*Voices Across Time: Teaching American History Through Song*

National Teacher Focus Group

APPLICATION

**I. Personal Information**

Name:

Title (if applicable):

Home address:

Email address:

Home Phone: Is this a cell phone or land line?

Alternate Phone: Is this a cell phone or land line?

Preferred way to contact you?

What grade(s) and subject(s) do you teach?

School Name and address:

Grade-levels taught in this school:

District Name and address:

Years at this position: (full or part time):

Area(s) of certification, certification title and dates:

Describe your current teaching responsibilities:

In the past 10 years, what other professional positions have you held? List your title, employer, location (city and state) and years in each:

What is your highest degree earned? Please indicate any other college degrees held.

What additional professional responsibilities do you have, if any?

List your major professional achievements of the past 10 years (promotions, leadership roles, awards/fellowships/institutes, grants applied for and received, etc.):

**II. School Information**

Check all that describe your school:

\_\_ Public \_\_ Public Charter \_\_ Private (Independent) \_\_ Private (Religiously affiliated)

\_\_ Urban \_\_ Rural \_\_ Suburban

Is your school a magnet school or a school with a special program emphasis (i.e. STEM focused, Arts focused, etc.) Yes   / No      \_\_\_\_\_\_\_\_\_\_ If yes, please specify:

Approximately what percentage of the students in your school is eligible for free or reduced-price school lunch?

\_\_ 0%

\_\_ 1%-10%

\_\_ 11% to 24%

\_\_ 25% to 35%

\_\_36% to 49%

\_\_ 50% to 65%

\_\_ 66% to 74%

\_\_ 75% to 89%

\_\_ 90% to 99%

\_\_ 100%

\_\_  The school provides lunch to all students without annually determining student eligibility.

\_\_ The school does not participate in the National School Lunch Program.

\_\_ The school does not use this measurement of socioeconomic status, to my knowledge.

What standards for learning does your school or district **currently** use to guide learning **in your classroom**? Check all that apply:

* State standards for learning (specify):
* National standards adopted by my state, district, or school (specify all that apply)
  + Common Core Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
  + Common Core Standards in Mathematics
  + 21st Century Skills for Learning
  + National Council of Teachers of English
  + National Council for the Social Studies
  + National Council for History Standards
  + National Standards for Music Education
  + National Standards for Arts Education
* Standards related to Principles of Good Practice of the National Association for Independent Schools
* National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools
* Other standards related to a particular methodology for teaching and learning or curriculum (Montessori, KIPP, International Baccalaureate curriculum, problem-based learning, Advanced Placement curriculum, etc.—specify):
* Other (specify):

What assessments does your school require students to pass in your discipline and/or grade level, if any?

What kinds of assessments do you routinely use in units you teach?

**III. Teaching Philosophy/Approach**

Reflect on what influences the lives of the students you teach, and how they identify themselves and their families. Briefly describe the spectrum of students who attend your school in social and cultural terms (i.e. families’ income levels, ethnic and/or racial identities, religious affiliations, professions or avocations).

When you consider what you will teach your students over the course of a semester or academic year, what foundational area(s) of learning, including skill-building or remediation, are the greatest priorities?

Describe how you have used music in your classroom for instructional purposes, if at all (prior use of music not required, although interest in doing so is beneficial):

What intrigues you about integrating music in existing curricula? What benefits do you see in using songs that represent different time periods and communities within American history and culture?

A primary goal of this project is to enhance perspectives of Asian-Americans, Latino/a-Americans, Native-Americans, and African-Americans in the Resource Guide. What are some ways that your students—of any background—may benefit from this enhancement?

Please indicate what kind of technology you currently use in your classroom (Powerpoint, Smartboard, YouTube, iTunes, CD player, etc):

**IV. Commitment**

The time commitment for this project is expected to be approximately 15 hours and will include review of the Teachers’ Resource Guide (nearly 630 pages, about half of which is text and the remainder is music and lyrics) with preparation for focused feedback (approximately 13 hours). You will be asked to complete an online survey (approximate time 1 hour, to be completed between August 19-26) and participate in a conference call (1 hour) scheduled sometime between September 23 and October 4). (There may be additional opportunities for a select number of teachers to pilot a lesson plan or instructional activity in their classroom.) The compensation for the project is a copy of the Guide (provided at no cost, a value of $250) and a $200 honorarium. Do you foresee any challenges to making this commitment? (i.e. prior family commitments, vacations, required school professional development, courses, etc.).

\_\_\_\_\_ NO

\_\_\_\_\_ YES (please explain)

**VI. Submit** your application by Friday, July 12 via email (Word document or PDF) to Mariana Whitmer, email: [samed@pitt.edu](mailto:samed@pitt.edu).