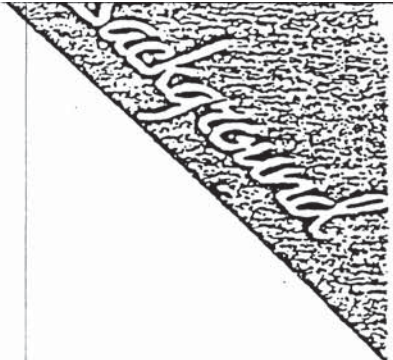


The NASA Teacher in Space Project Basic Background Sheet



Please Note: Application form must be typed.

Mr.
 Ms.
 Mrs.
 Ms.

Title: Ms. Name: McAuliffe Sharon Christa
Last First Middle Initial

Home Address: 8 Park Ridge
Concord NH 03301
City State Zip Code

Name of School: Concord High School

School Address: Warren Street, Concord, NH 03301

City State Zip Code

Home Telephone () - - - - - Work Telephone () - - - - -

Name and Address of School Principal: Charles Foley

24 Rockingham St., Concord, NH 03301
City State Zip Code

Telephone Number () - - - - -

Name and Address of School Superintendent/Chief School Administrative Officer (if any): Mark Beauvais 15 Merrimack Street

Concord NH 03301
City State Zip Code

Telephone Number () - - - - -

Sex: Male Female Social Security Number: _____

I teach at an:
 elementary school middle school junior high school high school

Position Title: Social Studies Teacher

Major Subject Area (if any): Law, American Women Grade Level: 11, 12

Total years of teaching experience: 12 Years in present position: 3

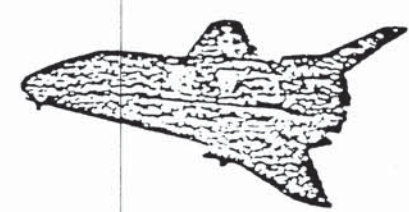
I hold the following academic degree (check highest degree held only):
 High school diploma Bachelor's degree Master's degree
 Doctorate Post-doctoral work

I am currently a full-time classroom teacher: Yes No
 I have completed the past 5 consecutive years as a full-time classroom teacher:
 Yes No
 I am a U.S. citizen: Yes No
 If married, my spouse is not a current or former NASA employee:
 Yes No

Signature of Applicant: Christa McAuliffe

Handwritten initials

MB 2/8



Courtesy of
 Framingham State College
 Framingham, Massachusetts

NAME: Sharon Christa McAuliffe

BIRTHPLACE AND DATE: Born Sept. 2, 1948 in Boston. Her parents, Grace G. and Edward C. Corrigan reside in Framingham, Mass.

PHYSICAL DESCRIPTION: 5 ft., 6 in.; 128 pounds; brown eyes; brown hair.

EDUCATION: Graduated from Marian High School, Framingham, Mass. in 1966; received a bachelor of arts degree from Framingham State College in 1970; and a masters in education from Bowie State College, Bowie, Md., in 1978.

MARITAL STATUS: Married Aug. 23, 1970, to Steven James McAuliffe.

CHILDREN: Scott Corrigan, born Sept. 11, 1976; and Caroline Corrigan, born Aug. 24, 1979.

RECREATIONAL INTERESTS: Jogging, tennis and volleyball.

PROFESSIONAL SOCIETIES/FRATERNITIES: Board member of the New Hampshire Council of Social Studies; National Council of Social Studies; Concord Teachers Association; New Hampshire Education Association; and the National Education Association.

COMMUNITY INVOLVEMENT: Member of Junior Service League; teacher, Christian Doctrine Classes at St. Peters Church; host family for a better chance program for inner-city students; fundraiser for Concord Hospital and Concord YMCA.

EXPERIENCE: McAuliffe began her teaching career in 1970 at Benjamin Foulois Junior High School in Morningside, Md., where she taught 8th grade American history. From 1971-1978 she taught 8th grade English, American history and 9th grade civics at Thomas Johnson Junior High in Lanham, Md. She taught 7th grade English and 8th grade history at Bundlett Junior High School, Concord, N.H., from 1980-1981. From 1981-1982, McAuliffe taught 9th grade English at Bow Memorial High School in Concord. Since 1982 has been teaching 10th, 11th and 12th graders at Concord High School courses in economics, law, American history and a course she developed entitled "The American Woman."

Framingham State College
Framingham, Massachusetts

NASA EXPERIENCE: McAuliffe was selected as the primary candidate for the NASA Teacher in Space Project on July 19, 1985. She is currently scheduled to fly on Shuttle Mission 51-L set for launch no earlier than Jan. 22, 1986, from Kennedy Space Center, Fla.

Verification of Eligibility

Any applications which are not properly completed and signed by the appropriate official as stipulated below will be disqualified.

The information included in the Basic Background Sheet must be verified:

- by the District Superintendent for public school teachers
- by the appropriate chief school administrative officer for non-public school teachers or U.S. Government teachers

I have verified to the best of my ability that this applicant for The NASA Teacher in Space Project is a U.S. citizen, a full-time classroom teacher at present and has completed the past 5 consecutive years as a full-time classroom teacher. Further, this teacher possesses the requirements necessary to teach in this building. If representing a non-public school, I attest that we make a public annual declaration that we do not discriminate based on race.

Signature of Appropriate Official Mark E. Beauvais
Name of Appropriate Official Mark Beauvais
Title of Official Superintendent of Schools
Address 16 Rumford Street
City Concord State NH Zip Code 03301
Date of Signature 1/30/85 Telephone (603) 225-0811

Legal Summary/Consent Agreement

1. The participant shall agree to submit to physical and psychological exams and to make medical records available to NASA as part of such exams.
2. The participant shall agree to undergo a complete background investigation conducted by the U.S. Government.
3. The participant shall agree to enter into a contract with NASA which includes the following:
 - (a) agreement to adhere to the general rules and regulations pertaining to the conduct of flight crews assigned to STS missions which includes:
 - (i) submitting to authority of STS Flight Commander during launch and flight activities;
 - (ii) limitation of personal effects which may be brought aboard the Orbiter;
 - (iii) participation in pre-flight, flight and post-flight press conferences and
 - (b) agreement to enter into a one-year sabbatical from classroom teaching commencing after the conclusion of the space flight in order to lecture throughout the United States concerning the personal experiences related to having participated in a space flight and other post-flight activities.
 - (c) agreement to be restricted from making appearances, lecturing, or writing for publications other than those approved by NASA during the period which encompasses training, flight, and the post-flight tour.
4. There are no restrictions pertaining to compensation, lecturing or writing activities that are ensued after participant completes his/her contract with NASA.

Framingham State College
Framingham, Massachusetts

Unless currently employed as a teacher in a U.S. Government assisted school, the participant shall not be deemed an employee of the United States Government during the period of the contract. Therefore the rights to participate under U.S. Government health plans, U.S. Government life insurance plans, accrual of time for U.S. employees pension plan, the right to institute a claim under the Federal Employees Compensation Act or the right or benefits normally available to United States

Government Employees would not be available to participant.

6. The participant agrees to obtain consent from school administrator to take leave as required.

7. The participant agrees to attend the national workshop if selected as a state/agency nominee and, if selected as a national semi-finalist, to go to Houston for further testing.

Signature of Applicant

S. Christa Mauligden

Date of Signature

January 31, 1985

Describe your professional development activities. [Please include your educational coursework, professional association memberships, offices held, training you may have undertaken or conducted and other relevant activities.]

M.Ed. SECONDARY ADMINISTRATION & SUPERVISION.
Bowie State College, January 1978.

B.A. AMERICAN HISTORY & SECONDARY EDUCATION.
Framingham State College. June 1970.

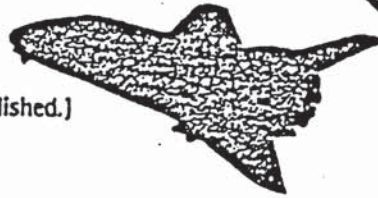
1983 -Concord H.S., Concord, NH. 10th, 11th, 12th grades:
American History, Law, Economics, The American Woman.
-Member NEA, NHEA, CEA.
-Member Faculty Advisory Committee, Attendance
Committee, Field Trip Committee. Treasurer of
Hospitality Committee.
-Member National Council for the Social Studies.
-Board Member, New Hampshire Council for the Social
Studies.
-New Hampshire delegate to two national Social Studies
conferences.
-Club Advisor: World Affairs Club; Close-Up New Hampshire
Close-Up Washington, D.C.; Youth and Government.
-Participant PROJECT T.E.A.C.H. Workshop: Tax Whys.
-Organized class participation in New Hampshire Law Day.
-Workshop on the implementation of a Humanities course.

1979-1983 Bow, New Hampshire. 9th grade: English
-Chaired Faculty Advisory Committee.
-President of local BEA.

1978-1979 Concord, New Hampshire. 7th & 8th grade American
History and English.
-Member NEA, NHEA and CEA.

1970-1978 Prince Georges County, Maryland. 8th and 9th grade:
American History, English, Civics & General Business.
-Joined NEA, MTA. School representative for PGCEA.
-Chaired Faculty Advisory Committee.
-PTO recognition for community involvement.
-Peace Corps Project: 9th grade civics class raised
funds to build a school in Liberia.
-Curriculum Committee; Task Force on Accountability;
wrote accountability test for 9th grade social
studies skills.
-Task Force on Law Related Education.
-Advisor for Yearbook and school newspaper.

Describe your communication skills. (Please include your experience in oral and written communications including public speaking, your feelings about public speaking, and mention anything you may have written or published.)



Essays

COMMUNICATION SKILLS

High school debating experiences encouraged me to participate in debate on the college level. At Framingham State College I had the opportunity to chair the Debate Team and also to take courses in Speech. The skills gained through those activities have given me the confidence to teach, conduct workshops, make presentations and conduct meetings.

I feel comfortable speaking before groups of people. I like the challenge of trying to persuade a school board to think of a particular issue. I enjoy rewarding a student at a graduation ceremony. And I always look forward to presenting my curriculum to groups of parents at Open House.

As a teacher, I am called upon daily to communicate clearly to young people on many different levels. Heterogeneous classes require a variety of understandable directions, lectures and classwork assignments. I have to communicate my knowledge, skills and sense of discipline in order to create a well-ordered and productive classroom.

As a member and chair of various committees, I have been called upon to make presentations to community groups and school boards. I have conducted in-service workshops for educators. As the Chair of the Faculty Advisory Committee in Bow, New Hampshire, I helped design and implement a school-wide discipline system. While on a Task Force on Law Related Education I helped develop and implement a new curriculum for other educators to follow. At Concord High School I created and teach a course on social history entitled The American Woman.

As part of my two-year job as New Hampshire Delegate to the National Social Studies conferences, I have written summaries of national issues and votes taken at the conferences. These summaries have been published in the New Hampshire Council for the Social Studies state-wide monthly newsletter.

Framingham State College
Framingham, Massachusetts

Describe your involvement in your community. [This question is intended to demonstrate your commitment to your community through service-oriented activities including volunteer work, civic activities and public offices held.]

COMMUNITY INVOLVEMENT

My participation in community affairs and issues began in scouting. My membership in the Girl Scout organization lasted twenty-one years as a Scout and four years as a Leader. In 1965, I was selected to participate in the International Girl Scout Round-Up in Idaho. During my stay there, I was a correspondent for two small newspapers back in Massachusetts.

While in college, I was a member of the Newman Club and taught Christian Doctrine classes at my family parish. I currently teach Catechism classes at my parish church in Concord.

I have been active in fundraising for community projects such as the YMCA and an expansion program for Concord Hospital. Annually, I help raise funds for the United Way and the Heart Association.

My husband and I were the host parents for two students from Jersey City inner city schools who were part of a nationwide program called "A Better Chance". Our involvement with this program lasted four years - until our students graduated.

In September 1984, I joined a service organization called the Junior Service League. As a member of the League, I help raise money which is distributed to local charities. Fundraising involves the production of an annual puppet show and a play, and sponsoring two used clothing sales for the community. I also volunteer at the Family Planning Clinic. Other League activities include helping Concord celebrate its first "FIRST NIGHT" and organizing a bicentennial party for a city park. In addition, I helped bake cakes for the Centennial Home and man phones for the Boys' and Girls' Club Auction. This membership has a commitment of five years.

Each year I encourage high school students to participate in the "Youth and Government" and the "New Hampshire Close-Up" programs. Since Concord is the capital city, programs take place locally. I have been successful in bringing large and active delegations to these events. My husband and I also open our home to help with overnight accommodations for those students who are coming from statewide schools.

How do you help your students to develop a national and international awareness?

NATIONAL AND INTERNATIONAL AWARENESS

All of my classes are required to do some daily reading of a newspaper and to discuss current events. World and national maps are on display and students receive an overview of both national and international political systems. I taught a course called Foreign Policy in which students followed the relationship between the U.S. and a country of their choice. This enabled students to see how countries are interrelated and how one nation's policies can have far reaching effects.

As Advisor to both the World Affairs Club and Close-Up Washington, D.C., I encourage students to participate in many programs. The World Affairs Association in New Hampshire aids my club by sponsoring speakers from different countries. Assemblies featuring these speakers are open to all students in the high school. Concord High School also hosted a full day conference on Israel.

Students participate in Model U.N. simulations where they role-play the part of countries in the General Assembly and Security Council. They research their country's policies and problems, then propose resolutions, debate and vote. This year, Concord High School's delegation won two Best Speaker awards.

Students in the World Affairs club also participated in Program Politics where they became state delegates to a student run Republican and Democratic National Conventions. Many of the real presidential candidates spoke with students who then worked at state campaign headquarters in Concord.

The Washington, D.C. Close-Up program is a comprehensive week-long immersion into national politics. Students prepare for the experience by learning about current issues and where their state senators and representatives stand. When in D.C., students visit and study on Capitol Hill, meet their national representatives, visit the Pentagon and embassies, and come away excited and ready to participate as more active and responsible citizens.

Describe your philosophy of teaching.

PHILOSOPHY OF TEACHING

It is my hope that students leave my classes with strong democratic ideals and the tools to be useful citizens. I want my students to feel good about themselves and to have successful learning experiences. To those ends, I try to create a learning environment that is an open forum for discussion where students of all levels can express opinions and be listened to; where students gain new awarenesses which will help them survive in a complex society; and where the topics addressed in class are connected to the real world.

I place much emphasis on oral communication and also acknowledge the necessity for good writing skills. Students are encouraged to write position papers taking a pro or con side on an issue. They are regularly required to read and respond to articles in the Wall St. Journal, Washington Post, NY Times, Boston Globe, Concord Monitor and Time. These papers help students organize their ideas, think logically and write persuasively.

Whenever possible, I involve students in community activities. The Economics class finds out how local construction projects impact the city and what services are offered at local banks. Law classes visit local courts and have the opportunity to observe the procedures they have been studying. American History classes discover what Concord was like during each decade of the twentieth century. Oral histories of local people are the focus of the course, The American Women.

A course which I helped to develop has become a permanent part of the curriculum for students who are 'turned off' to school because of low ability or low motivation. It is called "SUCCESS" and involves four educators who team-teach a small group of students in the areas of citizenship, law, careers, and consumer skills. The course connects school with life and gives students a reason to learn.

In general, I try to teach each student according to his/her ability and to provide them with the skills necessary for college, business, and responsible community living.

Framingham State College
Framingham, Massachusetts

Why do you want to be the first U.S. private citizen in space?

Framingham State College
Framingham, Massachusetts

FIRST PRIVATE CITIZEN

I remember the excitement in my home when the first satellites were launched. My parents were amazed and I was caught up with their wonder. In school, my classes would gather around the TV and try to follow the rocket as it seemed to jump all over the screen. I remember when Alan Shepard made his historic flight - not even an orbit - and I was thrilled. John Kennedy inspired me with his words about placing a man on the moon and I still remember a cloudy, rainy night driving through Pennsylvania and hearing the news that the astronauts had landed safely.

As a woman, I have been envious of those men who could participate in the space program and who were encouraged to excel in the areas of math and science. I felt that women had indeed been left outside of one of the most exciting careers available. When Sally Ride and other women began to train as astronauts, I could look among my students and see ahead of them an ever-increasing list of opportunities.

I cannot join the space program and restart my life as an astronaut, but this opportunity to connect my abilities as an educator with my interests in history and space is a unique opportunity to fulfill my early fantasies. I watched the Space Age being born and I would like to participate.

Framingham State College
Framingham, Massachusetts