

PROMOTION RECOMMENDATION  
The University of Michigan  
School of Education

Chauncey B. Monte-Sano, associate professor of education, with tenure, School of Education, is recommended for promotion to professor of education, with tenure, School of Education.

Academic Degrees

Ph.D.	2006	Stanford University
M.A.	2006	Stanford University
Teach Cert.	1995	Yale University
B.A.	1994	Yale University

Professional Record

2017-2019	Chair, Elementary Teacher Education Program, School of Education, University of Michigan
2016-2017	Associate Chair, Elementary Teacher Education Program, School of Education, University of Michigan
2012-Present	Associate Professor, with tenure, School of Education, University of Michigan
2006-2012	Assistant Professor, College of Education, University of Maryland, College Park, MD

Summary of Evaluation:

Teaching: Professor Monte-Sano teaches courses at the undergraduate, master and doctoral levels. Since her promotion in 2012, she has taught four different courses and three independent studies. She teaches social studies methods courses (EDUC 431) in the undergraduate and graduate elementary teacher certification programs and Research on Teaching (EDUC 780) and Research on Social Studies Education (EDUC 737) at the master's and doctoral levels. She has also taught an undergraduate independent study course on civics education (EDUC 490), an independent version of EDUC 737 for graduate students, and one section of Facilitating Classroom Discussions (EDUC 406) for undergraduates.

In her time as associate professor, Professor Monte-Sano served as a dissertation committee chair or co-chair for six doctoral students, and has also served as a member of seven other dissertation committees. She served as a program advisor for eight doctoral students, co-advisor for one doctoral student, and advisor for three master's students. Additionally, Professor Monte-Sano mentors between one and four doctoral students in teaching methods courses.

Research: Professor Monte-Sano's research focuses on students learning to use different kinds of artifacts and primary and secondary sources and to reason with evidence as they learn to construct and critique arguments in history. Three interrelated strands have structured her work: the disciplinary practices of developing written arguments in history; the development and use of curriculum materials to support students' learning of the writing of historical arguments; and the knowledge and practices of teaching that enable teachers to support students' learning. She applies her research with methodological sophistication, quality, and theoretical grounding while making sustained and deliberate connections to educational practice.

Since earning tenure, Professor Monte-Sano has published one book; sixteen peer-reviewed articles; seven book chapters; and has given more than thirty peer-reviewed conference presentations. She has

been highly successful in obtaining grant funding to support her research garnering \$3.6M since her 2012 promotion. She has received grants from federal sources and prestigious foundations including the Institute for Educational Sciences in the U.S. Department of Education, the Spencer Foundation, and the James S. McDonnell Foundation.

Professor Monte-Sano's research is highly regarded among history educators and scholars of disciplinary literacy. Her scholarship is singular in its ability to examine deeply how to develop students' practices of historical reasoning through a robust framing of how teaching, learning, disciplinary knowledge, and practice interact. Her program of research is notable in achieving both a rigorous theoretical and empirical approach while remaining accessible and applicable to audiences of scholars, practitioners, leaders, and policy-makers.

#### Recent and Significant Publications:

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

Service: Professor Monte-Sano has served on two school-level committees: the Executive Committee and the Promotion and Tenure Committee. She also has served as the chair and associate chair of Elementary Teacher Education; coordinator of the Teaching and Teacher Education doctoral program; and as lead faculty in social studies for the Elementary Teacher Education program. At the university level, she co-developed a course with the director and archivists at the Bentley Historical Library and served on Vice Provost James Holloway's Student Learning Advisory Committee to select grantees for the Transforming Learning for the Third Century grant competition

Professor Monte-Sano served as an editor of the journal *Theory and Research in Social Education*, and is a member of the advisory board for the *Teaching with Primary Sources Journal*. She serves as the department editor for the *Journal of Adolescent and Adult Literacy* and is member of the Advisory Board for the *WRITE Center for Secondary Students: Writing Research to Improve Teaching and Evaluation*. She served on the committee that developed the influential policy document, *College, Career, and Civic Life (C3) Framework for State Social Studies Standards*. She has also served as an expert panelist on the History Teacher Practices Delphi Panel study at Stanford University and as a member for the National Academy of Education's panel discussion on Civic Reasoning, Debate, and Discourse.

### External Reviewers:

Reviewer A: “Dr. Monte-Sano demonstrates her fluency in writing across different disciplines within education research: curriculum theory, history and social studies, literacy, and learning sciences. This includes synthesizing diverse literatures, explaining a range of research methods, using theory in different ways, and identifying new directions or unanswered questions those fields might pursue. Her work is methodical, careful, and steady. It is also often collaborative and intergenerational...Distinctive is the broad set of readers she strives to engage: teachers and teacher educators, professional development leaders, policymakers.”

Reviewer B: “There are so many professors of education (perhaps especially in my department?) whose work is theoretically interesting or philosophically rich but has no bearing on actual teachers’ lives and teaching—or worse yet, whose research denigrates teachers, disapproves of ‘applied work’ or belittles the truly challenging circumstances teachers face...Professor Monte-Sano’s work does the opposite.”

Reviewer C: “I believe important indications of the importance and impact of Dr. Monte-Sano’s scholarly work are her grants work and her contribution to an important policy document. For a scholar of history education, Dr. Monte-Sano’s grants record is extraordinary. Since 2011, she has been PI of 8 awarded grants totaling over \$3.6 million (and the sizes of the grants have been getting steadily bigger); such a record is an indication by her peers that they see her work as in the vanguard. The fact that she was also a member of the Core Practices Consortium indicates that senior leaders in the field of teacher education highly value her input and contributions. In the field of social studies education, this was also indicated by her being part of the 17-person authorship team for *College, Career, & Civic Life: C3 Framework for Social Studies State Standards*, published by the National Council for the Social Studies in 2013. That kind of prominent work is done by leaders in the field.”

Reviewer D: “With respect to the quality and quantity of Dr. Monte-Sano’s scholarship, I note that according to Google Scholar her work (single and co-authored) has been cited 1,566 times, and most citations are post-tenure. ... [W]hen compared to scholars across many fields in education at this stage in their careers, this would not be exceptional. But in history/social studies, fields that are small and unusually (distressingly) niched, this number of citations is on the high end. Equally important is the quality of the publications in which her articles have appeared. Relatively few history/social studies scholars are able to ‘break out’ of the field’s specialized journals. Dr. Monte-Sano has published more work in ‘non’ history/social studies journals than in the field’s journals. This is highly unusual and extremely laudable. Publishing research about teaching and learning in history/social studies journals such as *AERJ*, *JTE*, *RRQ*, *JLS* etc. provides evidence that her work is viewed as very high quality and that she values speaking beyond the fields of history/social studies.”

Reviewer E: “Monte-Sano’s is the clearest case of a faculty member deserving this distinction that I have read. She would easily earn promotion to full at my institution and, I would expect, at any other research university in the country. She is that good.”

Reviewer F: “What is particularly impressive is that Dr. Monte-Sano has made contributions to both scholarship and to practice. She has not only published in top-tier scholarly journals, but she has also co-authored curriculum (*Read.Inquire.Write*, a three-year curriculum for 6th, 7th and 8th graders) and policy documents (*College, Career, and Civic Life: C3 Framework for Social Studies State Standards*, a document that was requested by state superintendents to guide state-level social studies standards development), as well as teacher resources (*Teaching Works Resource Library*, a document intended to support teacher educators in working with novices on inquiry-oriented instructional

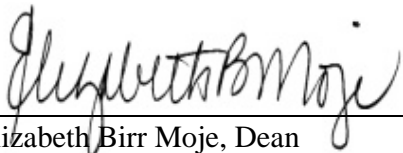
practices). Her focus is very much on the implications of her research for curriculum, for policy and for teacher practice.”

Reviewer G: “Collectively, in addition to what I am sure are major contributions to the field of history education, Dr. Monte-Sano’s work has much to offer scholarship in language and literacy education. In a field where attention continues to be placed on understanding the nature of, and potential supports for, ‘academic’ language and literacy, especially for English Learners and others who may struggle with reading and writing in classroom settings, Dr. Monte-Sano’s work provides an essential grounding of these issues in the larger disciplinary practices that language and literacy educators often don’t quite understand. I am confident that Dr. Monte-Sano will continue to make significant contributions both to language and literacy studies and to the scholarship of history education and language, and I am excited to continue to follow—and learn from and share—her work.”

Reviewer H: “Dr. Monte- Sano’s research sits at the intersections of these fields of history and teaching and with strong attention to writing and discussion as literacies within the content area. Solid grounding in these fields enables Dr. Monte-Sano to explore the intersections with depth and nuance and to impact fields of history education, teaching and teacher education, and disciplinary literacy.”

Summary of Recommendation:

Professor Monte-Sano’s scholarship is recognized as paramount to advancing approaches to improving the teaching and learning social studies. She teaches core courses at all levels within the school, and engages in significant mentorship and research collaboration with students. She also provides service to the school, to the university, and to her profession commensurate with that of the highest levels of the faculty. Professor Monte-Sano’s scholarship, teaching, and service are worthy of recognition through promotion. Thus, it is with the support of the School of Education’s Executive Committee and the Promotion and Tenure Committee that I recommend Chauncey B. Monte-Sano for promotion to professor of education, with tenure, School of Education.



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Elizabeth Birr Moje, Dean  
George Herbert Mead Collegiate Professor of  
Education, and Arthur F. Thurnau Professor  
School of Education

May 2020