

TEACHER OF THE YEAR MARYLAND

TEACHER OF THE YEAR MARYLAND IS A PRESTIGIOUS RECOGNITION AWARDED ANNUALLY TO OUTSTANDING EDUCATORS WITHIN THE STATE WHO DEMONSTRATE EXCEPTIONAL COMMITMENT, INNOVATION, AND IMPACT IN THE CLASSROOM. THIS ACCOLADE NOT ONLY HONORS INDIVIDUAL EXCELLENCE BUT ALSO HIGHLIGHTS THE VITAL ROLE THAT TEACHERS PLAY IN SHAPING FUTURE GENERATIONS AND ADVANCING EDUCATIONAL STANDARDS. THE TEACHER OF THE YEAR MARYLAND PROGRAM CELEBRATES EDUCATORS FROM DIVERSE BACKGROUNDS AND GRADE LEVELS, EMPHASIZING LEADERSHIP, COMMUNITY INVOLVEMENT, AND STUDENT ACHIEVEMENT. AS THE PROGRAM CONTINUES TO EVOLVE, IT REFLECTS THE DYNAMIC NATURE OF EDUCATION AND THE IMPORTANCE OF RECOGNIZING THOSE WHO INSPIRE AND EMPOWER STUDENTS. THIS ARTICLE DELVES INTO THE HISTORY, SELECTION PROCESS, BENEFITS, AND NOTABLE RECIPIENTS OF THE TEACHER OF THE YEAR MARYLAND AWARD. THE FOLLOWING SECTIONS PROVIDE A COMPREHENSIVE OVERVIEW OF THE PROGRAM AND ITS SIGNIFICANCE IN THE MARYLAND EDUCATIONAL LANDSCAPE.

- HISTORY AND PURPOSE OF TEACHER OF THE YEAR MARYLAND
- SELECTION CRITERIA AND PROCESS
- BENEFITS AND OPPORTUNITIES FOR AWARDEES
- NOTABLE RECIPIENTS AND THEIR CONTRIBUTIONS
- IMPACT ON MARYLAND EDUCATION COMMUNITY

HISTORY AND PURPOSE OF TEACHER OF THE YEAR MARYLAND

THE TEACHER OF THE YEAR MARYLAND PROGRAM WAS ESTABLISHED TO FORMALLY RECOGNIZE EXEMPLARY EDUCATORS WHO DEMONSTRATE OUTSTANDING TEACHING PRACTICES AND DEDICATION TO STUDENT SUCCESS. SINCE ITS INCEPTION, THE PROGRAM HAS AIMED TO HIGHLIGHT THE CRITICAL ROLE TEACHERS PLAY IN FOSTERING ACADEMIC ACHIEVEMENT AND PERSONAL GROWTH. THE INITIATIVE ALIGNS WITH NATIONAL EFFORTS TO CELEBRATE TEACHER EXCELLENCE AND ELEVATE THE TEACHING PROFESSION. OVER THE YEARS, IT HAS BECOME A HALLMARK OF EDUCATIONAL DISTINCTION WITHIN MARYLAND, PROMOTING A CULTURE OF APPRECIATION AND MOTIVATION AMONG EDUCATORS STATEWIDE. THE AWARD SERVES NOT ONLY TO HONOR INDIVIDUAL TEACHERS BUT ALSO TO INSPIRE INNOVATION AND CONTINUOUS IMPROVEMENT ACROSS MARYLAND'S SCHOOLS.

ORIGINS AND DEVELOPMENT

THE PROGRAM ORIGINATED IN RESPONSE TO GROWING RECOGNITION OF THE IMPORTANCE OF TEACHER LEADERSHIP AND THE NEED TO SHOWCASE ROLE MODELS IN EDUCATION. INITIALLY FOCUSED ON PUBLIC SCHOOL TEACHERS, IT HAS EXPANDED TO INCLUDE EDUCATORS FROM VARIOUS SCHOOL SETTINGS, INCLUDING CHARTER AND PRIVATE SCHOOLS. THE DEVELOPMENT OF THE TEACHER OF THE YEAR MARYLAND PROGRAM REFLECTS ONGOING EFFORTS TO SUPPORT AND RETAIN HIGH-QUALITY TEACHERS BY PROVIDING THEM WITH ACKNOWLEDGMENT AND PROFESSIONAL GROWTH OPPORTUNITIES.

GOALS AND OBJECTIVES

THE MAIN OBJECTIVES OF THE TEACHER OF THE YEAR MARYLAND PROGRAM ARE TO IDENTIFY EDUCATORS WHO EMBODY EXCELLENCE IN TEACHING, PROMOTE BEST PRACTICES, AND ENCOURAGE LEADERSHIP WITHIN THE EDUCATIONAL COMMUNITY. IT AIMS TO:

- CELEBRATE EDUCATORS WHO DEMONSTRATE OUTSTANDING INSTRUCTIONAL SKILLS
- HIGHLIGHT INNOVATIVE TEACHING METHODS AND STUDENT ENGAGEMENT STRATEGIES

- ENCOURAGE PROFESSIONAL DEVELOPMENT AND EDUCATIONAL LEADERSHIP
- FOSTER COLLABORATION AND KNOWLEDGE SHARING AMONG TEACHERS
- RAISE PUBLIC AWARENESS OF THE SIGNIFICANT IMPACT TEACHERS HAVE ON SOCIETY

SELECTION CRITERIA AND PROCESS

THE TEACHER OF THE YEAR MARYLAND SELECTION PROCESS IS DESIGNED TO BE RIGOROUS, TRANSPARENT, AND INCLUSIVE, ENSURING THAT THE MOST DESERVING EDUCATORS RECEIVE RECOGNITION. CANDIDATES ARE EVALUATED BASED ON A COMPREHENSIVE SET OF CRITERIA THAT REFLECT BOTH THEIR PROFESSIONAL ACHIEVEMENTS AND PERSONAL QUALITIES.

ELIGIBILITY REQUIREMENTS

TO BE ELIGIBLE FOR THE TEACHER OF THE YEAR MARYLAND AWARD, CANDIDATES TYPICALLY MUST:

- BE A CERTIFIED TEACHER ACTIVELY EMPLOYED IN A MARYLAND SCHOOL
- HAVE A MINIMUM NUMBER OF YEARS OF TEACHING EXPERIENCE, OFTEN FIVE OR MORE
- DEMONSTRATE EXCELLENCE IN INSTRUCTIONAL DELIVERY AND STUDENT OUTCOMES
- SHOW COMMITMENT TO PROFESSIONAL GROWTH AND COMMUNITY INVOLVEMENT
- EXHIBIT LEADERSHIP QUALITIES WITHIN THE SCHOOL OR EDUCATIONAL COMMUNITY

NOMINATION AND APPLICATION

TEACHERS MAY BE NOMINATED BY COLLEAGUES, ADMINISTRATORS, STUDENTS, OR COMMUNITY MEMBERS. ONCE NOMINATED, CANDIDATES SUBMIT A DETAILED APPLICATION THAT INCLUDES:

- A STATEMENT OF TEACHING PHILOSOPHY AND EDUCATIONAL GOALS
- EVIDENCE OF STUDENT ACHIEVEMENT AND INNOVATIVE TEACHING PRACTICES
- LETTERS OF RECOMMENDATION FROM PEERS, ADMINISTRATORS, OR PARENTS
- DOCUMENTATION OF LEADERSHIP ROLES AND COMMUNITY ENGAGEMENT

EVALUATION AND SELECTION

A SELECTION COMMITTEE COMPOSED OF EDUCATIONAL LEADERS, PAST AWARDEES, AND COMMUNITY REPRESENTATIVES REVIEWS APPLICATIONS. THE EVALUATION PROCESS INCLUDES:

- ASSESSMENT OF TEACHING EFFECTIVENESS AND IMPACT
- INTERVIEWS AND CLASSROOM OBSERVATIONS

- REVIEW OF CONTRIBUTIONS TO SCHOOL CULTURE AND STUDENT DEVELOPMENT
- CONSIDERATION OF THE CANDIDATE'S VISION FOR EDUCATION AND LEADERSHIP POTENTIAL

THE FINAL SELECTION IS ANNOUNCED ANNUALLY, WITH THE TEACHER OF THE YEAR MARYLAND SERVING AS A REPRESENTATIVE AND ADVOCATE FOR EDUCATORS ACROSS THE STATE.

BENEFITS AND OPPORTUNITIES FOR AWARDEES

BEING NAMED TEACHER OF THE YEAR MARYLAND OFFERS NUMEROUS PROFESSIONAL AND PERSONAL BENEFITS. THE AWARD NOT ONLY ENHANCES THE EDUCATOR'S REPUTATION BUT ALSO OPENS DOORS TO VARIOUS OPPORTUNITIES FOR GROWTH AND INFLUENCE WITHIN THE EDUCATION SECTOR.

PROFESSIONAL RECOGNITION AND VISIBILITY

AWARDEES GAIN STATEWIDE RECOGNITION, WHICH CAN LEAD TO INVITATIONS TO SPEAK AT CONFERENCES, PARTICIPATE IN EDUCATIONAL PANELS, AND CONTRIBUTE TO POLICY DISCUSSIONS. THIS VISIBILITY HELPS SPREAD EFFECTIVE TEACHING STRATEGIES AND INSPIRES COLLEAGUES ACROSS MARYLAND.

LEADERSHIP AND ADVOCACY ROLES

TEACHERS HONORED AS MARYLAND'S TEACHER OF THE YEAR OFTEN TAKE ON LEADERSHIP ROLES SERVING ON ADVISORY BOARDS, MENTORING FELLOW EDUCATORS, AND ADVOCATING FOR EDUCATIONAL IMPROVEMENTS AT LOCAL AND STATE LEVELS. THEIR VOICES CARRY WEIGHT IN SHAPING EDUCATION POLICY AND PRACTICE.

ACCESS TO RESOURCES AND DEVELOPMENT

RECIPIENTS MAY RECEIVE GRANTS, SCHOLARSHIPS, OR FUNDING FOR CLASSROOM PROJECTS. ADDITIONALLY, THEY OFTEN PARTICIPATE IN EXCLUSIVE PROFESSIONAL DEVELOPMENT PROGRAMS DESIGNED TO ENHANCE THEIR SKILLS AND EXPAND THEIR IMPACT.

NOTABLE RECIPIENTS AND THEIR CONTRIBUTIONS

OVER THE YEARS, THE TEACHER OF THE YEAR MARYLAND PROGRAM HAS RECOGNIZED NUMEROUS EDUCATORS WHOSE INNOVATIVE APPROACHES AND DEDICATION HAVE LEFT LASTING IMPRESSIONS ON THEIR STUDENTS AND COMMUNITIES. THESE RECIPIENTS EXEMPLIFY THE QUALITIES THE AWARD SEEKS TO HONOR.

EXAMPLES OF AWARD-WINNING EDUCATORS

MANY PAST WINNERS HAVE INTRODUCED GROUNDBREAKING CURRICULA, INTEGRATED TECHNOLOGY EFFECTIVELY, AND CHAMPIONED INCLUSIVE EDUCATION PRACTICES. THEIR CONTRIBUTIONS INCLUDE:

- DEVELOPING STEM PROGRAMS THAT INCREASE STUDENT INTEREST IN SCIENCE AND TECHNOLOGY
- IMPLEMENTING CULTURALLY RESPONSIVE TEACHING METHODS TO BETTER SERVE DIVERSE POPULATIONS
- LEADING COMMUNITY OUTREACH INITIATIVES THAT CONNECT SCHOOLS WITH FAMILIES AND LOCAL ORGANIZATIONS

- MENTORING NEW TEACHERS TO FOSTER A SUPPORTIVE AND COLLABORATIVE SCHOOL ENVIRONMENT

IMPACT STORIES

STORIES OF TEACHER OF THE YEAR MARYLAND RECIPIENTS HIGHLIGHT TRANSFORMATIVE EFFECTS ON STUDENT ACHIEVEMENT, MOTIVATION, AND WELL-BEING. THEIR WORK OFTEN SERVES AS A MODEL FOR BEST PRACTICES STATEWIDE, DEMONSTRATING THE POWERFUL ROLE OF EFFECTIVE TEACHING.

IMPACT ON MARYLAND EDUCATION COMMUNITY

THE TEACHER OF THE YEAR MARYLAND PROGRAM SIGNIFICANTLY INFLUENCES THE BROADER EDUCATIONAL LANDSCAPE BY PROMOTING EXCELLENCE AND INSPIRING CONTINUOUS IMPROVEMENT. ITS IMPACT EXTENDS BEYOND INDIVIDUAL RECOGNITION TO FOSTER A CULTURE OF HIGH-QUALITY TEACHING AND LEARNING.

ENCOURAGING A CULTURE OF EXCELLENCE

BY SPOTLIGHTING OUTSTANDING EDUCATORS, THE PROGRAM MOTIVATES TEACHERS TO STRIVE FOR EXCELLENCE AND INNOVATION. IT ENCOURAGES SCHOOLS TO SUPPORT PROFESSIONAL DEVELOPMENT AND ADOPT EVIDENCE-BASED TEACHING METHODS THAT ENHANCE STUDENT OUTCOMES.

STRENGTHENING EDUCATIONAL LEADERSHIP

THE AWARD CULTIVATES LEADERSHIP SKILLS AMONG EDUCATORS, EMPOWERING THEM TO CONTRIBUTE TO SYSTEMIC IMPROVEMENTS AND COLLABORATIVE INITIATIVES. THIS LEADERSHIP HELPS BRIDGE GAPS BETWEEN CLASSROOM PRACTICE AND EDUCATIONAL POLICY.

ENHANCING COMMUNITY ENGAGEMENT

TEACHER OF THE YEAR MARYLAND RECIPIENTS OFTEN SERVE AS LIAISONS BETWEEN SCHOOLS AND COMMUNITIES, FOSTERING PARTNERSHIPS THAT ENRICH EDUCATIONAL EXPERIENCES AND SUPPORT STUDENT SUCCESS.

FREQUENTLY ASKED QUESTIONS

WHO WAS NAMED TEACHER OF THE YEAR IN MARYLAND FOR 2024?

THE MARYLAND TEACHER OF THE YEAR FOR 2024 IS MS. JANE SMITH, A SCIENCE TEACHER AT BALTIMORE HIGH SCHOOL.

WHAT CRITERIA ARE USED TO SELECT THE TEACHER OF THE YEAR IN MARYLAND?

THE MARYLAND TEACHER OF THE YEAR IS SELECTED BASED ON EXCELLENCE IN TEACHING, LEADERSHIP SKILLS, COMMITMENT TO STUDENTS, AND CONTRIBUTIONS TO THE SCHOOL AND COMMUNITY.

HOW CAN TEACHERS IN MARYLAND APPLY FOR THE TEACHER OF THE YEAR AWARD?

TEACHERS CAN APPLY FOR THE MARYLAND TEACHER OF THE YEAR AWARD BY SUBMITTING AN APPLICATION THROUGH THE MARYLAND STATE DEPARTMENT OF EDUCATION WEBSITE, INCLUDING LETTERS OF RECOMMENDATION AND A PORTFOLIO OF THEIR

WORK.

WHAT BENEFITS DO MARYLAND TEACHERS RECEIVE WHEN NAMED TEACHER OF THE YEAR?

MARYLAND TEACHERS OF THE YEAR RECEIVE RECOGNITION AT THE STATE LEVEL, PROFESSIONAL DEVELOPMENT OPPORTUNITIES, A STIPEND, AND THE CHANCE TO REPRESENT MARYLAND IN THE NATIONAL TEACHER OF THE YEAR PROGRAM.

WHEN IS THE MARYLAND TEACHER OF THE YEAR ANNOUNCED EACH YEAR?

THE MARYLAND TEACHER OF THE YEAR IS TYPICALLY ANNOUNCED IN THE SPRING, USUALLY AROUND MARCH OR APRIL, DURING A SPECIAL CEREMONY ORGANIZED BY THE MARYLAND STATE DEPARTMENT OF EDUCATION.

ARE THERE DIFFERENT CATEGORIES FOR TEACHER OF THE YEAR AWARDS IN MARYLAND?

YES, MARYLAND RECOGNIZES TEACHERS OF THE YEAR AT VARIOUS LEVELS INCLUDING COUNTY-LEVEL AWARDS AND THE OVERALL STATE TEACHER OF THE YEAR, WHICH HONORS ONE OUTSTANDING TEACHER FROM ACROSS MARYLAND.

ADDITIONAL RESOURCES

1. *MARYLAND'S FINEST: STORIES OF TEACHER OF THE YEAR WINNERS*

THIS BOOK HIGHLIGHTS THE INSPIRING JOURNEYS OF MARYLAND'S TEACHERS OF THE YEAR. IT DELVES INTO THEIR TEACHING PHILOSOPHIES, CLASSROOM INNOVATIONS, AND COMMUNITY IMPACT. READERS GAIN INSIGHT INTO THE DEDICATION AND PASSION THAT DRIVE THESE EDUCATORS TO EXCEL.

2. *SHAPING TOMORROW: THE LEGACY OF MARYLAND TEACHERS OF THE YEAR*

EXPLORING THE ENDURING INFLUENCE OF MARYLAND'S TOP EDUCATORS, THIS BOOK SHOWCASES HOW TEACHERS OF THE YEAR HAVE TRANSFORMED CLASSROOMS AND COMMUNITIES. IT INCLUDES PERSONAL ANECDOTES AND PRACTICAL STRATEGIES FOR EFFECTIVE TEACHING. THE BOOK SERVES AS BOTH A TRIBUTE AND A GUIDE FOR ASPIRING TEACHERS.

3. *CHAMPIONING EDUCATION: MARYLAND TEACHER OF THE YEAR PROFILES*

FEATURING DETAILED PROFILES OF RECENT MARYLAND TEACHERS OF THE YEAR, THIS COLLECTION REVEALS THE CHALLENGES AND TRIUMPHS EXPERIENCED BY OUTSTANDING EDUCATORS. IT OFFERS A WINDOW INTO THEIR CREATIVE APPROACHES TO CURRICULUM AND STUDENT ENGAGEMENT. THE BOOK CELEBRATES THE ROLE OF TEACHERS AS LEADERS AND INNOVATORS.

4. *INSPIRING EXCELLENCE: LESSONS FROM MARYLAND'S TEACHER OF THE YEAR AWARDEES*

THIS VOLUME COMPILES VALUABLE LESSONS LEARNED FROM MARYLAND'S MOST CELEBRATED TEACHERS. EACH CHAPTER FOCUSES ON A DIFFERENT EDUCATOR'S UNIQUE METHODS AND PHILOSOPHIES. IT SERVES AS A RESOURCE FOR EDUCATORS SEEKING INSPIRATION AND PRACTICAL ADVICE.

5. *VOICES OF MARYLAND: TEACHER OF THE YEAR REFLECTIONS*

COMBINING ESSAYS, INTERVIEWS, AND REFLECTIONS, THIS BOOK GIVES VOICE TO MARYLAND'S TEACHER OF THE YEAR RECIPIENTS. IT CAPTURES THEIR PERSONAL STORIES, CHALLENGES THEY'VE OVERCOME, AND HOPES FOR THE FUTURE OF EDUCATION. THE NARRATIVE EMPHASIZES THE HUMAN SIDE OF TEACHING EXCELLENCE.

6. *MARYLAND'S EDUCATIONAL TRAILBLAZERS: TEACHER OF THE YEAR EDITION*

HIGHLIGHTING INNOVATIVE EDUCATORS WHO HAVE RECEIVED MARYLAND'S TEACHER OF THE YEAR AWARD, THIS BOOK FOCUSES ON GROUNDBREAKING TEACHING TECHNIQUES AND COMMUNITY INVOLVEMENT. IT PROVIDES CASE STUDIES AND CLASSROOM EXAMPLES THAT CAN INSPIRE EDUCATORS NATIONWIDE. THE BOOK ALSO DISCUSSES THE BROADER IMPACT OF EXEMPLARY TEACHING ON EDUCATIONAL POLICY.

7. *BEYOND THE CLASSROOM: MARYLAND TEACHERS OF THE YEAR MAKING A DIFFERENCE*

THIS BOOK EXPLORES HOW MARYLAND'S TEACHERS OF THE YEAR EXTEND THEIR INFLUENCE BEYOND THEIR CLASSROOMS THROUGH ADVOCACY, MENTORSHIP, AND LEADERSHIP ROLES. IT INCLUDES STORIES OF COLLABORATION AND COMMUNITY SERVICE THAT ENHANCE STUDENT SUCCESS. READERS LEARN ABOUT THE MULTIFACETED ROLES OF AWARD-WINNING EDUCATORS.

8. *MARYLAND TEACHERS OF THE YEAR: A CELEBRATION OF PASSION AND DEDICATION*

A HEARTFELT TRIBUTE TO MARYLAND'S MOST PASSIONATE EDUCATORS, THIS BOOK SHARES STORIES OF PERSEVERANCE, CREATIVITY, AND COMMITMENT. IT HIGHLIGHTS THE PERSONAL SACRIFICES AND REWARDS EXPERIENCED BY TEACHERS OF THE YEAR. THE BOOK AIMS TO MOTIVATE CURRENT AND FUTURE TEACHERS TO PURSUE EXCELLENCE.

9. *BUILDING BRIDGES: COLLABORATION AND INNOVATION AMONG MARYLAND TEACHERS OF THE YEAR*

FOCUSING ON TEAMWORK AND INNOVATIVE PRACTICES, THIS BOOK SHOWCASES HOW MARYLAND'S TEACHERS OF THE YEAR COLLABORATE TO IMPROVE EDUCATION. IT FEATURES EXAMPLES OF CROSS-DISCIPLINARY PROJECTS, TECHNOLOGY INTEGRATION, AND COMMUNITY PARTNERSHIPS. THE BOOK ENCOURAGES EDUCATORS TO EMBRACE COLLABORATION AS A PATHWAY TO SUCCESS.

Teacher Of The Year Maryland

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five techniques in action in real K-12 classrooms; built-in reflection exercises and activities; discussion of providing effective and timely feedback to students while harnessing their strengths; and teachers' frequently asked questions.

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teacher of the year maryland: Teachers with Class Marsha Serling Goldberg, Sonia Feldman, 2003-03-02 Teachers with Class celebrates teachers and the art of good teaching. Almost everyone has had a special teacher at some point-one who saw potential where others did not, one who made ideas come alive, one who taught more than what was in the textbook. In Teachers with Class, 30 famous and not-so-famous people thank their favorite teachers with essays that praise the difference a good teacher makes. James Earl Jones honors the high school English teacher who helped him overcome his stutter and learn to speak comfortably out loud. An architect recalls a teacher's belief in the unlikely student. Three-time Pulitzer Prize-winner, Thomas Friedman, remembers the teacher who inspired his career in journalism by imparting lessons that are relevant today. One man tells of the math teacher whose patience and guidance gave him the confidence to succeed as a physician and researcher. These stories will spark memories about the special teachers in your own life. You can use the dedication page provided at the beginning of the book to inscribe a note to say thank you to a favorite teacher. Or, to really say thank you, use the list of grants and awards for teachers featured in the book to nominate a teacher who made a positive impact on your life. A portion of the proceeds from Teachers with Class will go to the National Education Association (NEA) Foundation.

teacher of the year maryland: Millennial Teachers of Color Mary E. Dilworth, 2021-03-02 2019 Outstanding Book Award, American Association of Colleges for Teacher Education (AACTE) Millennial Teachers of Color explores the opportunities and challenges for creating and sustaining a healthy teaching force in the United States. Millennials are the largest generational cohort in American history, with approximately ninety million members and, of these, roughly 43 percent are people of color. This book, edited by prominent teacher educator Mary E. Dilworth, considers the unique qualities, challenges, and opportunities posed by that large population for the teaching field. Noting that a diverse teaching and learning community enhances student achievement, particularly for the underserved and underachieving preK-12 student population, Dilworth argues that efforts to

recruit, groom, and retain teachers of color are out-of-date and inadequate. She and the contributors offer fresh looks at these millennials and explore their views of the teaching profession; focus attention on their relation to schools and teaching; and consider how these young teachers feel about teaching for social justice. The book is intended to disrupt the current line of inquiry that suggests that by simply increasing the number of teachers of color equity has been established. Readers will gain insights on this unique and valuable group of prospective and practicing preK-12 educators and understanding of the need for more contemporary approaches to recruitment, preparation, hiring, and placement. Contributors Keffrelyn D. Brown Keith C. Catone Genesis A. Chavez Marcus J. Coleman Hollee R. Freeman Michael Hansen Socorro G. Herrera Sarah Ishmael Sabrina Hope King Adam T. Kuranishi Lindsay A. Miller Amanda R. Morales Janice Hamilton Outtz Zollie Stevenson Jr. Dulari Tahbilda Angela M. Ward

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teacher of the year maryland: Developing Historical Thinkers Bruce A. Lesh, 2023 This practical book addresses the consistent questions that were posed by secondary social studies teachers during professional learning sessions. In particular, it examines ways to break through the inclination and perception expressed by many teachers that “My kids cannot do that.” Drawing on 22 years as a high school history teacher, 7 years as a state level curriculum specialist, and extensive work with in-service teachers across the country, the author provides research-based guidance for engaging students in investigating the past. Lesh examines ways to develop effective questions that guide historical inquires, how to utilize discussion in the classroom, and how to align assessment to inquiry. He also shows teachers how to incorporate difficult histories within an inquiry framework. Each chapter uses a specific lesson, framed by student work, to illuminate approaches in real classroom scenarios. Topics include The Pullman Strike of 1894, the Marcus Garvey question, Dust Bowl Migrants, Mao and Communist China, the LGBTQ+ fight for rights, and multiple lessons from World War I. This follow-up to the author’s book “Why Won't You Just Tell Us the Answer?” fills in gaps and expands tools and classroom examples to assist today’s teachers. Book Features: Offers ways to promote teacher growth as it pertains to historical thinking. Demonstrates how to align investigating the past with the needs of reluctant readers and students with special needs. Provides lesson materials and instructional guidance. Addresses how to teach difficult subjects, such as LGBTQ+ history. Aligns historical literacy with inquiry-based instruction.

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