

**Geography Education National Implementation Project
Steering Committee Meeting • Washington, DC**

**Friday, September 8, 2006, National Geographic Society
Saturday, September 9, Association of American Geographers**

Friday, September 8, 2006

- Room 7701 Enterprises Large Conference Room, NGS M Street Building

9:00	• Diane Stark Rentner, Center on Education Policy
10:00	• Amanda Farris (Amanda.Farris@ed.gov), Deputy Assistant Secretary for Policy, US Department of Education
12:00	• Lunch
1:00	• Allison Clark, Associate Director, Curriculum and Content Development, History, Geography, and the Arts, Advanced Placement Program, College Board
4:00	• Carol West, Capstone Institute, Howard University

1. 8:30 a.m. Call to order and review/approval of agenda (Downs)
2. Comments/ reports/ updates (reports requested in digital form)

AAG (Solem)

(1) Project Geo-START: Geo-Spatial Thinking Activities and Resources for Teachers (2006-2007): NASA and the AAG have completed negotiations on a revised plan and budget (\$92,834) for a one-year project to improve teacher quality and student outcomes in physical geography and earth system science. The project will extend the resources under development for the FIPSE “Teacher’s Guide to Modern Geography” by drawing on GIS and NASA Earth Observing Missions remote sensing technology and data sets. Geo-START materials will be evaluated in teacher workshops in the Washington, DC area. PI: Sheryl Luzzadder-Beach (George Mason University). Co-PIs: Wade Boykin (Howard University), Carol and Phil Gersmehl (co-Directors, Center for Geographic Learning at Hunter College), and Michael Solem (AAG).

Because the project aim is to use NASA products, we have settled on hurricanes as the earth science phenomena to study. From this we will create lessons in spatial thinking, and related lessons in science and math, and can link these to reading and literacy curriculum, such as the book *The Caye*. At present we are still in the data gathering stages. The regions we are targeting are NYC, Washington DC, Bahamas, possibly Belize as another Caribbean tie-in or possibly Honduras (hurricane linkages), and South Korea. Ultimately available imagery will dictate which regions we focus on for this exercise, and our most urgent task is to find imagery and data linked to it. Our goal is to have a pilot activity(s) done in two months to launch at a workshop conducted by Howard U.

(2) A Teacher’s Guide to Modern Geography (2004-2007). The AAG received a three-year, \$515,927 grant from FIPSE to provide geography teachers with a suite of high-quality training products that a) are adaptable to the curricular standards of every state, b) emphasize analytical skills, and c) satisfy the needs of pre-service programs as well as early- and mid-career teachers. This project has 8 tightly-integrated components; the following list is a summary of major production steps taken in the second full year of production:

Book: *Teaching Geography*, was published by Guilford Press in April, 2005. This book outlines the conceptual core of geography for teachers in an introduction, 10 chapters, several appendices, and a CD. The text chapters are illustrated with copier-ready transparency masters. Chapter 6 is especially germane to the FIPSE project; it presents a list of 12 specific skills of spatial thinking. In 2005-6, this list was modified slightly after it was evaluated in several ways: in a workshop held at the annual meeting of the Association of American Geographers, in several focus groups of teachers and geography graduate students, and by making a thorough review of current research about how the human brain acquires and processes geographic information. In this review, we examined more than 400 research studies in cartography, visual perception, and neuroscience, focusing especially on the flurry of brain-scanning studies done since the late 1990s.

Transparencies/Powerpoint Screens. In addition to the illustrative transparencies in the book, we produced a set of 64 presentation masters. These are designed to serve as guides for discussion in professional-development workshops and pre-service courses in geographic education. The numbering and general subject matter of these transparencies follow the chapter outline in the book, but workshop leaders are encouraged to arrange the transparencies in different orders to suit their particular settings. In presentation, these transparencies should be interleaved with other illustrative material that makes a connection with the local area: maps, diagrams, examples, and/or worksheets that deal with specific topics that apply to the home communities of the teachers.

1-Page Guides to the CD units. In the first year of the project, we produced a CD that had 19 animated explanations of specific spatial-thinking skills. In 2005-6, we produced a set of one-page printed guides to these CD units, as well as the major ARGWorld units that are recommended for use in teacher-training workshops and in-service institutes. These printed guides provide a brief summary of the content of the units, as well as some suggestions about how to use them in classrooms and workshops. They are “published” in a variety of formats – ppt, pps, color pdf, and monochrome pdf – to allow teachers or workshop leaders to select the ones they wish to employ and to arrange them in the order they might choose to use them in a specific classroom setting.

Activities. We have now completed, tested, and revised several sets of student activities. These are NOT designed to constitute a geography curriculum; their purpose is much more modest, yet potentially far-reaching – they are offered as models of how aspects of spatial thinking can be incorporated into the design of lessons about particular topics. With that caveat in mind, we selected several topics that would have multiple connections with the curriculum, in geography, history, environment studies, mathematics, and literacy:

- a) choosing a location for a city – e.g., Washington, DC, as the U. S. capital (the teacher’s notes identify a specific DC math standard met by each of these lessons)
- b) exploring the roles of a specific country (e.g., the two Koreas) in current events (the teacher’s notes indicate how these lessons can be adapted to other countries/regions)
- c) using placenames as clues about the colonial history of a region (the teacher’s notes includes alternative worksheets that accommodate different learning styles)
- d) sampling elevation and making a contour map that isolates flood-prone areas (the teacher’s notes explain how to make a tactual manipulative that helps students master the basic idea of “negative elevation” below a specified flood depth).

Assessment rubrics and models. We developed, tested, and revised a test that can assess mastery of specific kinds of spatial thinking. Preliminary versions of this test were pilot-tested in several different environments, including a summer institute in Michigan.

Curriculum planners. A set of documents show how the ARGUS and ARGWorld activities and CD units fit with the published standards adopted in every state and the District of Columbia. Together with the transparencies and model activities, these curriculum guides can help teachers select and adapt published curriculum materials to their individual classroom settings.

Web site. A web site describes the state of the project, offers sample materials for examination, and provides opportunity for exchange of ideas with project personnel and teachers.

During the past 10 months the staff presented aspects of this project in a variety of venues. In nearly all instances the presentations permitted focus group activities and feedback that were instrumental in the further improvement of the project.

The formative evaluation collected data from content experts and methods instructors. It has provided important formative data that have been processed and passed along to the PI. The recommendations that have resulted from the evaluation data have been specific to improving TGMG, or in addressing concerns.

(3) AAG-GENIP Careers in Geography project. New content will be added very soon to the AAG Careers in Geography website: <http://www.aag.org/careers>

- Practical advice for creating a professional portfolio
- Guidance on choosing internships
- Updated labor statistics in the careers database
- Analysis showing how geographical and general skills are applied and in-demand across various economic sectors and employer organizations (based on results of surveys with employers and geography alumni)

The AAG is searching for a full-time web programmer/graphic designer. Significant graphic enhancements to the Careers website are planned.

(4) A Pilot, Experimental and Demonstration Program for the High-Growth Geospatial Technologies Industry: "Defining and Communicating Industry Workforce Demand".

In collaboration with Geospatial Information and Technology Association (GITA), the Association of American Geographers (AAG) is engaged in an effort to develop effective strategy, assemble and disseminate workforce development and education resources, and establish long-term relationships between government agencies, private companies, and educational institutes to meet the long-term demand of the emerging high growth geospatial technology industry.

GIWIS (Geospatial Industry Workforce Information System) has undergone drastic re-design and is now featuring a full range of resources important to the industry. The new "look" is geared toward a wider audience, hoping to attract both future and current geospatial workers. Many resources developed by the AAG are also featured in the new GIWIS site. A series of focus groups (educators, industry, workforce development professionals, and other stakeholders) were invited to review the evolving GIWIS site and their inputs are used for the re-design as well as content development. Furthermore, GIWIS also features interactive mapping capabilities using both ESRI's ArcWeb Service as well as Google map functions. They are incorporated to also use GIWIS as an educational tool to showcase geographical and spatial concepts.

GIWIS will be officially launched at the GIS in the Rockies conference at 11:30am (Mountain Time) on September 13, 2006 (Wednesday). GIWIS is being seen not as a GITA/AAG product but a product for the entire Geospatial Industry/GIS&T community. The launch will only signify the beginning and both GITA and AAG will continue to work with the Department of Labor to further development and fine-tune the contents of the site. To access the GIWIS site, please visit <http://www.giwis.org/>.

GITA/AAG has also finished the Phase I Report, documenting the processes involved in gathering industry-leader input about workforce issues for the Geospatial Industry. A new definition of the industry has been recommended along with a set of recommendations, ranging from SOC (Standard Occupation Classification) titles to identification of academic disciplines critical to the long-term

sustainability of workforce development of the industry. The report can be accessed directly at <http://www.aag.org/giwis/>.

II. GEOGRAPHY IN THE AMERICAS CONFERENCE

Geographers from across the globe are invited to participate in “Geography in the Americas: Collaboration on Research and Education”, an international congress focused on contemporary issues in geography and geography education in North and South America. The conference, to be held in La Serena, Chile in May 2007, is being sponsored by Texas State University’s Gilbert M. Grosvenor Center for Geographic Education, the Association of American Geographers (AAG), the Universidad de la Serena, and the Pan-American Institute of Geography and History (PAIGH).

Conference program elements will include, but are not limited to, presentations and workshops in the following categories: (1) research in geographic education; (2) research in Latin American geography; (3) international collaborative efforts in education and research, (4) educational aspects in Applied Geography; (5) the AAG/PAIGH collaboration in natural hazards research; and (6) the AAG Center for Global Geography Education. A conference poster session will highlight work associated with “My Community, Our Earth: Geographic Learning for Sustainable Development” (MyCOE) program activities in Chile.

The opening session of the “Geography in the Americas” conference will be held on May 21, with paper and workshop sessions scheduled for May 22-24. Local and regional field trips will include tours of historic La Serena (second oldest city in Chile) and neighboring Coquimbo, the scenic Elqui Valley (where the world famous pisco liquor is produced), and the Fray Jorge Cloud Forest. Participants are invited to join a 5-day, pre-conference field excursion to Northern Chile, to explore the Atacama Desert, Antiplano, Chuquicamata Copper Mine, and regional population centers, including Iquique and Antofagasta. A 4-day post-conference field trip will focus on Central Chile, the cultural nucleus of the country, and will include visits to coastal Valparaiso and the capital of Santiago.

Advance conference registration, which includes participation in the opening reception, two lunches, and a Chilean-style barbeque social, will be \$195. Advance registration for students is \$95. Following the early registration deadline of March 16, 2007, registration costs will increase by \$50 in each category. A variety of local housing accommodations in La Serena, ranging in cost from \$40-\$80 per night, have been arranged, and students will have the option of staying at local youth hostels for as little as \$15 per night.

Additional conference arrangements are currently being finalized. Complete conference information will be available after September 1, 2006, and will be linked to the organizational websites of the Grosvenor Center for Geographic Education (<http://www.geo.txstate.edu/grosvenor/index.html>) and the Association of American Geographers (<http://www.aag.org/>).

AGS (Sanders)

Media Outreach Program:

Articles by geographers in the form of op-ed pieces that AGS distributes via email are going to a list of newspapers now topping 400 and growing. Newspapers as large as the *San Francisco Chronicle* and as small as the *Calhoun [Georgia] Times* have published the articles. AGS Councilor Deborah Popper was the creator of this program and continues to be the driving force behind it. The goal of the program is to make readers aware of the importance of geographical factors in critical contemporary issues. On average AGS is now distributing one article every other week. The two most recent are “Simplistic view of Middle East geopolitics feeds extremism” by Alexander Murphy (identified as a professor of geography at the University of Oregon), which was published

on Aug. 26th by the *Chicago Sun-Times*, and "If we build it, they won't come" by David Keeling (identified as a professor of geography at Western Kentucky University), which appeared in several smaller newspapers, including the *Antelope Valley Press* in California on August 14th.

On teaching race, ethnicity and place:

AGS has organized and is sponsoring a session on "Teaching Racial and Ethnic Geography at the Collegiate Level" for the Race, Ethnicity, and Place Conference at Texas State University, November 1-4. The participants in the session are Rickie Sanders, Audrey Kobayashi (Queens U., Kingston, Ont.), and John Frazier (Binghamton U.). The chair is Mary Lynne Bird. The session will be offered in a sequence of other sessions that deal with educational issues.

Geo-Ed in Latin America:

Discussions with Dr. Santiago Borrero, Secretary General of the Pan American Institute for Geography and History (PAIGH), about pre-collegiate geographic education in Latin America led to a request from him for information about the state of geo-ed in the U.S. and about efforts here to improve the situation. We gave him a brief history of what has been done and what is underway and referred him to GENIP and all its member organizations for further information. This arose from the signing of a "Memorandum of Understanding" between PAIGH and AGS for cooperation on matters of mutual interest.

FOCUS on Geography:

AGS is building a new website just for *FOCUS on Geography*, tagged especially to reach the home school market. We have concluded there is no direct, organized way to reach home schoolers. However, since they tend to communicate grapevine fashion on the web, we will try to draw them to us via the special *FOCUS* website.

An upcoming special issue of *FOCUS on Geography*, devoted to Iran, is due out by the end of 2006.

AGS continues to provide complimentary copies of *FOCUS on Geography* to teachers in Alliance workshops.

Travel Program:

Bookings for the AGS Travel Program this year are double those for 2005. We hope increasing concern about travel security does not change those statistics. The lecturer on the trip currently underway in Alaska is Susan Hardwick. All AGS travel program lecturers are urged to make the case for better K-12 geography education. It is safe to say Susan is doing an especially good job of it.

Foreign field research:

AGS has received renewed funding for continued GIS research on changing property ownership in Mexico. AGS has just received new funding for field research in the Antilles. The funding comes from the Foreign Military Studies Office (FMSO) of the Department of Defense; however, these Bowman Expeditions use open source data and produce material available to the public, including teachers.

AGS Council to visit Fort Leavenworth:

On October 20 the AGS Council will visit Fort Leavenworth to meet with the leadership of FMSO and of the US Army Command and General Staff College to discuss cooperation on current and projected Bowman Expeditions.

NCGE (LeVasseur, Anderson, Stoltman)

Relocation of NCGE Central Office:

The NCGE Central Office will relocate in 2007 from its home of the past five years at Jacksonville State University, Jacksonville, Alabama. Letters of intent to submit proposals were received from several organizations. Full proposals are the next step in the relocation process. A site selection committee will make recommendations to the NCGE Executive Board in the future.

Annual Conference:

The 2006 Annual Conference of the NCGE is scheduled for Lake Tahoe, Nevada, from October 5 – 8. For GENIP information, the NCGE Administrative and Executive Committee sessions are as follows. The NCGE Admin Committee will meet on Tuesday the 3rd of October from 8:00 AM until 4:30 PM and Wednesday the 4th from 8:00 AM until 11:30 AM. The Executive Planning Committee will meet Wednesday the 4th from 2:00 until 6:00 PM and Thursday the 5th from 8:00 AM until 4:30 PM. A conference program of paper sessions, workshops, field studies, awards ceremonies, and social interaction is planned.

NCGE Journal Changes:

Proposals for the production and distribution of the *Journal of Geography* and *The Geography Teacher* were submitted by commercial publishers at the invitation of the Administrative Committee. Negotiations are continuing and plans are to contract the publication and distribution of the journals to a commercial firm, but to retain the editorial responsibilities. *The Geography Teacher* ownership and publication was assumed by the NCGE in July 2006. *The Geography Teacher* is published by the National Council for Geographic Education with support from Mercyhurst College Institute for Geographic Education. *The Geography Teacher* is edited by Professor Ed Grode.

NCGE Participation in Regional Meetings with AAG:

The Southwest Division of the AAG Regional meeting in Norman, Oklahoma, October 26 – 28, 2006 will be the initial cooperative undertaking for NCGE to host sessions of the conference. NCGE President Ken Foote is organizing the NCGE component and intends to engage early career faculty members in paper sessions and workshop regarding educational issues and teaching. It is planned that a similar joint event will be held at the Southeast Division conference in 2007. Future plans for additional regional conference cooperation is being planned.

NASA Project:

Dr. Osa Brand is the Project Director. The project is now in the materials development stage with a focus on using NASA materials to address geographic issues and topics in various regions of the United States. The materials are intended for use by elementary geography/social studies teachers and students.

E. Willard and Ruby S. Miller Research Award:

The NCGE awarded a research grant to Dr. Gillian Acheson for a project on the map skills of high school students. This was the initial grant from the Research Fund established by the Millers.

Hurricane Katrina Educational Funds:

The NCGE Executive Director, Dr. Michal LeVasseur, has distributed Hurricane Relief Funds donated during and following the 2005 annual conference. As approved by the Administrative Committee, \$2,000 will be presented to Mr. Paul Henry of W. W. Lewis Middle School for classroom materials, and \$4,000 to the Cameron Parish School Libraries.

Coalition Partner with My Wonderful World:

NCGE is a coalition partner with NGS for My Wonderful World, the public engagement campaign.

NCGE will consult with College Board about endorsement of the APHG online course and solicit support for ongoing costs of running the course. 130 teachers expressed interest in taking the course; University of Oregon has capacity for 60.

NGS (Chow, Shearer)

A version of the Senate bill Teaching Geography is Fundamental was introduced in the House by Congressman Wicker this summer (HR 5519). NGS is seeking co-sponsors from the House as well as the Senate for TGIF.

The My Wonderful World campaign is going well. NGS is working with 4H, the world's largest youth serving organization, on a project to prepare coastal hazard maps using geospatial technologies. This gives geography good visibility.

NGS is developing a K-12 technology strategy. One promising model is offered by the Geospatial Semester program directed by Robert Kolvoord, James Madison University.

NGS is playing an active role in NCGE including offering an all day training for My Wonderful World and a reception.

Barbara Chow has been nominated to fill a position on NAGB. She is soliciting nominations for two curriculum specialists and a high school teacher for them.

Alliance for Curriculum Reform (Brand, LeVasseur)

Report to come.

ABCTE Standards in Geography (Marran)

American Board for Certification of Teacher Excellence (ABCTE)
1225 19th Street NW, Suite 400 Washington, DC 20036
www.abcte.org

- What:** ABCTE is a non-profit 501(c)(3) organization dedicated to increasing the number of HQTs to the schools of the United States through a licensure preparation program for career changers and other interested in joining the teacher corps.
- Funding:** Partially funded by a grant from the USDOE
- How:** *Passport to Teaching* program offers individualized study where candidates work with an experienced educator to prepare for teaching through mentoring in pedagogy and a core subject.
- Product:** Multiple-choice testing program to meet licensing requirement
- Project:** Development of World Geography and World History Standards designed to serve as test specifications for item writers and study guides for candidates who prepare for the ABCTE testing program
- Process:** Partnerships with school districts, charter schools, private schools and state offices of education

History: 117 standards clustered under six content-specific world history eras (Prehistory to 1989)

Geography: Section I – Foundations of Geography (26 standards)
1. Geography as a Discipline
2. Tools of Geography
3. Foundations of Physical Geography
4. Foundations of Human Geography
Section II – Culture Realms (60 standards – 6 for each of 10 world regions)

Outcome: Fold geography and history to create a single standards document for both disciplines (process begins in October)

Status: A work in progress

This needs to be monitored because it will drive certification in significant ways in many states.

GENIP agrees to write Fritz Gritzner a letter of commendation for his continued work on behalf of geography education.

3. Treasurer's Report (Anderson)

<available for download from <http://genip.tamu.edu> PROJECTS >

Motion to Accept: Shearer, Seconded Stoltman. All agree.

4. On going projects

- GENIP Interns Program

GENIP is not currently supporting an intern at AAG.

Brian Johnson, GENIP intern, was not able to present is research which examined geography assessments. GENIP will continue to support an intern at NGS in either the spring or summer of 2007. A possible activity for the intern is to establish a standard template for yearly data collection on a range of topics of interest to GENIP constituent organizations. GENIP needs to catalogue this research in a more systematic and publicly accessible fashion. Chris Shearer who has supervised the interns will summarize their work in a brief document and Sarah Bednarz will collect and post all reports on the GENIP web site.

- Travelocity Award (Bednarz)

Due to restructuring and a re-evaluation of their spending priorities, Travelocity is no longer able to support the Travelocity Award.

- NCLB Commission (Marran)

The NCLB Commission is preparing a Report following a series of hearings. Information is available at:
http://www.aspeninstitute.org/site/c.huLWJeMRkPH/b.938015/k.40DA/Commission_on_No_Child_Left_Behind.htm

GENIP will prepare a short statement summarizing the position of the geography education community on NCLB.

- NAEP (Downs)

NAEP Geography is planned for either 2010 or 2011. Plans to drop a 12th grade assessment are ongoing. A key issue is whether to keep or change the framework. A compromise is to retain a portion of the structure for continuity and to change other sections to reflect innovation in geography education since 1992.

- GENIP Publications (Bednarz)

A draft of the Online GIS book was distributed for comment. Comments are welcomed.

- Highly Qualified Teacher statement (Stoltman)

The committee reviewed comments on the statement and made suggestions for further refinements. Joe Stoltman and Jim Marran will incorporate comments into another version. This will be sent to executive directors of each organization for final approval and endorsement. A statement on the value and importance of geography designed to accompany the HQT document was distributed and comments solicited.

- Standards-derived map of how GIS fits into K-12 education (Zech, Shearer)

GENIP will post a version of this on the website.

- Development of a Survey of Enacted Curriculum for the Social Studies (Rutherford, Shearer)

GENIP reviewed and approved a request for funding from the Council of Chief State School Officers to conduct a survey of social studies curriculum in 10 states. Roger Downs will request the right to review the final report and other issues with the project director, Rolf Blank.

- GENIP Statement on the Social Studies Standards (Marran, Bednarz, Stoltman)

The exact position of NCSS on NCATE standards revisions is still unclear.

- 2011 GED Social Studies Test Framework (Marran)

Charge: Develop a new framework reflective of current trends in social studies education for the 2011 GED test series for the five components of the GED social studies test (history, geography, civics and government, economics)

GED Profile:

- Executive Director – Sylvia Peterson (most recently Director of Career Center at Georgetown University)
- Social Studies Test Specialist – Ruth Johnston (most recently a secondary school California social studies teacher)
- Over 750,000 test takers worldwide (most in the United States and Canada)
- Test in two official language versions: English and French (but translated into other languages as needed)
- Average age of test takers – 29 years old
- Primary reason for taking test – personal satisfaction
- Ninety-seven percent of US/Canadian colleges and universities accept GED as equivalent to a high school diploma
- One in twenty undergrads holds a GED credential
- Five tests – reading, writing, math, science, social studies
- Testing time totals 7.5 hours (1.5 hours per test)
- Testing format – except for the writing test, all tests are multiple-choice (with 5 distractors per question)

SS Committee:

- Twelve members (from 8 states and Canada)

Outcomes:

- Movement away from 1994 NCSS standards to a concentration on content-based national standards
- *World Studies* replaces *World History* and *National Studies* replaces *United States History* to make tests more reflective of emphasis on social, cultural and environmental issues and the general trend to more interdisciplinary programs (history, social sciences, and literature and non-fiction reading experiences)
- Content allocation (50 questions)
- World Studies (40% of test)
- History (10%), Political Systems (10%), Geography (10%), Economics (10%)
- National Studies (60% of test)
- History (20%), Civics and Government (20%), Geography (10%), Economics (10%)
- Question prompts – 40% prose (primary source documents, literary excerpts, etc.), 60% visual (maps, charts, political cartoons, pictures, illustrations, etc.)
- Cognitive taxonomy areas – comprehension (20%), application (20%), analysis (40%), evaluation (20%)
- Reading passages will move to 250 word limit instead of present 150 word limit
- Test emphasis – less on chronology questions to more interpretive questions on issues, trends, and the significance of events and historic personages
- Writing test will include up to three content-based essays (including geography) instead of present personal experience essay

6. New Business

- Combining AP Environmental Science and AP Human Geography

This topic was postponed for discussion at a future date.

- New GENIP Awards

In order to replace the discontinued Travelocity Award, a new GENIP Award program was discussed. Three awards were proposed, each named after a leader in a different area of geography education: The Natoli Award for national program development; the Ferguson Award for excellence in teaching; and a Saul Cohen Award for leadership in the public policy realm. This last award would be given first to Saul Cohen then from that point on it would be awarded to someone else.

- Action from Friday's Policy Meetings

GENIP will plan to prepare a letter to the editor to comment on the upcoming article by Diane Stark Rentner and Jack Jennings on NCLB.

GENIP, with the assistance of Zach Moore, will develop a library of key documents and brief statements outlining their significance for use with policy makers. The documents will be organized into 10 categories:

1. Curriculum
2. Technology
3. Careers
4. Achievement
5. Professional development
6. Assessment
7. Networks
8. Education Programs
9. Scholarship & Research
10. Editorials

Roger will write a follow up letter to Amanda Farris, copy to Darla Marburger, highlighting these materials:

- What Works
- Cross disciplinary curriculum materials (GeoMath, GeoLiteracy, Mission Geography)
- HQT statement
- Jobs/Careers article from Nature
- 21st Century Matrix

Sarah Bednarz will have GENIP stickers produced to brand each library item.

- Allison Clark and Advanced Placement Human Geography

GENIP identified at least four research questions related to APHG:

- tracking outcomes of APHG freshmen eg, Statistics
- patterns of where AP exams are taken. Location of takers.
- Curricular requirements and resource requirements for audit—lists of resources.
- What contributes to student performance in APHG. Is it teacher professional development? Background information for test takers?
-

Among the ways GENIP can contribute to the development of APHG are:

- Expand/develop guidance on ways to approach key APHG curricular goals, e.g., how to teach landscape analysis. Post this material on AP Central
- Institutionalize Alliance connections to APHG. Shearer will discuss with Proffer the wisdom of mandating APHG programs in the guidelines for Alliance funding.
- Scale up the NCGE online course. Port it to other colleges, supported by GENIP, to cover administrative costs of starting course, running first face-to-face meeting. Michal Levasseur and Chris Shearer will check on feasibility of this proposal.
- Identify colleges that do not give credit for APHG and work to change the situation.

7. Other Business

See the amended budget in Treasurer's Report.

8. Next Meeting

A spring meeting is proposed for New York City. All GENIP members will submit their availability on these dates:

March 2-3

March 16-17 (Not recommended by Mary Lynne Bird)

March 23-24

March 30-31

Potential visits include:

- Sesame Street
- NY Public Library—education and graphs-related programs
- College Board
- Rockefeller Fdn
- Hunter Center for Geographic Education (Gersmehls)

9. Adjournment

We adjourned at 2:05 p.m.