

Curriculum Vitae

GABRIEL A. REICH

Date of Preparation: 5/20/2022

PERSONAL INFORMATION

Name: Gabriel A. Reich
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LICENSURE

New York State: Secondary Social Studies

EDUCATION

Ph.D. Doctorate of Philosophy, 2007, New York University: Steinhardt School of Culture, Education, and Human Development – Dissertation Title: *Measuring Achievement in History: Multiple Choice, High Stakes, and Unsure Outcomes.*

M.Ed. Secondary Social Studies Education, 1999, Hunter College: Completed 17 credits towards New York State teacher licensure.

Secondary Social Studies Education, Queens College, 2000: Completed final credit towards New York State teacher licensure.

B.A. History, 1995, University of Wisconsin, Madison.

ACADEMIC APPOINTMENTS & OTHER WORK EXPERIENCE

Professor, with tenure, Department of Teaching and Learning, Virginia Commonwealth University, School of Education, 8/2022 – Present.

Associate Professor, with tenure, Department of Teaching and Learning, Virginia Commonwealth University, School of Education, 8/2013 – 7/2022.

Assistant Professor, Department of Teaching and Learning, Virginia Commonwealth

University, School of Education, 8/2007-7/2013.

Major Responsibilities Include: teaching history/social-studies methods courses, and student-teaching seminar; advising all the secondary social studies students including undergraduates who have declared their intention of joining the program (about 80 advisees per year); recruiting new students into the program and fielding inquiries from prospective students; Track Coordinator of the Curriculum, Culture and Change doctoral program, advising doctoral students; teaching doctoral courses.

Affiliate Faculty, Department of African American Studies, Virginia Commonwealth University, 4/2022-Present.

Evaluator, University of Virginia and the Southwest Virginia Public Education Consortium, 8/2009-8/2010 Designed an evaluation plan for a \$5 million federally funded Teaching American History grant.

Research Assistant, New York University: Steinhardt School of Culture, Education, and Human Development, 9/2003-6/2006. Assisted Professor Joseph P. McDonald.

I was responsible for both researching, writing and administering a grant funded by the Spencer Foundation called *Cities and Their Schools*. That grant culminated in the publication of *American school reform: What works, what doesn't, and why* (McDonald, et al., 2014)

Instructional Coach, Community School for Social Justice, Bronx, New York, 9/2005-6/2006. At CSSJ, I was responsible for implementing instructional improvement plans at a small, neighborhood school in its fourth year. I held weekly meetings with the Principal, the Special Education teachers and Literacy Coach to plan all professional development activities.

Adjunct Instructor, Department of Teaching and Learning, New York University: Steinhardt School of Culture, Education, and Human Development, 9/2005-5/2007.

Adjunct Instructor, Department of Curriculum and Teaching, Fordham University, Graduate School of Education, 6/2005-7/2005.

English Teacher, Fun Way English School and private clients, 10/2002-6/2003, Viçosa, Minas Gerais, Brazil.

History/Social Studies and Humanities Teacher, WINGS Academy: Bronx, New York, 1999-2002. I taught tenth and eleventh grade humanities (English and history combined) and social-studies classes.

Substitute Teacher, New York City Public Schools, 1998-1999.

AREAS OF SPECIAL INTEREST

My area of special interest within the discipline of social studies education is the developing field of *historical consciousness*, which includes historical thinking and understanding. This sub-field of history and social studies education focuses on the ways in which young people come to understand history and to apply historical frameworks to orient themselves in the world. Within this larger sub-field, my work focuses on sites of collective memory such as history assessment (state sponsored and teacher created), public monuments, and the secondary history/social studies classroom.

My work with examinations has led to a related interest in validity theory and testing and accountability policies.

SCHOLARSHIP

BIBLIOGRAPHY

Refereed Articles

Reich, G. A., Parkhouse, H., Bowman, K., Arnold, B. P. (in press). Critical historical inquiry: A review of the literature. *International Review of History Education: Enquiry in History Education*.

Reich, G. A. (2020). "Monumental refraction: Monuments, identity, and historical consciousness." *Historical Encounters Journal*, (7) 1, 1-23.

Reich, G. A., Corning, A. (2017). Anatomy of a myth: The collective memory of African American Confederate Soldiers. *Historical Encounters Journal*, 4(2), 11-29.

Gibson, M. T., Reich, G. A. (2017). Confederate monuments: Heritage, racism, anachronism, and who gets to decide? *Social Education*, 81(6), 356-362.

Reich, G. A. (2017). "Reflections on continuity, change, and historical consciousness." *Canadian Social Studies Journal*, 49(1), pp. 20-23.

Reich, G. A., Buffington, M., Muth, W. R. (2015). (Dis)Union at 150: Collective memories of Secession. *Theory and Research in Social Education*, 43(4), 499-527.

DOI:10.1080/00933104.2015.1100151

Collin, R., Reich G. A. (2015). Literacy models and the reconstruction of history education: A comparative discourse analysis of two lesson plans. *Journal of Curriculum Studies*, 47(4), 462-485. DOI: 10.1080/00220272.2015.1020878

Reich, G. A., Stemhagen, K., Siegel-Hawley, G. (2014). Educational research and the metropolitan mindset: Re-framing the urban-suburban dichotomy. *Journal of Thought*, 48:3-4, 57-72.

Stemhagen, K., Reich, G. A., Muth, W. (2014). On the uneasy, unavoidable, and yet not entirely undesirable tensions between student knowledge construction and the disciplines: A response to Malewski. *The Journal of Curriculum and Pedagogy*, 11:2, 174-178.

Stemhagen, K., Reich, G. A., Muth, W. (2013). *Disciplined judgment: Toward a theoretical framework for a reasonably constrained constructivism*. *The Journal of Curriculum and Pedagogy*, 10(1), 55-72.

Reich, G. A. (2013). Imperfect models, imperfect conclusions: An exploratory study of multiple-choice tests and historical knowledge. *Journal of Social Studies Research*, 37(1), 3-16.
<http://dx.doi.org/10.1016/j.jssr.2012.12.004>

Dogu, E., Reich, G. A., Stemhagen, K. (2012). The Butcher, the Baker, the Candlestick Maker: 18th Century Skills for 21st Century Kids. *SAPES Yearbook – 2011*, 43-54.

Reich, G. A. (2011). Testing collective memory: Representing the Soviet Union on multiple-choice questions. *Journal of Curriculum Studies*, 43(4), 507-532.

Reich, G. A. (2010). The right answer: Multiple-choice questions and collective memory. *SAPES Yearbook – 2009*, 27-36.

Reich, G. A. & Bally, D. (2010). Get smart: Facing high-stakes testing together. *The Social Studies*, 101(4), 179-184.

Reich, G. A. (2009). Testing historical knowledge: Standards, multiple-choice questions and student reasoning. *Theory and Research in Social Education*, 37(3), 325-360.

Reich, G. A., Stemhagen, K., Muth, W. (2009). Constructivism, disciplinary constraint and judgment. *SAPES Yearbook – 2008*, 63-72.

Cho, S., Reich, G. A. (2008). New immigrants, new challenges: High school social studies teachers in English language learner instruction. *The Social Studies*, 99(6), 235-242.

Refereed Books

McDonald, J. P., Bruce Christman, J., Corcoran, T. B., Fruchter, N., McLaughlin, M. W., Pradl, G., **Reich, G. A.**, Smylie, M., Talbert, J. (2014). *American school reform: What works, what doesn't, and why*. University of Chicago Press: Chicago.

Invited Book Chapters

Reich, G. A. (2022). Between the general and the particular: Theoretical tensions in historical consciousness and racial literacy for the classroom. In King, L. (Ed.) *Racial Literacy in Social Studies Education*. Teachers College Press. New York, NY.

Reich, G. A. (2020). Hidden in plain sight: A response to mourning and terror by Jeffery Frank. *Philosophy of Education Society Yearbook*, pp. 200-204. Philosophy of Education Society: Urbana, IL.

Reich, G. A., Corning A. (2019). The myth of “Black Confederates:” Beliefs of students and implications for history educators. In Gross, M. H. & Terra L. (Eds.), *Troubled History, Troubling Times: Teaching and Learning About the Difficult Past*. Routledge: New York, NY.

Reich, G. A. (2018). “Not so fast: A response to the time, continuity, and change section.” Whitlock, A. M., Krutka, D. G., Helmsing, M. (Eds.), *Keywords in the Social Studies*. Peter Lang: New York, NY.

Reich, G. A. (2018). The center fails: Devolving assessment authority to educators. In Fitchett, P. & Meuwissen, K. (Eds.), *Social Studies in the New Education Policy Era*. Routledge: New York, NY.

Reich, G. A. (2015). “Measuring up? Multiple-choice questions.” In Seixas, P. & Ercikan, K. (eds.) *New directions in assessing historical thinking*. Routledge: New York, NY.

Book Chapters

Reich, G. A., Buffington M., Muth, W. R. (2020). Collective memory of Secession: On outbreaks and moral arcs. In Karpyn, M. (Ed.), *Teaching the causes of the American Civil War*. Peter Lang: Bern, Switzerland.

Reich, G. A. (2012). Choose carefully: Multiple-choice history exams and the reification of collective memory. In Hickman, H. & Porfilio, B. J. (Eds.), *The New Politics of the Textbook: Critical Analyses in the Core Content Areas*. Sense Publishers: Rotterdam, The Netherlands.

Other Scholarly Publications

Reich, G. A. (2020). Education in an age of anger. [A review of the book *Age of Anger*.] *Journal of Curriculum Studies*. 52(3), 433-450.

Reich, G. A. (2018). Difficult History, Monuments, and Pedagogy: A Response to Levesque. *Active History*. November 2018, <http://activehistory.ca>. Published online 11/27/2018.

Reich, G. A. (2016). To Remember or Forget: A Question of Justice and Peace. *Theory and Research in Social Education*. 45(2) 286-291.

Reich, G. A. (2016). A Trope in Time: Putting English on Historical Literacy. *Journal of Language and Literacy Education* (JoLLE), February 2016, <http://jolle.coe.uga.edu/scholars-speak-out/>.

Reich, G. A. (2014). White Paper: Assessing Achievement in History – A New Paradigm. Written at the request of the Virginia Consortium of Social Studies Specialists and College Educators, May, 19, 2014.

Reich, G. A., Stoddard, J. (2014). Testing times: Teaching history, social sciences creates informed citizenry. *The Richmond Times Dispatch*, August 30, 2014.

Reich, G. A. (2014). Round and round we go: The origins of standardized testing in the United States. [A review of the book *Testing Wars in the Public Schools: A forgotten history*.] *Theory and Research in Social Education*, 42(3), 440-444.

Reich, G. A. (2014). "Opting out." *Style Weekly*, June 3, 2014.

Reich, G. A., Sevim, V., Turner, A. (2013). Academic rigor for all: A review of literature. Metropolitan Educational Research Consortium, Richmond, VA.

Reich, G. A. (2013). Flipping the script: A new proposal for teacher merit pay. Blog posted on Richmond Teachers for Social Justice website, www.rvatsj.org.

Reich, G. A. (2012). The best laid plans. [Review of the book *The Fires: How a computer formula, big ideas, and the best of intentions burned down New York City-and determined the future of cities*.] *Theory and Research in Social Education*, 40:1, 98-104.

Reich, G. A. (2012). A predictable disaster. *Richmond Teachers for Social Justice*, <http://www.rvatsj.org/>

Reich, G. A. (2010). Teaching and learning history: A disciplined approach? [Review of the book *Thinking historically: Educating students for the 21st century*.] *Theory and Research in Social Education*, 38(2), 441-444.

Reich, G. A. (2008). Achievement in history: Some issues in assessment. *History SOTL: Newsletter*, http://www.indiana.edu/~histsotl/blog/?page_id=138

Articles/Chapters Currently Under Review

Reich, G. A., Bowman, K. "Best case scenario?: Teachers designing authentic history assessments."

REFEREED PROFESSIONAL PRESENTATIONS

Reich, G. A. (2021, November) "Assessment design in practice: A case study" Invited symposium: Routines, rituals, tools and aspirations: Social studies assessment past, present and future. Annual conference of CUFA/NCSS, Minneapolis, MN.

Reich, G. A. (2021, October). "Centering teachers: Alignment, the functional perspective, and validity." National Council of Measurement in Education, Classroom Assessment Conference, Charlottesville, VA.

Reich, G. A., Bowman K. (2021, October). "Finding the goal: A case study of classroom assessment design." National Council of Measurement in Education, Classroom Assessment Conference, Charlottesville, VA.

Reich, G. A. (2021, August). "The 'right to work': Teacher labor activism in the U.S. South." Invited symposium: Applying a Comprehensive Methodology to Examine the Workings of Social Actors' Historical Consciousness and How They Influence their Social Positionalities, History Educators International Research Network, London, England (Virtual due to COVID).

Reich, G. A. (2021, June). "Historical consciousness and teacher-labor activists: An exploratory study." Invited symposium: Applying a Comprehensive Methodology to Examine the Workings of Social Actors' Historical Consciousness and How They Influence their Social Positionalities, International Association for Intercultural Education, Tel Aviv, Israel (Virtual due to COVID).

Reich, G. A. (2021, April). "Speaking past each other?: 1619 and the (dis)connection between memory and history. "1619, Race, and the United States: An Examination of History and the Curricular Memory of U.S., Invited Symposium, Division B. Annual conference of the American Educational Research Association, Virtual.

Reich, G. A., Bowman, K. (2020, November). "Brave new world: Teachers and the process of assessment design." Annual conference of CUFA/NCSS, Chicago, IL.

Reich, G. A. (2020, November). "Monumental controversy: Teaching Confederate monuments." Annual conference of the NCSS, Chicago, IL.

Reich, G. A. (2020, April). "Speaking past each other?: 1619 and the (dis)connection between memory and history." Annual conference of the American Educational Research Association. (Conference cancelled).

Reich, G. A. (2020, January). "Teaching Future Teachers: Why Historians Matter to Pre-service Teacher Education." Annual conference of the American Historical Association. New York, NY.

Reich, G. A. (2019, September). "Historical Epistemology: For What and for Whom." Research seminar 'Enhancing historical reasoning: measuring and developing students' epistemological understanding. University of Amsterdam, NE.

Reich, G. A. (2019, June). "Between the Universal and the Particular: Theoretical Tensions in Historical Consciousness and Racial Literacy for the Classroom." History and Racial Literacy Conference (Spencer Foundation). New York. NY.

Reich, G. A., (2019, March). "Historical Consciousness and Monumental Art: A Philosophical Walking Tour of Richmond's Monument Avenue." Philosophy of Education Society annual conference. Richmond, VA.

Reich, G. A., (2018, November). "Countering Counter Stories: A Case Study of Teaching and Learning to Confront Confederate Monuments." College and University Faculty Association of the National Council of Social Studies (CUFA-NCSS) annual conference. Chicago, IL.

Reich, G. A., Bowman, K. (2018, April). "Discursive travels on the paths of design: Professional development for assessment design in a social studies context." American Educational Research Association (AERA) annual conference. New York, NY.

Reich, G. A., VanSledright, B. (2017, November). "What kinds of assessment policies do social studies teachers and learners deserve?" Dialogues on the Future of Social Studies Education. College and University Faculty Association of the National Council of Social Studies (CUFA-NCSS) annual conference. San Francisco, CA.

Reich, G. A., Bowman, K. (2017, November). Discursive Travels on the Paths of Design: Professional Development for Assessment Design in a Social Studies Context. CUFA-NCSS annual conference. San Francisco, CA.

Reich, G. A. (2017, November). Monumental Refraction: Confederate Monuments and Student Historical Consciousness. CUFA-NCSS annual conference. San Francisco, CA

Reich, G. A., Bowman, K. (2017, March). *Developing With Not For: A Freirian Approach to Professional Development*. 10th Annual Equity and Social Justice Conference, VCU, Richmond, VA.

Reich, G. A. (2016, November). *Critical Historical Inquiry: A Review of Literature*. Invited paper presented at the annual conference of CUFA-NCSS in a symposium entitled “Enacting Disciplined Inquiry in History Classrooms.”

Reich, G. A., & Corning A. (2016, April). *Using the Civil War*. Paper presented at the annual conference of AERA, in Washington D.C. Paper was part of a symposium I co-chaired (with P. Zanzanian) entitled “Historical Consciousness and Conflict: The Challenge of History Education in Diverse Democracies.”

Reich, G. A. (2015, November). *Dealing with the Devil: Teaching how to cope with high-stakes tests*. Paper presented at the annual conference of CUFA-NCSS.

Collin R., Reich G. A. (2015, April). *Bernstein, disciplinary literacy, and the reconstruction of secondary school history*. Paper presented at the annual conference of AERA, Chicago, IL.

Reich, G. A., Corning A. (2015, April). *Anatomy of a myth: Black Confederates in the age of Obama*. Paper presented at the annual conference of the AERA, Chicago, IL.

Reich, G. A., Corning, A. (2014, April). *The power of an image: Emancipation, Black agency and the susceptibility of collective memory*. Paper presented at the annual conference of AERA, Philadelphia, PA.

Reich, G. A. (2014, April). *Action space for school reform: Taking stock of Philadelphia, the 1990s and today*. Moderated a symposium at the annual conference of AERA on the history of school reform in Philadelphia. The panel members included: Drs. Jolley Bruce Christman, Jeffrey Henig, Charles Payne, Warren Simmons, as well as Ms. Germaine Ingram and Ms. Dale Mezzacappa.

Reich, G. A., Buffington, M., Muth, W. R. (2013, May). *Remembering Secession: Collective memory in the Old Dominion*. Paper presented at the annual conference of AERA, San Francisco, CA.

Reich, G. A., Buffington, M., Muth, W. R. (2012, July). *History and memory: Virginians remember secession*. Paper presented at the bi-annual conference of the History Educators International Research Network, Curitiba, Brazil.

Reich, G. A. (2012, April). *Assessing social-studies knowledge: An exploratory study*. Paper presented at the annual conference of AERA, Vancouver, BC, Canada.

Reich, G. A., Buffington, M., Muth, W. R. (2012, April). *Remembering the Confederacy: Collective Memory in the Old Dominion*. Roundtable presentation at the annual conference of AERA, Vancouver, BC, Canada.

Reich, G. A., Stemhagen, K., & Dogu, E. (2011, October). *The butcher, the baker, and the candlestick maker: Reflections on the purposes of education*. Presented at the annual conference of the South Atlantic of Philosophy of Education Society, Richmond VA.

Reich, G. A. (2010, November). *Testing collective memory: representing the Soviet Union in multiple-choice questions*. Presented at the annual conference of CUFA-NCSS, Denver CO.

Reich, G. A. (2010, April). *Narrating the test: Exploring the singularity of multiple-choice history exams*. Paper presented at the annual conference of AERA, Denver CO.

Stemhagen, K., Reich, G. A. (2010, April). *Social justice in teacher education: Re-theorizing some fundamental distinctions*. Paper presented at the annual conference of AERA, Denver CO.

Reich, G. A. (2009, October). *The "right" answer: Multiple-choice questions and collective memory*. Paper presented at the annual conference of the South Atlantic Philosophy of Education Society, Chapel Hill NC.

Reich, G. A. (2009, April). *What are we measuring?* Paper presented at the annual conference of AERA, San Diego CA.

Muth, W., Stemhagen, K., Reich, G. (2009, April). *Constrained constructivism: Some theoretical considerations*. Paper presented at the annual conference of AERA, San Diego CA.

Reich, G. A. (2008, November). *What are we measuring?* Paper presented at the annual conference of the Virginia Educational Research Association, Charlottesville, VA.

Reich, G. A.; Stemhagen, K.; Muth, B. (2008, October). *Constraining constructivism*. Paper presented at the annual conference of the South Atlantic Philosophy of Education Society, Blacksburg, VA.

Reich, G. A. (2008, November). *What are students thinking?: Answering history multiple-choice questions*. Paper presented at the annual conference of NCSS, Houston, TX.

Reich, G. A. (2008, November). *What are we measuring?* Paper presented at the annual conference of CUFA-NCSS, Houston, TX.

Reich, G. A. (2007, November). *Deep conflict: Historical thinking and civic dispositions*. Paper presented at the annual meeting of the Association of Moral Educators, New York, NY.

Reich, G. A. (2007, April). *Validating the measure: State standards, high-stakes assessment, and student historical thinking*. Paper presented at the annual meeting of AERA, Chicago, IL.

NON-REFEREED PROFESSIONAL PRESENTATIONS

Reich, G. A., Jones, Brittany (2022, April). "Perspectives: Educators, the culture war, critical race theory." The Bonner Center for Civic Engagement, University of Richmond, Richmond, VA.

Reich, G. A. (2021, July). "Brown, the Civil Rights Movement & the Political Use of the Past." National Endowment for the Humanities Landmarks of American History and Culture Workshops.

Reich, G. A. (2021, March). Between theory and people. Equity, Privilege, and Power Spark Talks, VCU School of Education, Richmond, VA.

Reich, G. A. (2019, July). "Brown, the Civil Rights Movement & the Political Use of the Past." National Endowment for the Humanities Landmarks of American History and Culture Workshops.

Reich, G. A. (2019, March). Presented "Hidden in plain sight: A response to mourning and terror by Jeffery Frank" at the 75th Annual Meeting of the Philosophy of Education Society, Richmond, VA.

Reich, G. A. (2019, March 16). Presented "Monumental controversy: Monument Avenue in the classroom" to the Social Justice and Youth Empowerment Curriculum Fair, Richmond, VA.

Reich, G. A. (2018, November 26). Presented "Who has the power and authority to curate Monument Avenue" to students at the Humanities Center, Hermitage High School, Henrico, VA.

Reich, G. A. (2017, July). "Brown, the Civil Rights Movement & the Political Use of the Past." National Endowment for the Humanities Landmarks of American History and Culture Workshops.

Reich, G. A. (2017, November). President's 2017 Forum: Engaging in Critical Conversations. Virginia Commonwealth University, Richmond, VA.

Reich, G. A. (2017, November). Dare to Dialogue: Deepening the Conversation on Race and Justice in American Life. Virginia Commonwealth University, Richmond, VA.

Reich, G. A. (2016, April). Syria: Crossroads of Civilization. Presented at Lucille Brown Middle School as part of the LBMS students' effort to address the Syrian refugee crisis.

Reich, G. A. & Walger, D. (2016, April). Presenter at Making Research Matter: Rethinking the Form and Function of Educational Research in our Schools "Authentic Assessment Design." Presentation given at the Metropolitan Educational Research Consortium annual conference, Richmond, VA.

Reich, G. A. (2016, April). Moderator at Making Research Matter: Rethinking the Form and Function of Educational Research in our Schools “Addressing Issues of Equity through Program Evaluation.” Metropolitan Educational Research Consortium annual conference, Richmond, VA.

Reich, G. A. (2015, June). Invited Speaker at the American Enterprise Institute’s Civics and the Common Core conference. James Madison’s Montpelier, Orange VA.

Reich, G. A. (2015, January). Testified at a public hearing on proposed revision to the VA Standards of Learning for history/social studies at Virginia Union University.

Reich, G. A. (2014, November). “Exploring the Teaching of History.” Invited speaker in Dr. Raymond’s HIST 300 class.

Reich, G. A. (2014, October). “Introduction to Historical Consciousness.” Invited Speaker in Dr. Carolyn Eastman’s Honor’s College Course: Exploring Richmond History in 50 Objects.

Reich, G. A. (2014, September). “American education: Is it so bad?” Invited speaker, 5400 Men’s Club, The Weinstein Jewish Community Center, Richmond, VA.

Reich, G. A. (2014, October). “Navigating the Shifting Sands of Assessment in Virginia.” Webinar presented to the Council of Chief State School Officers.

Reich, G. A. (2014, February). Testified at a hearing of the Virginia House of Delegates Education Reform Committee hearing on proposed laws affecting the testing of social studies in the Commonwealth.

Reich, G. A. (2013, April). Invited panel member for the Community Forum at the *Personal Pathways and Paradigms* conference held at the Sabot Stony Point school in Richmond, VA.

Reich, G. A. (2013, April). Invited respondent to Peter Smagorinsky’s talk “Authentic Teacher Evaluation,” his topic for the annual *John S. Oehler Lecture on Educational Leadership*, given at VCU’s School of Education in Richmond, VA.

Reich, G. A. (2013, April). *Assessment in history: Priorities, compromises, interpretations*. Presented at the Spring meeting of the Virginia Consortium of Social Studies Specialists and University Educators, Roanoke, VA.

Reich, G. A. (February, 2013). *Midlothian High School: Community Forum on Testing (with Tom Shields – U. of Richmond)*. Presented at the meeting of the Parent-Teacher-Student Association of Midlothian High School, Midlothian, VA.

Reich, G. A. (October, 2012). *Apocalypse when? How I learned to stop worrying and love the public schools*. Presented at the meeting of the Bon Aire Rotary Club, Bon Aire, VA.

Reich, G. A. (2012, May). *Speaking about testing: A public discussion*. Served as a panel speaker at a forum sponsored by Richmond Teachers for Social Justice, Richmond, VA.

Reich, G. A. (2011, October). *Merit pay and teacher evaluation: Public forum and community discussion*. Served as a panel speaker at a forum sponsored by Richmond Teachers for Social Justice, Richmond, VA.

Reich, G. A. (2011, November). *Teaching the Viet Nam War using iconic photographs*. Workshop presented at the annual meeting of the NCSS, Washington D.C.

Reich, G. A. (2011, June). *History, tests, and ESL students: A way forward*. Presented to the cohort of Chesterfield County history teachers in the ACT ESL program.

Reich, G. A. (2010, October). *Teaching the Vietnam War using iconic photographs*. Presented at the annual conference of the Virginia Council of the Social Studies, Williamsburg, VA.

Reich, G. A. (2010, June). *History, tests, and ESL students: A way forward*. Presented to the cohort of Chesterfield County history teachers in the ACT ESL program.

Reich, G. A. (2009, June). Workshop on how to teach with historical documents. Presentation given to Teaching Fellows involved with the Teaching American History grant held jointly by Chesterfield County and the Virginia Historical Society.

Reich, G. A. (2009, June). *History, tests, and ESL students: A way forward*. Presented to the cohort of Chesterfield County history teachers in the ACT ESL program.

Reich, G. A. (2008, October). *What are students thinking?: Answering history multiple-choice questions*. Paper presented at the annual conference of the Virginia Council for the Social Studies, Richmond, VA.

Reich, G. A. (2008, November). *Authentic achievement and high-stakes tests: Moving past a contradiction* Presentation given to middle- and high-school principals working with Replications Inc., New York, NY.

Reich, G. A. (2008, November). *The point: Teaching history with purpose*. Presentation given to Teaching Fellows involved with the Teaching American History grant held jointly by Chesterfield County and the Virginia Historical Society, Richmond, Va.

Reich, G. A. (2008, March). *What's the point of history?* Presented at a meeting held by the Virginia Historical Society as part of ongoing work with Chesterfield County social studies teachers funded by a Teaching American History grant.

Reich, G. A. (2008, February). *What's the point of history and geography?* Presented at a meeting of the Virginia Geographic Society, Richmond, VA.

MEDIA PRESENCE/INTERVIEWS

Robertson, N. (2020, December 2). "Year of racial awakening may topple Richmond's last Confederate statue." *Christian Science Monitor*.

Robertson, N. (2020, June 17). "Can Richmond imagine a future without Robert E. Lee." *Christian Science Monitor*.

Reich, G. A. (2018, March 22). Appeared on WCVE story by Noe-Payne, M. on Virginia Law to open up licensure for graduates with a BA degree, <http://wvtf.org/post/theres-teacher-shortage-virginia-are-shorter-prep-programs-fix>

Reich, G. A. (2018, January 10). Appeared on WCVE story by Megan Pauly on Confederate Monument debate as it pertains to secondary classrooms.
<https://ideastations.org/radio/news/richmonds-monuments-debate-continues-local-classrooms>

Reich, G.A. (2015, June). Invited presenter on *With Good Reason* "Teaching slavery and Emancipation." Original air date June 13, 2015 on National Public Radio (<http://withgoodreasonradio.org/2015/06/marking-stories-of-slavery/>).

INVITED FILM/BOOK REVIEWS

Miller, S. (2021). *Meltdown in Dixie*. Bullfrog Films.

Van den Hoff, T. (2018). *Monumental crossroads*. Gander Yonder Pictures.

GRANTS AND CONTRACTS

Internal Grants

Presidential Research Incentive Program (2011). Applied for \$25K grant as a co-PI. The grant was to fund research on how pre-service teachers make sense of the historical statuary on Richmond's Monument Avenue. Grant not awarded.

Year of Freedom (2012). Awarded Research Funds from VCU President Michael Rao to study the presence of collective memories of the Civil War and African-American Emancipation among members of the VCU community (\$20K).

Humanities Research Center 5x5 Grant (2022). Applied for funds to support the activities of the Monuments and Memory group (\$2K). Grant awarded.

VCU Arts, Humanities, and Social Science Fund (2022). Awarded funds to support writing of Making Sense: Historical Consciousness in Troubled Times (\$10K).

External Grants

National Endowment of Humanities Fellowship (2022). Applied for fellowship to support writing of Making Sense: Historical Consciousness in Troubled Times (\$60K). Pending

A New Nation (2017): sought a \$20,000 grant from the Braitmayer Foundation to fund a community engaged collaborative curriculum design project. The proposal was not funded.

Assessment Design for Historical Thinking: Library of Congress Regional “Teaching with Primary Sources” Grant (2016). Awarded \$20,000 for 2016-2017 academic year. This funded program engaged local secondary social studies teachers in the design of authentic history assessments.

The History of Richmond in 50 Objects (2015). Applied for grant from the VCU Council on Community Engagement as PI with Dr. Carolyn Eastman of the history department. Project not funded.

Richmond Teacher Residency Grant (2010). Assisted in the successful writing of a \$5 million grant to reform the way teachers are prepared to work in urban schools.

Donor Funded Projects

Middle School Service Learning Partnership Program (2014-2018). Sought and won a \$260,000 private gift from the Schaberg Foundation to support ongoing work to transform VCU’s middle-school practicum to a service-learning model in which pre-service teachers and middle-school students engage collaboratively in service projects. The grant positively impacted the learning experience of ~150 Masters of Teaching students, and many more middle school students. Over the life of the grant, four doctoral students were supported.

SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS

Nominated Virginia Commonwealth University Distinguished Teaching Award (2021)

Distinguished Teaching Award, VCU School of Education (2020)

Fellow, VCU Center for the Study of the Humanities (2016)

PROSE Award (the American Publishers Awards for Professional and Scholarly Excellence), best book on Educational Practice for *American School Reform* (2014), University of Chicago Press (2015).

Outstanding Faculty Mentor, School of Education, Virginia Commonwealth University (2015)

Visiting Scholar at the Centre for the Study of Historical Consciousness, the University of British Columbia, Vancouver Canada (2013).

VCU School of Education Distinguished Junior Faculty Award (2012)

2008 Distinguished Paper Award: Virginia Educational Research Association.

Outstanding Dissertation Award (2007) – Nominated: Steinhardt School of Culture, Education and Human Development.

Mitchell Leaska Dissertation Fellowship (2006). A competitive grant of \$5,000 given annually by the Mitchell Leaska Fund at New York University for promising dissertation research.

TEACHING AND ADVISING

COURSES TAUGHT

At VCU

- TEDU 547/312 Teaching Secondary Schools Social Studies and Practicum
- TEDU 681 Investigations and Trends in Teaching: Social Studies
- TEDU 627/HIST 691 Exploring Historical Consciousness
- TEDU 591 Teaching Elementary Social Studies
- TEDU 617 Introduction to Curriculum Theory (Doctoral)
- TEDU 731 Instructional Theories and Strategies (Doctoral)
- TEDU 651 Program Evaluation and Curriculum: The Case of Test-Based Accountability (Doctoral)
- In addition, I have taught a variety of independent study courses for doctoral students in the Curriculum Culture and Change program and for students in the Public History Master's program offered by the VCU department of history.

Elsewhere

- Social Studies Literacy, New York University, Steinhardt School, 9/2005-5/2007. The literacy course was designed to prepare social-studies teachers for their role as teachers of literacy.

- The Modern Middle East, New York University, Steinhardt School, 9/2005-5/2007. Co-designed and co-taught with a doctoral student from the Department of Middle-East Studies. The Middle East history course was designed to challenge student assumptions about the region, history in general and history pedagogy.

DISSERTATIONS CHAIRED

Senechal, Jesse. *The Idea of the Charter: One Community's Perspectives on the Shifting Nature of Public Education*. Successfully defended March 2014, Research and Evaluation program track.

Sober, Tamara. *Wise Choices? The Economics Discourse of a High School Economics and Personal Finance Course*. Successfully defended July, 2017, Curriculum, Culture, and Change program track.

Hooks, Stephanie. *Victims, victors, or bystanders? African American college students' perspectives of African American agency during the Civil War*. Successfully defended, April, 2018, Curriculum, Culture and Change program track.

Bowman, Kim. *Teacher Approaches to Women's History, Gender, and Feminism in Secondary Social Studies*. Successfully defended, April, 2020, Curriculum, Culture, and Change program track.

Lynn, Robyn. (In progress)

DISSERTATION COMMITTEES

Lehman, Brad. Curriculum, Culture, and Change program track (in process).

Koth, Laurie. Curriculum, Culture, and Change program track (in process).

Spott, Donia. Curriculum, Culture, and Change program track (completed).

Schuford, Veronica. Measurement and Evaluation program track (completed).

Colon, Valeriana. Measurement and Evaluation program track (completed).

SERVICE

EDITORIAL ACTIVITY

2021-2022, Associate Editor (North America): *Historical Encounters Journal*; Reviewer, *Theory and Research in Social Education*.

2011-2013, Editorial Board Member: *Theory and Research in Social Education*

2022, Reviewer: *Journal of Social Studies Research*, *Social Education*; *Theory and Research in Social Education*

2020, Reviewer: *Journal of Curriculum Studies*, *Theory and Research in Social Education*

2019, Reviewer: *Journal of Curriculum Studies*, *Journal of Social Studies Education*, *Historical Encounters*

2018, Reviewer: *Journal of Curriculum Studies*, *Theory and Research in Social Education*, *Historical Encounters*

2017, Reviewer: *Journal of Curriculum Studies*, *Theory and Research in Social Education*, *American Educational Research Journal*, *Assessment in Education: Principles, Policies, Practice*

2016, Reviewer: *Theory and Research in Social Education*, *American Educational Research Journal*, *Journal of Curriculum Studies*, *Assessment in Education: Principles, Policies, Practice*

2015 Reviewer: *Journal of Philosophical Psychology*, *Theory and Research in Social Education*, *Journal of Curriculum Studies*, *Journal of Social Studies Research*
Chapter Reviewer, *The Wiley Handbook of Social Studies Research* (2017), Wiley, Malden, MA.

2013-2014 Reviewer: *Philosophical Psychology*, *Theory and Research in Social Education*, *Journal of Curriculum Studies*, *Journal of Social Studies Research*, *The High School Journal*.

2007-2013, Reviewer: *Theory and Research in Social Education*, *Journal of Curriculum Studies*, *Teachers College Record*, *Journal of Social Studies Research*.

MAJOR COMMITTEES

National:

American Educational Research Organization:
Co-Section Chair – Division B: AERA (2019-2021)

Advisory Board Member for a consortium applying for National Endowment of Humanities Digital Projects for the Public grant. Project title: Experiencing Civil War History Through Augmented Reality: Soldiers, Civilians, and the Environment at Pamplin Historical Park. (2020-2023)

National Council of Social Studies: College and University Faculty Association:
Faculty Discussant – CUFA-NCSS Graduate Forum Roundtable (2017)
Discussant – “Examining historical thinking” (2014)
Member Editorial Board – *Theory and Research in Social Education* (2011)
Graduate Student Forum Mentor (2011-2012)
Diversity Committee (2008-2011)

Invited External Reviewer: Promotion and Tenure
Queens College, CUNY, Queens NY (2022)
Mississippi State University, Starkville MI (2018)
Magill University, Montreal, CA (2016)
Old Dominion University, VA (2014)

Regional:

Virginia Department of Education & WHRO – Review Committee on proposed African American History course for Virginia high schools: Member (2019-2020)

Virginia Social Studies Leadership Consortium (VSSLC, formerly the Virginia Council of Social Studies Specialists and College Educators):
Chair – Committee on Assessment (2013-2017)
Member – Annual Conference Planning Committee and the Presentation Selection Committee (2007-2013)

Virginia Education Research Association (VERA)
Research Award Committee (2013-2014)

University:

Monuments & Memory, VCU Humanities Research Center
Co-Chair (2021-2022)

HRC Visioning Workshop/Design Charrette, VCU Center for the Humanities
Invited Member (December, 2021)

VCU Quality Enhancement Plan Committee (2022-2024)
School of Education Representative

Promotion Committee Member, History Department (2022)

Promotion Committee Member, Focused Inquiry (2022)

VCU Chapter of AAUP
Executive Committee Member (2021-2022)

VCU Faculty Peer Mentoring Program (2019-2020)
Mentor

Council for Community Engagement
SOE Representative (2014-2016)

Department of History
3rd Year Review Committee (2013-2014)

The Year of Freedom
Steering Committee Member - convened by VCU President Rao, and Provost Warren to
coordinate activities to commemorate the sesquicentennial of African-American Emancipation.
(2012-2013)

University Council
Faculty Affairs Committee (2011-2012)
Academic Affairs Committee (2008-2011)

Library Committee – Alternate (2007-2008)

School:

Graduate Team (2019-2022)

Equity Pushback Taskforce (2021-2022)

CAEP Committees
Field Experience Committee (2019-2020)
Continuous Improvement Task Force CITF (2018-2020)

Clinical Experience Ad Hoc Committee (2019-2020)

Research and Professional Development Committee:
Member (2020-2021)

Promotion and Tenure Committee:
Chair (2017-2018)
Member (2016-2017)

Curriculum Culture and Change Doctoral Program:
Track Coordinator (2018-2019)
Advisory Committee Member (2013-2021)
Curriculum Design Team (2011-2013)
Advisory Committee Member Instructional Leadership Track (2010-2012)

Faculty Organization
President Elect (2017-2018)
Secretary (2012-2017)
Member (2007-2012)

Graduate Team
Member (2018-2022)

Search Committees
Dean VCU School of Education (2014-2015)
Elementary Social Studies (2015-2016)
Educational Psychology (2010-2012)

Other School Committees
Undocu-Ally Workshop Facilitator (2021)
Dean's Promotion and Tenure Criteria Task Force: Scholarship (2013-2014)
Graduate Student Travel Grant Committee (2011-2012)
SOE Committee for review/updating of the Conceptual Framework (2011-2012)
SOE Faculty Expectations Committee (2011-2013)
Assessment Committee (2009-2011), Chair (2010-2011)
Scholarship Committee (2007-2011)

Department:

CARC Representative (2021-2024), Chair (2022-2023)

Secondary Program Group

Member (2007-2022)
Chair (2009-2011; 2018-2021)

Middle School Practicum Partnership Program
Program Administrator (2014-2019)

Department Budget Committee (2017-2018)

New Faculty Mentor
Kevin Clay (2020-2021)
Hillary Parkhouse(2015-2016)
Monty Jones (2013-2014)

Search Committee Member
Elementary Social Studies Ed. Position (2015-2016)
Secondary English Education (2012-2013)
Mathematics Education (2010-2011)

Faculty Retreat Committee (2013-2014)

Community:

Maymont Park Foundation – Curriculum Consultant (2020)

REAL Richmond History Curriculum, Richmond Public Schools - Design Team Member (2019)

Richmond Teachers for Social Justice
Member (2010-2019)
Executive Committee Member (2012-2016)

Campaign to Elect Gary Broderick to RPS School Board (2018)

Martin Luther King Middle School Professional Developer (2016-2017)
Judge Richmond History Fair (2014-2017)
Judge Highland Springs “We the People” forensics competition (2010-2014)

Art 180 Planning Committee Member – collaborative PD with teachers and incarcerated youth
on the school-to-prison pipeline (2017)

Chesterfield County Public Schools – Middle School Social Studies Assessment Project (2016-
2017)

Richmond Food Policy Task Force – Executive Board Member (2011-2012)

MEMBERSHIPS IN ORGANIZATIONS AND SOCIETIES

Professional:

- ❖ National Council for the Social Studies (NCSS),
- ❖ NCSS College and University Faculty Assembly (CUFA)
- ❖ American Educational Research Association (AERA)
- ❖ International Society for the Scholarship of Teaching and Learning in History
- ❖ Virginia Geographic Society
- ❖ Virginia Social Studies Leadership Consortium (VSSLC)