *University of Maryland Department of Curriculum & Instruction Research Seed Grant* for “Learning to Teach Historical Reading, Writing, and Thinking” (\$22,000).
- 2005 *Spencer Foundation Research Training Grants* for “Learning to Use Evidence in Historical Writing” (\$5,000 and \$1,500).
- 2001-2006 Stanford School of Education Grant-Supported Work, Stanford, CA
- Project Director, *Who is a Famous American?* Sam Wineburg, PI.
  - Research Associate, *Historical Thinking Matters*. Sam Wineburg & Roy Rosenzweig, lead collaborators.
  - Research Assistant, *Literacy Development in Social Studies Classrooms*. Rachel Lotan & Elizabeth Cohen, PIs.
  - Research Assistant, *Pedagogy of Teacher Education* literature review for the AERA Consensus Panel on Teacher Education. Led by Pam Grossman.
  - Research Assistant, *Teacher Professional Community Project*. Led by Pam Grossman.

## Publications

### Peer-Reviewed Journal Articles

- Monte-Sano, C., **Bordonaro, A.**, & **Aumen, J.** (in press). Successes and challenges in learning to teach history: Novices’ uptake of core practices. *The History Teacher*.
- Kavanagh, S., Monte-Sano, C., Reisman, A., Fogo, B., McGrew, S., & **Cipparone, P.** (2019). Teaching content in practice: Investigating rehearsals of social studies discussions. *Teaching and Teacher Education*, <https://doi.org/10.1016/j.tate.2019.06.017>
- Reisman, A., **Cipparone, P.**, **Jay, L.**, Monte-Sano, C., Kavanagh, S., **McGrew, S.**, & Fogo, B. (2019). [Evidence of emergent practice](#): Teacher candidates facilitating historical discussions in their field placements. *Teaching and Teacher Education*, *80*, 145-156.
- Monte-Sano, C. & **Allen, A.** (2018). Historical argument writing: The role of interpretive work, argument type, and classroom instruction. *Reading and Writing*, *32*(6), 1383–1410. <https://doi.org/10.1007/s11145-018-9891-0>
- Reisman, A., Kavanagh, S., Monte-Sano, C., Fogo, B., **McGrew, S.**, **Simmons, E.**, & **Cipparone, P.** (2018). Facilitating whole-class discussion in history: A framework for preparing teacher candidates. *Journal of Teacher Education*, *69*(3), 278-293.

- Monte-Sano, C., De La Paz, S., & Felton, M. (2017). Learning to teach disciplinary literacy across diverse eighth-grade history classrooms within a district-university partnership. *Teacher Education Quarterly*, 44(4), 98-125.
- De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., & **Jackson, C.** (2017). A historical writing apprenticeship for adolescents: Integrating disciplinary learning with cognitive strategies. *Reading Research Quarterly*, 52(1), 31-52.
- Monte-Sano, C. (2016). Argumentation in history classrooms: A key path to understanding the discipline and preparing citizens. *Theory into Practice*, 55(4), 311-319.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2015). Teaching argument writing and “content” in diverse middle school history classrooms. *Social Education*, 79(4), 194-199.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2014). Implementing a disciplinary-literacy curriculum for US history: Learning from expert middle school teachers in diverse classrooms. *Journal of Curriculum Studies*, 46 (4), 540-575.
- De La Paz, S, Felton, M., Monte-Sano, C., Croninger, R., **Jackson, C.**, **Deogracias, J.S.**, & **Hoffman, B.P.** (2014). Developing historical reading and writing with adolescent readers: Effects on student learning. *Theory and Research in Social Education*, 42(2), 228-274.
- Sato, M., Hyler, M., & Monte-Sano, C. (2014). Learning to lead with purpose: National Board Certification and teacher leadership development. *International Journal of Teacher Leadership*, 5(1).
- Monte-Sano, C. & **Budano, C.** (2013). Developing and enacting pedagogical content knowledge for teaching history: An exploration of two novice teachers’ growth over three years. *The Journal of the Learning Sciences*, 22(2), 171-211.
- Monte-Sano, C. (2012). What makes a good history essay? Assessing historical aspects of argumentative writing. *Social Education*, 76(6), 294-298.
- Monte-Sano, C. & **Harris, K.** (2012). Recitation and reasoning in novice history teachers’ writing instruction. *The Elementary School Journal*, 113(1), 105-130.
- Monte-Sano, C. & De La Paz, S. (2012). Using writing tasks to elicit adolescents’ historical reasoning. *Journal of Literacy Research*, 44(3), 273-299.
- Monte-Sano, C. (2011). Beyond reading comprehension and summary: Learning to read and write by focusing on evidence, perspective, and interpretation. *Curriculum Inquiry*, 41(2), 212-249.
- Monte-Sano, C. (2011). Learning to open up history for students: Preservice teachers’

emerging pedagogical content knowledge. *Journal of Teacher Education*, 62(3), 260-272.

De La Paz, S., **Malkus, N.**, Monte-Sano, C., & **Montenaro, B.** (2011). Evaluating American history teachers' professional development: Effects on student learning. *Theory and Research in Social Education*, 39(4), 494-540.

Monte-Sano, C. (2010). Disciplinary literacy in history: An exploration of the historical nature of adolescents' writing. *The Journal of the Learning Sciences*, 19(4), 539-568.

Monte-Sano, C. & **Cochran, M.** (2009). Attention to learners, subject, or teaching: What takes precedence as preservice teachers learn to teach historical thinking and reading? *Theory and Research in Social Education*, 37(1), 101-135.

Monte-Sano, C. (2008). Qualities of effective writing instruction in history classrooms: A cross-case comparison of two teachers' practices. *American Educational Research Journal*, 45(4), 1045-1079.

Wineburg, S. & Monte-Sano, C. (2008). "Famous Americans:" The changing pantheon of American heroes. *Journal of American History*, 95(1), 1186-1202.

### **Books**

Monte-Sano, C., De La Paz, S., & Felton, M. (2014). *Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the age of the Common Core, 6-12*. New York: Teachers College Press.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school classrooms*. New York: Teachers College Press.

\*In 2016, this book was published in Chinese: Wineburg, S., Martin, D., & Monte-Sano, C. (2016). *像史家一般閱讀: 在課堂裡教歷史閱讀素養*. 國立臺灣大學出版中心.

### **Chapters in Books and Book Reviews**

Monte-Sano, C., **Hughes, R.**, & **Thomson, S.** (2019). Supporting diverse students' reasoning and writing through collaboration with practitioners and iterative curriculum development. In Rubin, B., Freedman, E., & Kim, J. (Eds.), *Design-Based Research in Social Studies*.

Kelley-Petersen, M., Davis, E., Ghouseini, H., Kloser, M., & Monte-Sano, C. (2018). Rehearsals as examples of approximations. In Pam Grossman (Ed.), *Teaching core practices in teacher education*. Cambridge, MA: Harvard Education Press.

Monte-Sano, C. (2017). Bridging reading and writing: Using historians' writing processes as clues to support students. In G. Andrews and Y. Wangdi (Eds.), *The role of agency and memory in historical understanding: Revolution, reform, and rebellion* (pp. 247-265). Cambridge, UK: Cambridge Scholars Publishing.

Monte-Sano, C. & Reisman, A. (2016). Studying historical understanding. In L. Corno & E. Anderman (Eds.), *The Handbook of Educational Psychology*, 3<sup>rd</sup> edition. Washington, D.C.: American Psychological Association.

Monte-Sano, C. (2015). What makes a good history essay: Assessing students historical arguments. In Parker, W. (Ed.), *Social studies research and practice*, 2<sup>nd</sup> edition. New York: Routledge.

Monte-Sano, C. & Miles, D. (2014). Toward disciplinary reading and writing in history. In Smagorinsky, P. & Flanagan, J. (Eds.), *Teaching dilemmas and solutions in content-area literacy, Grades 6-12*. Thousand Oaks, CA: Corwin Press.

Wineburg, S. & Monte-Sano, C. (2012). Diversity and student perceptions of famous Americans. In J. Banks (Ed.), *Encyclopedia of diversity in education*. Thousand Oaks, CA: Sage.

Martin, D. & Monte-Sano, C. (2007). Inquiry, controversy, and ambiguous texts: Learning to teach for historical thinking. In W. Warren & D. Cantu (Eds.), *History education 101: The past, present, and future of teacher preparation*. Charlotte, NC: Information Age Publishing.

Monte-Sano, C. (2006). *Teaching history for the common good: A book review*. *Teachers College Record*, Date Published: September 28, 2006. <http://www.tcrecord.org>. ID Number: 12744, Date Accessed: 2/20/2007.

### **Other Journal Articles**

Monte-Sano, C. (2012). Build skills by doing history. *Phi Delta Kappan*, 94(3), 62-65.

Monte-Sano, C. (2012). Toward disciplinary writing in history: Preparing the next generation. *Perspectives on History*, 50(5).  
<http://www.historians.org/perspectives/issues/2012/1205/index.cfm>

Monte-Sano, C. (2009). Writing to learn history: Annotations and mini-writes. *National History Education Clearinghouse*. Accessed at <http://teachinghistory.org/teaching-materials/teaching-guides/23554>

Monte-Sano, C. (2009). The Gilder Lehrman Institute of American History: A web site review. *Journal of American History*, 95(4), 1256-1258.

Wineburg, S. & Monte-Sano, C. (2008). Who Is a "Famous American"? Charting Historical Memory Across American Generations. *Phi Delta Kappan*, 89(9), 643-648.

### **Policy Documents**

Swan, K., Barton, K., Buckles, S., Burke, F., Charkins, J., Grant, S.G., Hardwick, S., Lee, J.,

Levine, P., Levinson, M., Marri, A., Monte-Sano, C., Morrill, R., Thomas-Brown, K., Tyson, C., VanSledright, B., Wiesner-Hanks, M. (2013). *College, Career, & Civic Life: C3 Framework for Social Studies State Standards*. Silver Spring, MD: National Council for the Social Studies. <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

### **Curriculum**

Monte-Sano, C., **Cipparone, P., Quince, C.** (2018). *TeachingWorks Resource Library*. Consultant on the *TeachingWorks* “Teacher Preparation Transformation Center Initiative” funded by the *Bill and Melinda Gates Foundation* (Deborah Ball, PI) to create teacher educator resources for practice-based teacher education in social studies. [library.teachingworks.org](http://library.teachingworks.org)

Monte-Sano, C., Schleppegrell, M., **Thomson, S., Hughes, R.** (2018). *Read.Inquire.Write.: Curriculum resources for teaching reading, reasoning, and writing with sources through social studies inquiry*. <http://readinquirewrite.umich.edu/>

**Thomson, S.,** Monte-Sano, C., & Schleppegrell, M. (2018). “Was Reconstruction mostly a story of triumph or tragedy?” 8<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

**Thomson, S.,** Monte-Sano, C., & Schleppegrell, M. (2017). “Was there a common experience for women in colonial North America?” 8<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

**Aumen, J.,** Shephard, I., Monte-Sano, C., Schleppegrell, M., & **Webre, A.C.** (2017, revised 2018). “Was democracy in Ancient Athens a good form of government?” 7<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

**Thomson, S.,** Monte-Sano, C., & Schleppegrell, M. (2017). “Is post-apartheid South Africa living up to its promises?” 7<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

**Thomson, S.,** Monte-Sano, C., & **Lee, S.** (2016, revised 2018). “Which countries should be included in the Middle East?” 6<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

**Aumen, J.,** Soupal, R., Monte-Sano, C., & Schleppegrell, M. (2016). “Which sources are most reliable for learning about the ancient Silk Road?” 7<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

**Aumen, J. &** Monte-Sano, C. (2015, revised 2017). “Why does hazardous child labor continue to exist in Nepal? A case study of Nepal’s brick kilns.” 7<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers.



*Read.Inquire.Write.*

Monte-Sano, C. (2015, revised 2018). “What is an important cause of the Trail of Tears that people should know about today?” 8<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

Monte-Sano, C. & **McMillin, M.** (2015). “How did the Inca maintain control over such a large empire? How do we know?” 6<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

Monte-Sano, C. & **McMillin, M.** (2015). “What aspect of the women’s suffrage movement is most important for us to remember?” 8<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

Monte-Sano, C. (2014, revised 2017). “Would the Founders have approved of Executive Actions concerning DACA?” 8<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

Monte-Sano, C., **Thomson, S.**, & **Estrada, M.** (2014, revised 2018). “Why is access to water unequal in and around Mexico City?” 6<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

Kabat, J., **Thomson, S.**, & Monte-Sano, C. (2015, revised 2017). “What was important to King Hammurabi? 6<sup>th</sup>-grade investigation designed in collaboration with Scarlett Middle School social studies/history teachers. *Read.Inquire.Write.*

## **Presentations**

### ***Refereed Conference Papers***

Monte-Sano, C. (2019) “From form to function: Learning with practitioners to support diverse middle school students’ disciplinary reasoning and writing.” In Freedman, E., Kim, J., & Rubin, B. (Chairs), *Design Research in Social Studies Education: Critical Lessons from an Emerging Field*. Paper to be presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX. November 2019.

Monte-Sano, C. (2019). “*Read.Inquire.Write.*: Supporting students’ voices through critical inquiry.” Paper to be presented at the Annual Meeting of the National Council for the Social Studies, Austin, TX. November 2019.

Monte-Sano, C. & Estrada Rebull, M. (2019). “*Read.Inquire.Write.*: Un modelo de lectura, indagación y escritura de argumentos históricos para adolescents.” Paper to be presented at the Difusión e Investigación en Enseñanza de la Historia y VI Encuentro Internacional de Enseñanza de la Historia conference, Monterrey, Mexico. October 2019.

Monte-Sano, C. (2019). “Conceptualizing and measuring diverse students’ historical argumentation and evidence use across three years in middle school social studies.

University of Amsterdam International Seminar on History Education, Netherlands.  
September 9, 2019.

- Webre, A.C., Estrada Rebull, M., Monte-Sano, C., & Schleppegrell, M.** (2019). “My evidence is stronger because...”: Counterargument and critique in social studies inquiry-based argument writing. Paper to be presented at the Annual Meeting of the American Educational Research Conference, Toronto, CN. April 6, 2019.
- Webre, A.C., Monte-Sano, C., & Schleppegrell, M.** (2019). “My evidence is stronger because...”: Counterargument writing in 8<sup>th</sup> grade inquiry investigations. Paper to be presented at the Annual Meeting of the Michigan Council for the Social Studies. Holland, MI. March 23, 2019.
- Estrada Rebull, M., Monte-Sano, C., & Schleppegrell, M.** (2019). Setting up routines to support social studies inquiry. Paper to be presented at the Annual Meeting of the Michigan Council for the Social Studies. Holland, MI. March 23, 2019.
- Monte-Sano, C., **Hughes, R.**, Aumen, J., & Harn, K. (2018). Supporting English Learners’ Reasoning and Writing with Source Through Inquiry. Presentation given at the Annual Meeting of the National Council for the Social Studies, Chicago, IL. December 1, 2018.
- Monte-Sano, C., **Hughes, R.**, Aumen, J., & Harn, K. (2018). Supporting Students to Write Increasingly Complex Arguments Over Time. Poster presentation given at the Annual Meeting of the National Council for the Social Studies, Chicago, IL. December 1, 2018.
- Monte-Sano, C., Schleppegrell, M., **Castillo, L., Estrada, M., Webre, A.C.** (2018). Teaching social studies inquiry and writing with sources to English learners. Annual Meeting of the Michigan Council for the Social Studies. March 23, 2018.
- Monte-Sano, C., Schleppegrell, M., **Hughes, R., & Thomson, S.** (2018). Disciplinary and linguistic approaches to analysis of middle school students’ writing in history. Paper presented to the American Association of Applied Linguistics, Chicago, IL. March 26, 2018.
- Schleppegrell, M., Monte-Sano, C., **Hughes, R., & Thomson, S.** (2018). Disciplinary and linguistic approaches to analysis of middle school students’ writing in history. In C. Monte-Sano and J. Van Drie (co-chairs), *International perspectives on writing in history: The role of language*. Symposium presented to the Annual Meeting of the American Educational Research Association, New York, NY. April 15, 2018.
- Kavanagh, S. & Monte-Sano, C. (2017). “Rehearsals of discussion facilitation: Developing preservice history/social science teachers’ pedagogical content knowledge.” In S. Kavanagh (Chair), *Approximations of practice across teacher education contexts*. Paper presented to the Annual Meeting of the American Educational Research Association, San Antonio, TX. April 24, 2017.

Monte-Sano, C., Schleppegrell, M., **Thomson, S.**, & **Estrada, M.** (2017). Learning to critique news and speeches: How to teach argument writing, historical thinking, and civic reasoning to diverse middle school students. Presentation given at the Annual Meeting of the National Council for the Social Studies, San Francisco, CA. November 17, 2017.

Monte-Sano, C., Schleppegrell, M., **Thomson, S.**, & **Estrada, M.** (2017). Supporting English learners' writing with primary sources. Poster presented at the Annual Meeting of the National Council for the Social Studies, San Francisco, CA. November 17, 2017.

Monte-Sano, C., & **Thomson, S.**, (2016). "It's not that simple": Historians' critiques of the DBQ and what we can do about it." Paper presented to the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, D.C. December 2016.

Kavanagh, S. & Monte-Sano, C. (2016). "Teaching discussion facilitation in teacher education coursework via rehearsal." In Chauncey Monte-Sano (Chair), *Preparing novices to facilitate discussions with K-12 students through practice-based teacher education*. Paper presented to the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, D.C. December 2016.

Monte-Sano, C. (2016). "Disciplinary inquiry with high- and low-achieving students in an ethnically and linguistically diverse middle school." In John Saye (Chair), *Enacting disciplined inquiry in history classrooms*. Paper presented to the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Washington, D.C. December 2016.

Monte-Sano, C., **Thomson, S.**, **Hughes, R.**, & **Aumen, J.** (2016). Teaching inquiry and argument writing with primary sources. In Dana Bell (Chair), *The Library of Congress Teaching with Primary Sources Program*. Poster presented to the Annual Meeting of the National Council for the Social Studies, Washington, D.C. December 2016.

Reisman, A., Kavanagh, S., Monte-Sano, C., Fogo, B., McGrew, S., Simmons, E., & **Cipparone, P.** (2016). Facilitating whole-class discussions in history: A framework for preparing teacher candidates. In Pam Grossman and Morva McDonald (Chairs), *Core Practices in Teacher Education: Preparing Teachers to Facilitate Whole Class Discussion*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C. April 9, 2016.

De La Paz, S., Monte-Sano, C., & **Neel, M.** (2015). Using case study to analyze diverse students' learning in response to a historical writing curriculum. In Monika Weber Waldis (Chair), *Understanding students' historical writing processes: A disciplinary perspective*. Paper presented to the EARLI Annual Conference, Cyprus. August 28, 2015.

Monte-Sano, C., **Aumen, J.**, & **Bordonaro, A.** (2014). What shapes novices' uptake of core practices? Contextual influences on learning to teach history. In W. Blankenship,

*Teacher Learning*. Paper presented at Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA.

Weisner-Hanks, M., Burke, F., & Monte-Sano, C. (2014). Teaching history as inquiry. In J. Harris (Chair), *Promise and Peril: The Implications of the Common Core for History Education*. Paper presented at the annual meeting of the American Historical Association, Washington, D.C.

Monte-Sano, C., **Bordonaro, A.**, & **Aumen, J.** (2014). Successes and challenges in learning to teach history and literacy: A consideration of core history teaching practices for novices. In M. Singer-Gabella (Chair), *Learning Ambitious Teaching: Cases from Across the Disciplines*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

De La Paz, S., Monte-Sano, C., & Felton, M. (2014). Historical reading and writing apprenticeships for adolescent readers: Framing instruction within a disciplinary cognitive apprenticeship. In Duhaylongsod, L. (Chair), *Innovations in Teaching History: Promoting Historical Learning, Historical Understanding, and the Common Core Standards*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.**, & **Worland, K.** (2013). Historical reading and writing apprenticeships with adolescent readers: Integrating disciplinary learning with cognitive strategies. In J. Lee (Chair), *Exploring Literacy in the Humanities*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

De La Paz, S., Felton, M., Monte, Sano, C. (2013). Developing diverse middle school students' historical writing through a U.S. history curriculum intervention. In C. Monte-Sano (Chair), *Developing Students' Historical Literacy Practices: Integrating Subject Matter and Literacy in the Age of the Common Core*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, St. Louis, MO.

Monte-Sano, C., De La Paz, S., & Felton, M. (2013). Facing the CCSS and C3: Teaching Argumentative Writing and Inquiry. *Research into Practice*. Paper presented at the Annual Meeting of the National Council for the Social Studies, St. Louis, MO.

De La Paz, S. Felton, M., Monte-Sano, C., Croninger, B., **Jackson, C.** (2012). *Developing Historical Reading and Writing: Relationships Among Professional Development, Fidelity of Implementation, and Student Learning*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Monte-Sano, C., De La Paz, S., & Felton, M. (2012). Learning to teach argumentative historical writing by analyzing student work. In B. VanSledright (Chair), *When More of the Same Old Story is Just Not Enough: Possibilities and Challenges of Teaching Students and*

*Their Teachers to Think Historically*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Monte-Sano, C. & De La Paz, S. (2011). Using Writing Tasks to Elicit Adolescents' Historical Reasoning. In *Disciplinary writing in high school* session. Paper presented at the 4<sup>th</sup> International Writing Research Across Borders Conference. Fairfax, VA.

Monte-Sano, C. (2011). Learning to teach historical writing during and after preservice teacher education. In C. Monte-Sano (Chair), *Supporting students' intellectual engagement in social studies: Cases of teacher capacity and teacher learning*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Monte-Sano, C., De La Paz, S., & Felton, M. (2011). Learning to teach reading, thinking, and writing in 8<sup>th</sup> grade U.S. history classes: Results of a curriculum intervention and professional development initiative. In B. Girard (Chair), *Tools of the (Disciplinary Literacy) Trade: Exploring Cases of Social Studies Teaching*. Paper presented at the Annual Meeting of the College and University Faculty Association of the National Council of the Social Studies, Washington, D.C.

Monte-Sano, C. & **Budano, C.** (2010). Learning to teach historical thinking: New teachers' approaches to world history. In C. Monte-Sano (Chair), *Researching social studies teacher learning and teacher education across time in history and social studies*. Presented at the Annual Meeting of the College and University Faculty Association of the National Council of the Social Studies, Denver, CO.

Monte-Sano, C. & **Harris, K.** (2010). Two novices' approaches to teaching writing in history class. In C. Monte-Sano (Chair), *Researching social studies teacher learning and teacher education across time in history and social studies*. Paper presented at the Annual Meeting of the College and University Faculty Association of the National Council of the Social Studies, Denver, CO.

Monte-Sano, C. (2009). Learning to teach historical thinking by confronting epistemological beliefs and analyzing students' disciplinary reading and writing. In D. Hammer (Chair), *Learning to foster disciplinary practices through teacher education: Foregrounding attention to student thinking and confronting teachers' epistemological beliefs*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Monte-Sano, C. (2009). Assessing disciplinary understanding and reasoning in students' history essays. In C. Omahony (Chair), *Research on teaching and learning history*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Monte-Sano, C. (2008). The intersection of reading, writing, and thinking in a high school history classroom. In B. Trofanenko (Chair), *Considering the historical narrative: Student dialogue, critique, and engagement* presented at the Annual Meeting of the

American Educational Research Association, New York, NY.

- Monte-Sano, C. (2008). Recognizing our students: Cases of learning to teach for historical reading, writing, and thinking. In H. Conklin (Chair), *Making sense of students' abilities in history and social studies*, presented at the Annual Meeting of the College and University Faculty Association of the National Council of the Social Studies, Houston, TX.
- Monte-Sano, C. (2007). Improving students' evidence-based reasoning through writing instruction. In C. Monte-Sano (Chair), *Reading, Writing and Citizenship*. Paper presented at the Annual Meeting of the College and University Faculty Association of the National Council of the Social Studies, San Diego, CA.
- Monte-Sano, C.B. (2006). *Historical Thinking Matters*: Learning to teach historical reading and thinking online. In S. Leon (Chair), *Putting it all together: Developing curriculum modules for the internet*. Paper presented at the Annual Meeting of the American Historical Association. Philadelphia, PA.
- Monte-Sano, C. (2006). *Learning to use evidence in historical writing*. Paper presented at the Annual Stanford School of Education Student Research Conference. Stanford, CA.
- Martin, D., Wineburg, S., Monte-Sano, C.B., & Reisman, A. (2006). *Historical Thinking Matters*. In D. Martin (Chair), *Beyond the digital archive: Designing environments and pedagogies to support historical inquiry*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Monte-Sano, C. & Wineburg, S. (2006). Famous Americans: Changes in historical consciousness across an American century. In P. Seixas (Chair), *The shape of the past: historical consciousness across borders*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Monte-Sano, C. (2006). Adolescents' use of evidence in history essays: From summary to reasoning. In L. Levstik (Chair), *Worlds within worlds: Evidence and interpretation in the teaching and learning of history*. Paper presented at the Annual Meeting of the College and University Faculty Association of the National Council of the Social Studies, Washington, DC.
- Martin, D. & Monte-Sano, C.B. (2005). Teaching history methods: A vision promoting critical literacies. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Washington, D.C.
- Martin, D. & Monte-Sano, C.B. (2005). Inquiry, controversy and ambiguous texts: Learning to teach for historical thinking. Paper presented at the Annual Meeting of the American Educational Research Association, Montréal, Canada.
- Monte-Sano, C.B. (2005). Learning to write historically: One student's progression in evidence

selection and use. Paper presented at the Annual Meeting of the American Educational Research Association, Montréal, Canada.

Sato, M., Hyler, M. E., Monte-Sano, C. B. (2002). The National Board Certification process and its impact on teacher leadership. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Sato, M., & Monte-Sano, C. B. (2001). The role of self-study in research on teaching—multiple perspectives, common purposes: Through the lens of National Board Certification. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

### ***Invited Talks***

“Enhancing historical reasoning: Measuring and developing students’ epistemological understanding” panelist. University of Amsterdam International Seminar on History Education, September 9, 2019.

“Engaging in inquiry and investigation with sources: Lessons from Education Research.” Keynote address to the *Teaching Undergraduates with Archives* National Symposium hosted at the University of Michigan’s Bentley Historical Library, November 7, 2018.

“*Read.Inquire.Write*. Curriculum to Support Disciplinary Thinking and Argument Writing in Middle Schools Social Studies.” Two-day workshop offered with Mary Schleppegrell for the California History-Social Science Project Directors and Staff, University of California – Davis, October 11-12, 2018.

“What do teachers need to know and be able to do to teach social studies inquiry practices to all students?” Invited talk in EDUC 118, School of Education, University of Michigan, Ann Arbor, MI. March 5, 2018.

“Teaching students to read and reason with sources in history-social sciences,” Professional development workshop for St. Louis City social studies teachers. St. Louis, MO. October 13, 2017.

“Reading, thinking, and writing about history,” Webinar for the Inquiry into Disciplinary Literacy and Learning (IDLL) professional development network coordinated by Melissa Brooks-Yip at Washtenaw Intermediate School District and Livingston Educational Services Agency. April 21, 2016.

“Teaching argument writing in history classrooms.” Invited speaker for the Great Lakes History Conference, Grand Valley State University, Grand Rapids, MI. October 9, 2015.

“Understanding and supporting students’ argument writing in social studies classrooms.” Keynote speaker for the Ohio Council of the Social Studies Annual Meeting, Columbus, OH. October 6, 2015.

Guest speaker for the MOOC, “Improving Historical Reading and Writing.” Designed by Scott Petri and Corbin Moore. Offered via Canvas net. July 2015.

[http://www.socialstudies.org/professional\\_development/improving\\_historical\\_read](http://www.socialstudies.org/professional_development/improving_historical_read).

“The Historical Writing Project: ‘It’s not that simple.’” Presented to historians, learning scientists, and teacher educators at the University of Illinois-Chicago; hosted by the UIC History Department and the UIC Learning Science Research Institute. March 16, 2015.

“Teaching Historical Writing.” Presented to historians, learning scientists, teacher educators, and mentor teachers. Hosted by the University of Illinois-Chicago; hosted by the UIC History Department and the UIC Learning Science Research Institute. March 16, 2015.

“Argument Writing in the History Classroom.” Presented to Oakland County Intermediate School District Teachers, Waterford, MI. March 6, 2015.

“Learning to Write Like a Historian.” Presented to the Washtenaw Intermediate School District’s Writing Collaborative Teacher Network. Ann Arbor, MI. February 6, 2015.

“Disciplinary Literacy Tools to Promote Reading and Argumentative Writing in the Social Studies, Grades 6-12.” Presented at the Los Angeles County Office of Education, Downey, CA. January 22, 2015.

“The *Reading Like a Historian* Approach to Teaching History and Literacy.” Presented to the Washtenaw Intermediate School District’s Reading Apprenticeship Teacher Network. Ann Arbor, MI. January 15, 2015.

“Assessing Students’ Historical Arguments.” In W. Parker, *New Works from Research and Practice*. Presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Boston, MA. November 20, 2014.

Guest speaker on argumentation in history for the MOOC, “Supporting English Language Learners Under New Standards: Argumentation.” Designed by Karen Thompson, Sara Rutherford-Quach, and Kenji Hakuta. Offered by Stanford University and Oregon State University. <https://novoed.com/osu-stanford-ELL>. October 2014.

“Social Studies Writing and the C3 Framework.” Kent County Intermediate School District, professional development meeting. Grand Rapids, MI. May 19, 2014.

“Assessing Students’ Historical Thinking and Argument Writing.” Social Studies Assessment, Curriculum, and Instruction Collaborative sponsored by the Council of Chief State School Officers (CCSSO). May 8, 2014.

“Social Studies Writing and the C3 Framework.” Michigan Social Studies Supervisors Association, quarterly meeting. Lansing, MI. April 15, 2014.

“Supporting students’ opinion writing in social studies” presented to elementary teachers and



“Supporting students’ historical argument writing” presented to secondary teachers at Advanced Technology Academy, Dearborn, MI. March 28, 2014.

“Using the *Reading Like a Historian* Approach in Teaching the C3.” Michigan Council of the Social Studies annual conference. Lansing, MI. October 18, 2013.

“Teaching historical thinking and writing.” *Teaching American History* grant projects led by the University of Delaware. Dover, DE. March 20, 2012.

“Preparing teachers to teach historical writing. In R. Bain (Chair), *Reading and Writing Like Historians: Literacy in History Teaching*. Co-presented with B. Hoffman at the Annual Meeting of the Organization of American Historians, Milwaukee, WI. April 19, 2012.

“Teaching adolescents to write arguments by doing history.” Michigan Council of the Social Studies and Michigan Council on History Education joint conference. Macomb, MI. November 2, 2012.

“Vision for the College, Career, and Civic Life (C3): A Framework for Inquiry in Social Studies State Standards.” Team presentation led by K. Swan, S.G. Grant, S. Griffin, & J. Lee at the Annual Meeting of the National Council for the Social Studies, Seattle, WA. November 17, 2012.

“Preparing new history teachers to develop adolescents’ historical reading and writing.” State of the Field: Teaching and Learning History. Presented at the annual meeting of the *Organization of American Historians*, Washington, D.C., April 9, 2010.

“Attention to students’ historical thinking: A window into new teachers’ developing disciplinary understanding and pedagogical content knowledge.” Presented to the Physics Education Research Group, University of Maryland. College Park, MD. April 15, 2010.

“Discussing the success of the New Deal using a ‘Structured Academic Controversy.’ *Teaching American History* Summer Institute for Prince George’s County Schools in partnership with the University of Maryland, College Park. Greenbelt, MD, June 22, 2010.

“Writing in the K-12 history classroom.” *Teaching American History* Fall Kick-Off meeting for Anne Arundel County Public Schools in partnership with the University of Maryland, Baltimore County. Edgewater, MD, September 22, 2010.

“‘Famous Americans:’ The changing pantheon of American heroes and what it means for historical consciousness.” Sam Wineburg, lead author. Division C Invited Talk. Presented to the Annual Meeting of the American Educational Research Association, New York, NY, March 26, 2008.

“Reading, writing, and thinking in a history classroom.” Presented to the Woodrow Wilson Early College High School Initiative Network, Princeton, NJ, February 7, 2008.

“Writing in the Discipline.” *Teaching American History* Summer Institute for Baltimore County Public Schools in partnership with the University of Maryland, Baltimore County. Baltimore, MD, June 23, 2008.

“Attention to subject, attention to teaching, attention to learners: What takes precedence as preservice candidates learn to teach historical thinking, reading, and writing? Presented to the EDCI Colloquium, University of Maryland. College Park, MD, November 21, 2008.

“Integrating history thinking and reading into writing instruction.” *Teaching American History* Summer Institute for Baltimore County Public Schools in partnership with the University of Maryland, Baltimore County. Baltimore, MD, December 4, 2008.

“Reading, Writing and Citizenship.” Co-presented to the EDHD Colloquium, University of Maryland. College Park, MD, November 20, 2007.

“Learning to use evidence in historical writing.” Larry Metcalf Dissertation Award speech for the National Council for the Social Studies annual conference, San Diego, CA, December 1, 2007.

## **Editorial Work**

2019-2020 Department Editor for Disciplinary Literacy column, *Journal of Adolescent & Adult Literacy*, Volume 64.

2018-2020 Advisory Board Member, *Teaching with Primary Sources Journal*

2006-2018 Reviewer for *American Educational Research Journal*, *Curriculum Inquiry*, *Journal of Teacher Education*, *Journal of Curriculum Studies*, *The Journal of the Learning Sciences*, *Elementary School Journal*, *Teaching and Teacher Education*, *Journal of Literacy Research*, *Educational Psychology Review*, *Cognition and Instruction*, and *Theory and Research in Social Education*.

2010-2013 Editorial Board member for *Theory and Research in Social Education*

2007-2009 Proposal reviewer for the Annual Conference of the College and University Faculty Assembly research branch of the National Council for the Social Studies.

2001-2008 Proposal reviewer for the Annual Conference of the American Educational Research Association, Division K, Division C, Teaching History SIG.

## **Professional Service**

### ***University of Michigan***

2015-2019 *Engaging the Archives*, The Bentley Historical Library, Ann Arbor, MI.  
Co-developed and co-taught this course to U-M faculty. The course is designed to (1) improve collaboration between University of Michigan faculty and Bentley

Historical Library archivists and (2) increase opportunities for U-M students to develop their historical thinking, archival literacy, and understandings of others through coursework that brings them to the Bentley Historical Library.

2015-2016 Student Learning Advisory Committee/Transforming Learning for the Third Century (TLTC) selection committee, convened by James Holloway, Vice Provost for Global and Engaged Education

### ***School of Education***

2017-2019 Program Chairs and Academic Deans Committee,  
LTEP Committee (Advisory to the Associate Dean for Teacher Education)

2017-2019 School of Education Executive Committee (Advisory to the Dean)  
2013-2016

2016-2017 School of Education Promotion and Tenure Committee

2012-2013 Graduate Affairs Committee

### ***Programs***

2016-2019 Associate Chair and Chair of Elementary Teacher Education

2015-2016 Teaching and Teacher Education Doctoral Program Coordinator.  
2013-2014

2012-2019 Lead Faculty for Elementary Social Studies Teacher Education. Role includes apprenticing doctoral students; program assessment design, administration, scoring; course development and revision.

2012-2017 Admissions for the ELMAC, undergraduate elementary, Master's in Teaching and Learning, and Doctorate in Teaching and Teacher Education programs

2012-2013 Elementary Curriculum Design Group

### ***Professional Organizations (recent)***

#### National

2019-2020 National Academy of Education "Civic Reasoning, Debate, and Discourse" panelist for the "Pedagogical Practices and How Teachers Learn" committee. Washington, D.C.

2019-2024 Advisory Board Member for the WRITE Center for Secondary Students: Writing Research to Improve Teaching and Evaluation. University of California, Irvine.

2014 Advisory Panel for the College Board's proposed *Grade 6-12 Social Studies/History Program*. New York, NY.

- 2013-2015 Professional development consulting and delivery to support national uptake of the C3 Framework for Social Studies State Standards.
- National Council for the Social Studies *Literacy Collaborative C3 Network* initiative. “Meeting the Common Core State Standards for English Language Arts: Argument Writing in Social Studies.” Presentation via webinar for the National Council for the Social Studies C3LC Professional Development program. June 10, 2015.
- “The New C3 Framework for Social Studies State Standards: Implications for History Education.” Webcast hosted by the Los Angeles County Office of Education, Downey, CA. March 3, 2015.  
<http://www.lacoe.edu/CurriculumInstruction/NewsAnnouncements/tabid/173/ID/455/The-C3-Framework-for-Social-Studies-State-Standards-Implications-for-History-Education.aspx>
- “The *Reading Like a Historian* Approach to Teaching the C3” presented to the Social Studies Assessment, Curriculum, and Instruction collaborative, a working group of the Council of Chief State School Offices (CCSSO). Baltimore, MD, May 14, 2013.
- “Teaching Students to Read, Write, and Think Historically Using Primary Sources.” Webinar and teacher advisory group seminar sponsored by the Smithsonian National Museum of American History. Washington, D.C., May 15, 2013.
- 2013-2015 Advisory Board member and consultant for WGBH’s *Reading and Writing in the Disciplines* professional development project. Boston, MA.
- 2011-2013 Writing Team Member for the *College, Career, and Civic Life (C3): A Framework for Inquiry in State Social Studies Standards*, sponsored by CCSSO and NCSS.
- 2012 *History Teaching Practices Delphi Panel Study*. Center to Support Excellence in Teaching, Stanford University
- 2010-2013 *Teaching History* SIG of the American Educational Research Association (AERA). Treasurer, 2012-2013; Chair, 2011-2012; Program Chair, 2010-2011.
- State
- 2015-2017 Michigan Department of Education—External Reviewer and Focus Group member for the updated Grade-Level Content Expectations and High School Content Expectations in Social Studies
- 2013-2017 Michigan Council for History Education, Board of Directors.
- 2012-present Partnership development with Dearborn Public Schools, Oakland County

Intermediate School District, Washtenaw County Intermediate School District, Michigan Department of Education Social Studies Consultant, and Scarlett Middle School social studies department.

### International

- 2014 Practice-based teacher education and history education consultant to Facultad de Educación, Pontificia Universidad Católica de Chile, Santiago, Chile in June 2014. Hosted by Rodrigo Henríquez. Talks included:
- “Teaching Students to Read, Write, and Think Historically Using Primary Sources” presented to undergraduates and local teachers.
  - “Teaching High-Leverage Practices in History” presented to teacher education faculty.
  - “Qualities of Historical Thinking in Writing” presented to the history department faculty and students.
  - “Successes and Challenges in Learning to Teach Historical Writing” presented to teacher education faculty from several universities in Chile.

### ***University of Maryland***

- 2010-2011 College of Education Educator Preparation Conceptual Framework Committee  
2009-2011 Teacher Preparation Leadership Committee: Co-Chair 2009-2010; Member 2010-2011  
2006-2011 Secondary Education Committee: 2009-2011 Chair; Member 2006-2009.  
2006-2009 Secondary Social Studies Teacher Education Program Development  
2007-2010 Secondary Master’s Certification Program Committee  
2007-2011 Secondary Master’s Certification Program Admissions  
2008 Department of Curriculum and Instruction Advisory Board, College Park, MD  
2006-2007 Graduate Research and Education Leadership Committee (GREL)

### ***Selected Consultancies***

I have consulted on curriculum development, assessment, teaching, teacher education, historical writing, National Board Certification, professional development programs, or web design with the following organizations: Baltimore County *Teaching American History Grant*; Anne Arundel County *Teaching American History Grant*; Prince George’s County *Teaching American History Grant*; Delaware Social Studies Education Project *Teaching American History Grant*; *National Archives and Records Administration*, Washington, D.C.; *Cesar Chavez School for Public Policy*, Washington, DC; *National History Day*, College Park, MD; *Envision Schools*, San Francisco, CA; *Martin Luther King Papers Project: Liberation Curriculum*, Stanford, CA; *Bill Lane Center for the Study of the North American West*, Stanford, CA; *James Monroe High School*, Sepulveda, CA; *Phillips Exeter Academy*, Exeter, NH; *East Palo Alto High School*, East Palo Alto, CA; *SRI, International*, Menlo Park, CA; *Strategic Literacy Initiative at WestEd*, Oakland, CA; *Marin County Office of Education*, San Rafael, CA; *National Board Support Network at WestEd*, San Francisco, CA.

### **Teaching**

- 2015-2018 *History-Social Studies Education Brownbag Group*. Developed and continued a

monthly gathering of students and faculty interested in history and social studies education, with initiative from **Sarah Thomson** and **Jared McBrady**. Students and faculty take turns sharing their research, developing their thinking related to specific projects or milestones, and practicing talks.

- 2014, 2016, 2019 *Research on Social Studies Teaching and Learning*, Ann Arbor, MI.  
Elective course for doctoral and master's students. (as independent study in 2019)
- 2013, 2016 *Research on Teaching*, Ann Arbor, MI.  
Required course for doctoral students.
- 2013 *Facilitating Classroom Discussions*, Ann Arbor, MI.  
Required elementary teacher education course embedded in a partner middle school site.
- 2012-2018 *Teaching Social Studies, K-8, Ann Arbor, MI*.  
Required elementary teacher education course for master's and undergraduate teaching interns.
- 2009-2012 *Disciplinary Literacy in Social Studies Writing*, Laurel, MD.  
Course for local U.S. history teachers developed in collaboration with Susan De La Paz and Mark Felton.
- 2009-2011 *Curriculum & Instruction in Secondary Education: Social Studies & History*, College Park, MD. Required secondary teacher education course for undergraduate teaching interns.
- 2007-2012 *Theory and Research in Social Studies Education*, College Park, MD.  
Required course for History/Social Studies doctoral students, developed as part of a two-course sequence.
- 2007-2009 *Trends in Secondary Social Studies Education*, College Park, MD.  
Required secondary teacher education course for master's teaching interns.
- 2006-2011 *Secondary Social Studies Pedagogy*, College Park, MD.  
Required secondary teacher education course for master's teaching interns.
- 2002-2005 *Curriculum & Instruction in History/Social Studies*, Stanford, CA.  
Required secondary teacher education 3-course sequence. Co-instructor with Sam Wineburg, 2002-2003, and lead-instructor.
- 2000-2003 Stanford School of Education Teaching, Stanford, CA.
- 2003, *The Study of Teaching*, Teaching Assistant for Pam Grossman
  - 2002, *Performance Assessment for California Teachers*, Coach and Consultant for history/social studies teacher candidates
  - 2000-02, *National Board Resource Center*, Coach for NBPTS candidates

1995-2000 Social Studies Teacher, *Piedmont High School*, Piedmont, CA.

1994 Social Studies Teacher, *Branford High School*, East Branford, CT.

### ***Advising***

#### Doctoral Student Advising

##### *University of Michigan Advisees*

Anne Bordonaro, “Coming to know others’: Using a dual narrative approach to foster empathy, identity, and historical thinking. A case study of history teaching and learning in a conflict environment.” (Dissertation Chair, Completed December 2017)

Jared Aumen, “Supporting teacher learning about disciplinary literacy: An exploration of professional development, social studies teachers’ thinking, and inherent challenges.” (Dissertation Chair, Completed May 2017)

Ryan Hughes, “History in the heartland: The development of historical consciousness in third grade.” (Dissertation Chair, Completed May 31, 2019)

Peter Cipparone, “Engaging with others’ ideas, engaging as young citizens: A study of discussions in an upper elementary school classroom.” (Dissertation Chair, Final Successful defense August 28, 2019)

Sarah Thomson, “Which text types help students ‘do’ history: Toward a model of disciplinary literacy for learners transitioning to secondary schools.” (Dissertation Chair)

Katie Revelle, “Enacting project-based curriculum materials in civic education: An exploration of integrated civics and literacy instruction in third grade.” (Dissertation Co-Chair)

Mar Estrada (Year 3)

Christine Quince (Year 3)

Logan Eiland (Year 1)

##### *University of Michigan Non-Advisee Dissertation Committees*

Michelle Nguyen Kwok (Dissertation committee member, Completed December 2015)

Claudia Cameratti Baeza (Dissertation committee member, Completed May 2017)

Will Toledo (Dissertation committee member, Completed May 2018)

Susanna Farmer (Dissertation committee member, Completed May 2019)

John-Carlos Marino (Dissertation committee member, Proposal approved May 2017)

##### *University of Michigan Pre-Dissertation Support*

Brad Cawn (Prelim A Chair—advanced to Candidacy in January 2016)

Blair Beuche (Preliminary Exam Committee, Fall 2014)

Martha Curren-Preis (Prelim A committee member, Summer 2014)

Rachel Kuck (Prelim A committee member, Spring 2017)

Chris Lee (Prelim A Committee, Summer 2014)

##### *University of Maryland Advisees*

Kristen Harris, “The college choice process of four students from rural Appalachian Kentucky.” (Dissertation Chair, Completed June 2013)

Christopher Budano, “The nature of expertise among university faculty in American political science: Implications for teaching high school civics and government.” (Dissertation

Chair, Completed June 2012)  
Eric Watts, "Historians' role in teacher education: Personal and institutional factors that lead to their engagement in preparing future teachers of their discipline." (Dissertation Co-Chair, Completed April 2012)  
Melissa Vincent Cochran, "Teaching historical thinking: The challenge of implementing reform-minded practices for three first-year teachers." (Dissertation Chair, Completed October 2010)

*University of Maryland Non-Advisee Dissertation Committees*

Kevin Meuwissen (Dissertation Committee, Completed June 2012)  
Alana Murray (Dissertation Committee, Completed March 2012)  
Beth Scott (Dissertation Committee, Completed December 2010)  
Gary Homana (Dissertation Committee, Completed December 2009)

Master's Student Advising

2016-2017 Rebecca Kon  
2013-2015 Patrick Love, Aliza Stein  
2011-2012 Jessie Clough, Kelly Delauder, Kevin Doherty, Samantha Fowler, Samuel Beckett Flower Horne, David Owens, Matthew Quinn, Rachel Rowan, Ellen Slobodnik, Michael Spielman, Zach Stahly, Katherine Young  
2009-2011 David Ellwood  
2009-2010 Caitlin Street, Sarah Wells, Mike Lewis, Pete Whitlock, Andrea Maples, Stephanie Staub, Heather Brady, John DiFato, Jared Ettinger, Glenn Licker, Rhonda Humphries, Sarah Thomson, Christina Field  
2008-2009 Elena Crawford, Angela Wang, Tracy Syetta, Chrissy Holt, Noah Grosfeld-Katz, Todd Stillman, Joy Beatty, Terita Pottinger, Irena Jones, Laura Fess, Shaina Mattei, Julia Novakowski, Jillian DeSeve, Jaya Das, Beth Hansen  
2007-2008 Katherine Guise, Melissa Lay, Timothy Rodman, Matthew White, Jamie Gorsuch, Mark Hajjar, Darren Gwin, Colleen Moore, Sony Thomas, Claire Kunkel  
2006-2007 Sally Alkon, Damiah Casimirri, Matt Gardner, Zac Gordon, Joseph Furlong, Joe Jelen, Bill Moyer, Denise Meadows, Nicole Powell, Pete Schaefer, Aaron Shin, Chizoba Udiorji