

**Teaching American History for All**  
***Changing Definitions of Citizenship in United States History***  
**Mt. Diablo Unified School District**  
**UC Berkeley History-Social Science Project**  
**September 2006 – August 2009**

**Goal for the grant:** Increase student understanding of and appreciation for American history, improve students' content literacy, and encourage active involvement in the American democratic process. To that end, this grant will address the particular needs of underperforming students (English learners and low literacy students).

**Goals for professional development:** 1. Deepen teachers' knowledge of American history content and historical thinking skills and 2. Enhance teachers' ability to translate this knowledge into student learning through the use of expository reading and writing strategies.

**50 MDUSD teachers: 15 fifth grade cadre and 35 in the 8 & 11<sup>th</sup> grade cadre**

**Teacher benefits:**

- Receive stipends:
  - \$1600 for 2 week summer institute in 2008; \$800 for 2009 one-week institute.
  - \$280 for participation in the four-part academic year colloquia, 2007 -08 and 2008 -09.
- Packets of standards-based, grade-specific primary and secondary sources
- Model lessons for each grade level (combining standards-based content, historical thinking, and academic literacy strategies)
- Historical resources
- UCB Professor workshops and collaboration
- UCB graduate student collaboration
- Collaboration with committed MDUSD and UCBH-SSP history teachers at each grade level and across grade levels
- Academic literacy workshops demonstrating strategies to help students acquire greater proficiencies in reading, writing, and thinking in history

**Teacher Responsibilities:**

- Attend all colloquia meetings and Summer Institute
- Implement literacy strategies on historical reading, writing, and thinking
- Bring back student work
- Develop and implement 2 history lessons in 2008-09
- Commit to the grant from 2007-2009

**2006- 2007: Year 1 Overview**

**Fall and spring:**

- **Three Academic Year Colloquia-** Teachers attended introductory meetings. Teachers were introduced to reading comprehension strategies and professors delivered content-area, grade-specific presentations.
- **Teacher Training:** Teacher leaders/coaches selected at the 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade level. Teacher leaders were trained for three and a half days on peer coaching, reading and writing strategies, and curriculum development. Teacher leaders/coaches received one grade-specific lesson plan that incorporated the strategies.
- Grade Level teams composed of 2 teacher coaches, teacher participants, and one UC Berkeley graduate student designed one lesson, with professor input, for 2007 summer institute presentations.
- **Coaching:** Project Director and Coordinator modeled teaching strategies in the classroom.

**Summer:**

- **Summer institute: August 6 -10 and 13 -17, 2007:** Daily professor presentations were delivered on different aspects of citizenship from the colonial era through the 1970s, discipline-specific reading, writing and thinking strategy workshops were presented, collaboration time was allotted to discuss classroom implementation of strategies and content learned from the presentations, and grade level teams refined and presented the designed lesson plans

## 2007 -2008: Year 2

### Fall and spring:

- **Four Academic Year Colloquia-** Teachers will use the model lessons from the summer institute with their students and bring student work to designated grant meetings for grade level collaboration; professors will deliver content-area, grade-specific presentations. **Colloquia dates:** 4 – 7:30 PM (with dinner), November 1st, January 31st, March 13<sup>th</sup> and May 1<sup>st</sup>
- **Teacher Training:** New participants will receive workshop training during two release days in late February.
- **Coaching:** In schools with the greatest numbers of English learners and low literacy students, teacher leaders will demonstrate history lessons in teachers' classrooms. The lessons will fit into the current history unit and will incorporate the learned academic literacy strategies.

### Summer:

- **August 2008 two-week summer institute: (August 4-8, 11-15).** Teachers will develop one history lesson plan to teach during the 2008-2009 school year in addition to content-area, grade-specific professor and teacher presentations.

## 2008 -2009: Year 3

### Fall and spring:

- **Four Academic Year Colloquia-** Participants will teach their institute-created lesson plans and bring student work to designated grant meetings; professors will deliver content-area, grade-specific presentations. Dates to be determined in October, January, March and May from 4 – 7:30 PM, (with dinner).
- **Coaching:** Teacher leaders will observe target grant teachers' lessons incorporating content and academic literacy skills.

### Summer and fall:

- **August 2009 one-week summer institute (date to be determined):** This institute will include professor presentations and preparation time for the Fall 2009 Conference teacher workshops.
- **2009 Fall Teaching American History Conference (date to be determined):** In collaboration with the UC Berkeley History Department, MDUSD grant teachers will present and demonstrate their proficiencies in history content and discipline-specific reading and writing strategies for underachieving students to Bay Area American history teachers.

### Staff:

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