



NSSSA/TSSSA Events are in the Austin Convention Center – Enter 4th & Trinity Street Entrance

Wednesday, Nov. 20, 2019

3:00 – 10:00	NSSSA Board Meeting and Dinner Convention Center 10A
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Thursday, Nov. 21, 2019

7:30 am – 7:00 pm	Registration
8:00 – 9:30 Ballroom F & G	Breakfast – Hosted by Pearson (NSSSA and TSSSA members only) <i>DV Quilting</i> Hip Hughes aka Keith Hughes NSSSA Business Meeting TSSSA Business Meeting
9:45 – 10:45 12A, 12B, 13, 14, 18D, 19A, 19B	Concurrent Sessions – All sessions are open to all attendees
11:00– 12:00 12A, 12B, 13, 14, 18D, 19A, 19B	Concurrent Sessions – All sessions are open to all attendees
12:15 – 1:45 Ballroom F & G	Luncheon – Hosted by NSSSA <i>The Congress, the President, and the Constitution</i> Donald A. Ritchie, Historian Emeritus of the U.S. Senate NSSSA Business Meeting Awards
2:00 – 3:00 12A, 12B, 13, 14, 18D, 19A, 19B	Concurrent Sessions – All sessions are open to all attendees
3:10 – 4:10 12A, 12B, 13, 14, 18D, 19A, 19B	Concurrent Sessions – All sessions are open to all attendees
4:15 – 5:45 19A	<i>Podcasting in the Social Studies</i> Visions of Education - Daniel Krutka & Michael Milton Talking Social Studies - Amy Presley & Christine Hitchcock
6:00 – 7:30 Ballroom F & G	Reception – Hosted by Pearson
7:30 – 10:00	NSSSA Board Meeting Location TBD

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Breakfast Keynote

Keith Hughes – DV Quilting

Back by popular demand, Keith Hughes returns to NSSSA to introduce, *Project Imagine World*, the new and innovative follow up to Project Imagine U.S. History. Keith's presentation is guaranteed to wake us up and keep the audience laughing, engaged, and productive as we try to figure out what DV Quilting is. An educator, youtuber, and innovator in the field of technology and education. He graduated with a Bachelors of Science in Social Studies Education from Buffalo State College and obtained his Masters in Educational Technology from the University of Buffalo.

Keith taught U.S. History and Government and Advanced Placement American Government at McKinley High School in Buffalo, NY for 14 years before taking on the role of a district instructional technology coach in 2014. He was the lead instructor for UB's City Voices, City Visions which trained over 300 educators in the art of digital storytelling and DV integration. Over the course of his teaching career he has delivered over 100 Professional Development workshops across the United States.

In 2007, Keith became one of the earliest adopters of the "flipped" class with the creation of HipHughes History on a new platform called YouTube. With over 500 video lectures spanning the Social Studies, current events and pedagogy, HipHughes History has amassed over 35 million views and hundreds of thousands of fans worldwide. In 2012 YouTube and Khan Academy named him, along with ten other educators from around the world, as a "Next Edu Guru".

Keith has served as an adjunct professor of New Literacies at the Graduate School of Education at the University of Buffalo since 2008, teaching Digital Literacy, New Literacies and Technology and Advanced Methodologies in the Social Studies. He has also appeared on the History Channel's "United Stuff of America", "Presidential Transition of Power", the Travel Channel's, "Mystery at the Museum" and AHC's "America's Most Badass" as an on air expert. Keith contributed to Pearson's *Project Imagine World* program as a video host for the topic modules and immersive activities.

When Keith isn't engaging students and his fellow educators in person he can be found filming roller derby games, working on his website and tweeting out #teachertips on Twitter.



Invitations for NSSSA Members









Interested in submitting a proposal for the 50th Annual NSSSA Conference, December 3, 2020 in Washington, DC? For details see any NSSSA Board member or Follow @nsssasocstudies on twitter or check the website <https://www.nsssa.org> or <https://connected.socialstudies.org/nsssa/home> Proposals must be submitted before 11:58 pm Central Standard Time on Wednesday, January 8, 2020. Late proposals will not be considered.

The NSSSA Board of Directors is seeking members who would like to have a more active role in the organization. A variety of opportunities exist for members wishing to contribute to expanding the outreach and effectiveness of NSSSA. If you have an interest in being involved with publications, outreach, advocacy, or the annual conference, now is your chance to step forward. You are invited to contact Steve Goldberg, NSSSA President stevengoldberg1010@gmail.com

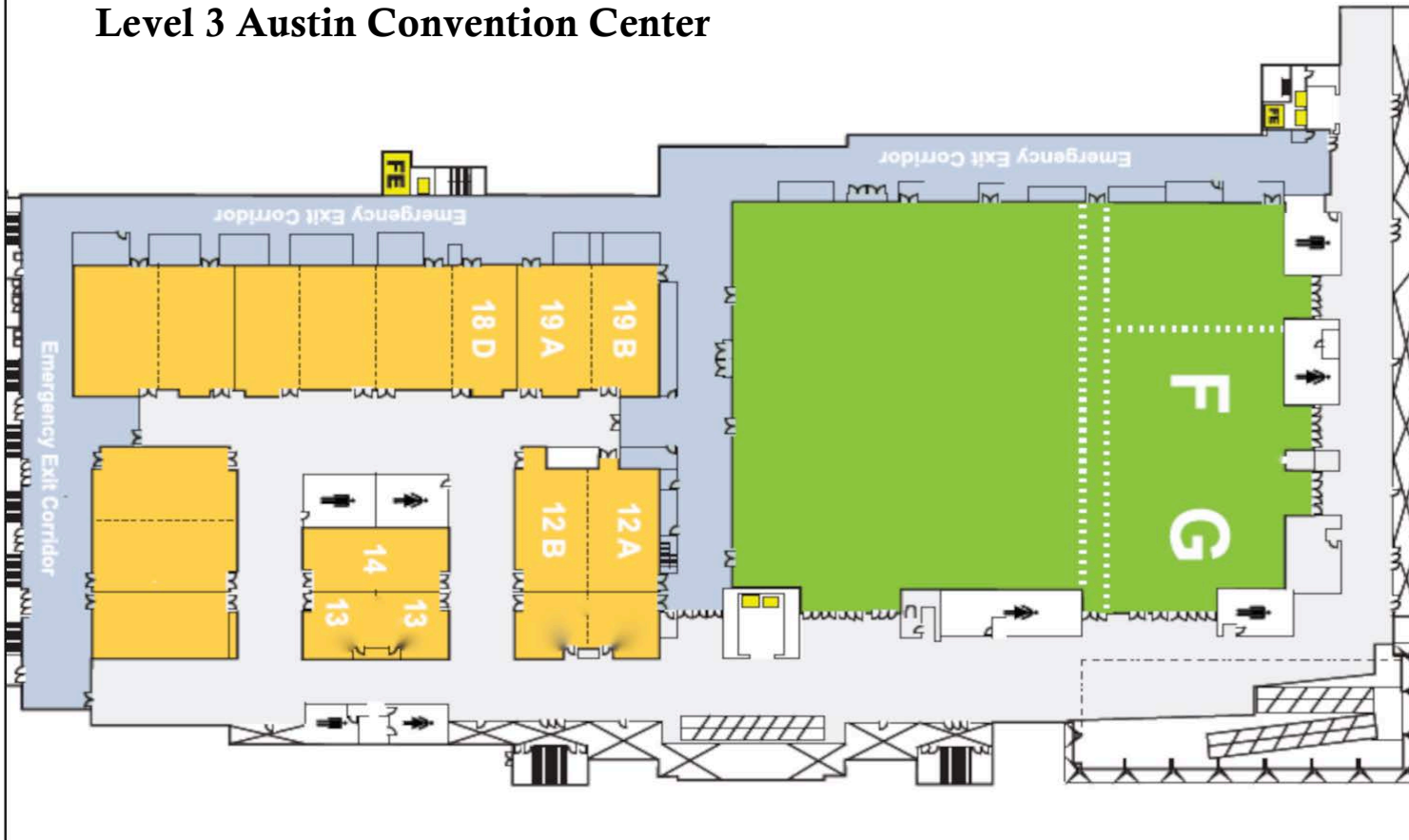
Fill out the evaluation on each sessions you attend to enter the drawing for the 11th annual NSSSA Conference Drawing. Prizes will be awarded at the reception. You **must** be present to win.



2019 Conference Sessions At A Glance
All Sessions Are Open to All Attendees
 Rooms are located on Level 4 Austin Convention Center

Room	12A	12B	13	14	18D	19A	19B
9:45 – 10:45	My Part of the Story: Exploring Identity in the US	Perspectives in History with Augmented and Virtual Reality 	From Policy to Practice: Closing the Civic Empowerment Gap	3 Key Practices to Create a More Inclusive School	Eliminating the Ugh Factor: Exploring Peculiar World Cultures 	The Challenges of Teaching Controversial Issues	Informed Action Begins with Informed Instruction
11:00 – 12:00	Difference Makers: Jackie Robinson, Sports, and the Civil Rights Movement	Inquiry, Literacy & Collaboration at the Heart of Elementary Social Studies	Use it Now! Lab Site Professional Development for Immediate Implementation 	Personalizing Professional Development: Supporting the Shift to a New Curriculum	Redrawing History: Indigenous Perspectives on Colonial America	Why Teach About World Religion? 	I am a New SS Supervisor, So Now What
2:00 – 3:00	Minding the Gap: Exploring Teacher Resistance to Change 	Coaching the DBQ: A District-wide Approach for Support and Sustainability	Inquiry & Informed Action – Instructional Resources for Every Grade K-12	Detecting Propaganda, Defeating Emotional Manipulation	The Stimulus Question for ALL Levels	Exploring All Voices in US History Building Students' Historical Thinking Skills	Telling is Not Teaching 
3:10 – 4:10	Building Literacy through Best Practices	Leveraging Assessment of Content and Skills to get buy-in from District and School leadership	Using the LETS ACT Framework to Teach Controversial Issues	Going Beyond Dead People and Dates 	Implementing A District-wide History-Social Science Common Assessment using the DBQ	Micro-Credentials The On-Demand Professional Learning Solution That You've Been Waiting For 	Literacy, Leadership, and How Geography Saves the Day

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Concurrent Sessions

9:45 – 10:45

All Sessions Are Open to All Attendees

<p>Room 12A</p>	<p>Middle Professional Skills Inquiry My Part of the Story: Exploring Identity In the United States Models proven effective SEL strategies from non-profit Facing History and Ourselves. Strategies support adolescents in their efforts to define their identity and relationship to society. Engages students in studying United States history by showing that their voices are integral to the country's story. My Part of the Story guide included. <i>Presenters: Natacha Scott, Director of Boston Public Schools History and Social Studies, Boston Public Schools, Boston, MA, Ntorres2@bostonpublicschools.org; Jeremy Nesoff, Associate Director, Staff Development, Facing History and Ourselves, Brookline, MA, jeremy_nesoff@facinghistory.org; Juan Castellanos, Associate Program Director, Facing History and Ourselves, NYC, juan_castellanos@facinghistory.org</i></p>
<p>Room 12B</p> 	<p>General Supervision Engage-Technology Integration Perspectives in History with Augmented and Virtual Reality...Because Student Learning Shouldn't be Limited to Location or Time Period Experience US and Texas history from multiple perspectives using immersive technologies. Discover and evaluate AR/VR resources for quality, ease-of-use, and fit into curriculum frameworks. Get started with no-cost or additional equipment or pick up funding/grant ideas for devices and ancillary materials across the humanities. <i>Presenters: Debbie Rohlmeier, Chief Engagement Officer, Institute for Learning Perspectives, Austin, TX, debbie@perspectivesxr.org; Stephen Cure, Institute for Learning Perspectives, Austin, TX, steven@perspectivesxr.org</i></p>
<p>Room 13</p>	<p>General Best Practices Policy Initiatives From Policy to Practice: Closing the Civic Empowerment Gap Learn how the #CivicsIsBack campaign used public policy to seed instructional shifts to close the civic empowerment gap in IL. Examine data driven PD practices used to equip educators, administrators, pre-service educators and civic partners in implementation of the proven practices of civic education and C3 Inquiry. <i>Presenters: Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation, Chicago, IL, MDaneels@illinoisicivics.org; Shawn Healy, Robert R. McCormick Foundation, Chicago, IL, shealy@mccormickfoundation.org; Kei Kawashima-Ginsberg, Executive Director, Center for Information and Research on Civic Engagement and Learning-Tufts University, Medford, MA, Kei.Kawashima_Ginsberg@tufts.edu</i></p>
<p>Room 14</p>	<p>General Best Practices K-16 Connections 3 key practices to create a more inclusive school for all students and why you should Explore ways to help all students in our schools feel included by leveraging classroom diversity and creating environments where all students can thrive. By learning practical ways to create more inclusive schools for all students, participants will begin to operationalize practices and policies to promote greater inclusion. <i>Presenter: Tina M. Ellsworth, K12 Social Studies Coordinator, Olathe Public Schools, Olathe, KS, tmellsworth@olatheschools.org</i></p>
<p>Room 18D</p> 	<p>Middle School Supervision Enrich-Culture Eliminating the Ugh Factor: Exploring Peculiar World Cultures Using IBL (inquiry-based learning) in a world cultures classroom allows students to use critical thinking to make meaning of the world around them. During this session, participants will simulate and receive a 5E lesson designed to help students reflect on their personal biases and foster a deeper tolerance of others. <i>Presenter: LaTonya Amboree, Education Consultant, Region 4 Education Service Center, Houston, TX, latonya.amboree@esc4.net</i></p>
<p>Room 19A</p>	<p>Secondary Instructional Materials Controversial Issues Critical Inquiry for Educators: Support for Teaching Complex Topics Due to their controversial but necessary nature, lessons about religion, antisemitism, the contemporary Middle East, and ancient civilizations can be challenging topics for educators to cover. Supervisors will explore ways to support teachers with revenue-neutral PD, led by ICS trainers, utilizing resources rooted in primary sources. Participants will sample materials that support instruction on these polemic issues. <i>Presenters: Dori Gerber, Institute for Curriculum Services, Orlando, FL, dorigerber.ics@gmail.com; Andrew Askovich, Midwestern Region Trainer, Institute for Curriculum Services, andrewaskovich.ics@gmail.com</i></p>
<p>Room 19B</p>	<p>General Supervision/Leadership Change Leadership Informed Action Begins with Informed Instruction This interactive session supports SS instruction focused on “doing, being, growing, and acting,” not just for students, but also for teachers. Develop methods to support PLCs that connect teachers with resources and informed instructional strategies to engage with critical primary and secondary source content in print and digital formats. <i>Presenter: Keishla Ceaser-Jones, Director, Partner Engagement, Discovery Education, Austin, TX, kceaser-jones@discoveryed.com</i></p>

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NSSSA Members

You are invited to

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Concurrent Sessions

11:00 – 12:00

All Sessions Are Open to All Attendees

<p>Room 12A</p>	<p>Secondary Supervision/Leadership Controversial Issues Difference Makers: Jackie Robinson, Sports, and the Civil Rights Movement This workshop will present how supervisors can use sports as the vehicle to assist their teachers in developing lessons on the Civil Rights Movement in the United States (past and present) through the impact of sports figures. Primary sources and literacy skills dealing with diversity/tolerance and connections to state standards will be emphasized. <i>Presenters: Barbara Bernard, Supervisor/Adjunct, SUNY Old Westbury & NYSCSS, Commack, NY, barbernard13@gmail.com; Vincent Marmorale, NYS Council for the Social Studies, Rockville Centre, NY, vincentmarmorale@hotmail.com</i></p>
<p>Room 12B</p>	<p>K-8 Instructional Materials Literacy Inquiry, Literacy & Collaboration at the Heart of Elementary Social Studies Learn how a large urban district revitalized social studies instruction in over 60 elementary schools by offering in-depth professional learning, demonstrating the link between literacy and rigorous knowledge building in social studies. Participants will leave with access to open educational resources and insight into developing and facilitating this professional learning. <i>Presenters: Stacy Drum, Elementary ELA Program Coordinator, Curriculum and Instruction, Washoe Co. School District, Reno, NV, sdrum@washoeschools.net; Kacey Edgington, Curriculum and Instruction, Washoe Co. School District, Reno, NV, kedgington@washoeschools.net; Kristin Campbell, Early Literacy Facilitator, RPDP, Washoe Co. School District, Reno, NV, kcampbell@washoeschools.net</i></p>
<p>Room 13</p> 	<p>General Supervision Empower-Reflective Practice Use It Now!: Lab Site Professional Development for Immediate Implementation Turn “sit and get” professional development into real-time instructional practice with the “chalk, talk, walk” model. This PD strategy allows teachers to observe instructional strategies and then immediately implement them in real classrooms with real students. You will learn the steps for successful implementation and receive a quick-start toolkit. <i>Presenters: Barbara Epperson, Social Studies Coordinato, Belton ISD, Belton, TX, barbara.epperson@bisd.net; Chris Lemley, Belton ISD, Belton, TX, chris.lemley@bisd.net</i></p>
<p>Room 14</p>	<p>General Supervision/Leadership Adult Learning Personalizing Professional Development: Supporting the Shift to a New Curriculum How can Central Office teams use personalized PD to support teachers implementing a new skills-based curriculum? Learn how one Marland district collaborates with building administration, empowers teachers & department leaders, and supports individuals through the challenges of instructional shifts. Participants will be provided digital PD samples and materials. <i>Presenter: Katharine Long, Middle School Social Studies Content Specialist, Washington County Public Schools, Hagerstown, MD, longkat@wcps.k12.md.us</i></p>
<p>Room 18D</p>	<p>General Instructional Materials Controversial Issues Redrawing History: Indigenous Perspectives on Colonial America Participants will re-contextualize 18th-century historic events from the perspective of indigenous communities. Utilizing previously unexamined primary source materials; teachers will learn how to connect content with literacy strategies. Participants will receive a copy of “Ghost River” a graphic novel, which tells the story of the 1763 massacre of the Conestoga from the perspective of the Native Peoples. <i>Presenters: Ron Nash, Senior Education Fellow, Gilder Lehrman Institute of America, NY, NY, ron.nash@gilderlehrman.org; Will Fenton, Library Company of Philadelphia, Philadelphia, PA, wfenton@librarycompany.org</i></p>
<p>Room 19A</p> 	<p>Secondary Supervision Empower-Visioning and Programming Why Teach About World Religions? The District’s Imperative, a Model and a Method This session features a Texas district’s teacher professional development model in religious literacy, partnering social studies with university collaborators, and its adaptability to other districts. Discussants include the district’s director on promotion, facilitation, and oversight; a specialist on pedagogy, standards, and implementation; and the university partner on content expertise, design, and underwriting. <i>Presenters: Gayle Pagnoni, Program Director, Boniuk Institute for Religious Tolerance, Rice University, Houston, TX, pagnoni@rice.edu; Montra Rogers, Officer, Secondary Curriculum and Development, Houston Independent School District, Houston, TX, mrogersw@houstonisd.org; LaChardra McBride, TDS Secondary Social Studies, Houston ISD, Houston, TX, lmcbride@houstonisd.org</i></p>
<p>Room 19B</p>	<p>General Professional Skills Adult Learning I Am a New Social Studies Supervisor, So Now What? This session will focus on the challenges and opportunities of first through third year supervisors. Participants will leave with an action plan as well as ideas and successes from experienced supervisors. <i>Presenters: Kelly Glos, Secondary Social Studies Supervisor, Lewisville ISD, Lewisville, TX, glosk@lisd.net; Shronda Fletcher, Little Elm ISD, Little Elm, TX, Shronda.Fletcher@gmail.com</i></p>

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Donald A. Ritchie
Historian Emeritus of the U.S. Senate
The Congress, the President, and the Constitution

Donald A. Ritchie is historian emeritus of the U.S. Senate. When he stepped down after nearly forty years with the Senate, Senators Mitch McConnell and Harry Reid delivered speeches commending his career. A Capitol Hill newspaper commented that it was the only time that Congress that the two leaders had agreed on anything.

Dr. Ritchie is a graduate of the City College of New York and after serving in the U.S. Marine Corps received his Ph.D. in history from the University of Maryland. He joined the Senate Historical Office in 1976, where he conducted an oral history program, provided research and reference for senators, staff, and the media, and prepared for publication such previously restricted documents as the closed-door hearings of Senator Joseph McCarthy. On C-SPAN and NPR he has given frequent commentary on such historical events as inaugurations, state of the union addresses, and impeachments. Ritchie taught for a decade in the Cornell in Washington Program, and served as president of the Oral History Association and on the council of the American Historical Association. In addition to his history and government textbooks, he is the author of several books, including *The U.S. Congress: A Very Short Introduction*; *Reporting from Washington: A History of the Washington Press Corps*; and *Electing FDR: The New Deal Campaign of 1932*.



Thank you McGraw Hill for sponsoring
Donald A. Ritchie

Congratulations Dr. Tina Ellsworth 2019 Mel Miller Outstanding Social Studies Leader

Dr. Tina M. Ellsworth currently serves as the K-12 Social Studies Coordinator for Olathe Public Schools in Olathe, KS. She has been an educator for 16 years in which she taught middle and high school social studies, served as a graduate teaching assistant at the University of Kansas, supervised pre-service teachers, a senior economic education specialist at the Federal Reserve Bank of Kansas City, and in her current role. She served as president for the Missouri Council for the Social Studies, started the Kansas University Council for the Social Studies, and coordinated her district's first Rho Kappa chapter. She presents at state and national conferences (NSSSA, CUFA and NCSS), and has served on state and NCSS committees. She is also published in *Social Education*, *Social Studies and the Young Learner*, *The History Teacher*, and the *Journal of the Research Center for Educational Technology*, while reviewing for a couple of others. She has also co-authored book chapters on social studies methods, and using technology in social studies.



Ellsworth champions social studies education and elevates the profession every chance she gets. Locally, at a time where social studies is marginalized, she mentored two elementary teachers as they all co-authored an article for *Social Studies and the Young Learner*, and coached others as they presented at NCSS for the first time. She's coordinated programs for teaching of economics in elementary school using community partners. At the secondary level, she led a program review resulting in two new courses: *Black American History* and *Women's Studies*. Dr. Ellsworth is involved in the Kansas City Social Studies Consortium whose aim it is to promote teachers' professional growth and ultimately student learning. Additionally, she co-chairs the State History, Government, and Social Studies Standards Revision, and has worked closely with the state Department of Education to provide professional learning opportunities to engage in critical conversations about inquiry and evidence-based instructional practice

Outside of her role as social studies coordinator, she is collaborating with teachers from all disciplines across the Kansas City area to promote equity, inclusion and justice for all students in every facet of public education, leads book studies, and participates in planning for an Education Summit in Kansas City in 2020.

Ellsworth lives in Missouri with her husband Jeremy, her daughter Emerson, and her son Lincoln.

Nominations for 2020

Mel Miller Outstanding Social Studies Leader Award

The NSSSA Mel Miller Outstanding Social Studies Leader Award is awarded to an NSSSA member who best exemplifies the leadership role as described in the NSSSA Position Statement on the Role of the Social Studies Supervisor.

Mel Miller was a veteran social studies professional and dedicated member of NSSSA and the Board of Directors who contributed immeasurably to the organization. Following his death in September of 2006, the Board of Directors voted to rename the award in his honor. The name was also modified to reflect that NSSSA members are leaders who hold many different titles. The Mel Miller Outstanding Social Studies Leader Award was first presented in November of 2007.

State councils, districts, and self-nominations are accepted, and all nominations will be considered for up to two years. The nominee need not hold a supervisory title, but should demonstrate the delineated leadership qualities. The nominee must be a current NSSSA member.

For information on the nomination process check the Spring Leader, the NSSSA website <http://www.nsssa.org/> or contact **Kathy Uhlich** kathy.uhlich@gmail.com

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Call for Manuscripts

Publish your work or announcement in *The Leader*!

The Leader is the biannual online newsletter of NSSSA. Each spring and fall, our publications team assembles articles, press releases, book reviews, and news and announcements that appeal to social studies leaders, and we are always looking for new contributors. We invite submissions from members and nonmembers alike on virtually any topic. If you are interested in engaging your professional community in this medium, do let us know. Publications Coordinator Josue Sakata can fill you in on all the details. He may be reached at josuesakata@gmail.com

Our basic submission guidelines are as follows:

1. We accept manuscripts of any length (although articles tend to be between 700 and 2000 words).
2. We prefer your original work, but on occasion will re-run pieces based on their timeliness and relevance.
3. All submissions, regardless of topic or content, should be written to appeal or engage an audience of social studies leaders, teachers, and/or scholars.
4. The journal generally conforms to APA (6th edition) style.
5. You may officially submit your manuscript, press release, book review, news or announcement as a Google Doc or Word document attached to an e-mail to Michael Lovorn (see e-mail address above).

All submissions for the spring 2020 issue of *The Leader* will receive full consideration for publication if received by March 1, 2020. Thank you for supporting NSSSA and our newsletter.



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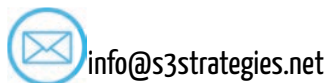
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Contact:
 Steve Beasley
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 806-407-5354

Have you heard about the Conference Giveaway? Need some extra cash while in Austin? A little help paying the 2020 conference registration? Or something extra to help with holiday giving?

Then you must be thinking - How can I win one of the conference gift cards?

It is easy! Complete the evaluation for each session you attend. Make certain your name is on the bottom of the page. Turn in the evaluation and you will be entered for the conference giveaway. The drawing for all gifts will be held during the Reception from 6:00 - 7:30 in Ballroom G (g). Don't forget,

You MUST be present to win!! Your prize will not be held for you.

"Huge thanks to @NewseumED for a great virtual session called 'You Can't Say That in Schools' on 1st Amendment rights by having students debate important cases in our nations history. Highly recommend checking them out!"

BRIAN SCHOLL
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Pearson – 416

s3strategies – 725

Social Studies School Service – 309

Studies Weekly – 201



Teacher Created Materials 708

ThinkerAnalytics – 822

Concurrent Sessions

2:00 – 3:00



All Sessions Are Open to All Attendees

<p>Room 13</p>	<p>General Best Practices Inquiry & Informed Action – Instructional Resources for Every Grade K-12 Explore how one school district leveraged the C3 Framework and a modified inquiry design to develop materials to access the Inquiry Arc across K-12. All students analyze robust source material, engage in rich discourse, and craft arguments. Emphasis is on relevant learning that leads to taking informed action. <i>Presenters: Sarah Brown, K-12 Social Studies Program Facilitator, Washoe County School District, Reno, NV, sabrown@washoeschools.net; Janet Roberts, Teacher/Site Coach, Washoe County School District, Reno, NV, jroberts@washoeschools.net; Kylie Maddy, Professional Learning Facilitator/Literacy, Northwest Professional Development Program, Reno, NV, kylie.maddy@washoeschools.net</i></p>
<p>Room 12A</p> 	<p>General Supervision Empower-Coaching Minding the Gap: Exploring Teacher Resistance to Change Instructional coaches may find that some teachers are resistant to change. Frequently, it seems that this opposition is based on a lack of will. However, more often than not, there is another issue. Join us as we explore teacher learning gaps and discuss strategies to help address those gaps. <i>Presenter: LaTonya Amboree, Education Consultant, Region 4 Education Service Center, Houston, TX, latonya.amboree@esc4.net</i></p>
<p>Room 12B</p>	<p>General Instructional Coaching Inquiry Coaching The DBQ: A District-wide Approach for Support and Sustainability with Inquiry and Writing Across the Social Studies How does your district support effective and sustainable quality teaching practices and student learning experiences? Come discover Houston ISD’s plan, in partnership with The DBQ Project, to create a cadre of instructional coaches to support close reading, critical thinking, and writing for understanding in social studies classrooms across the district. <i>Presenters: Keith Hyndshaw, Partnerships and Professional Development, The DBQ Project, Evanston, IL, keith@dbqproject.com; Montra Rogers, Officer, Secondary Curriculum and Development, Houston Independent School District, Houston, TX, mrogersw@houstonisd.org; Tyler Adams, Partnerships and Professional Development, The DBQ Project, Evanston, IL, tyler@dbqproject.com</i></p>
<p>Room 14</p>	<p>General Instructional Materials Controversial Issues Detecting Propaganda, Defeating Emotional Manipulation Students are constantly exposed to propaganda shared on social media. They struggle to differentiate real reports from media designed to manipulate them. Using a Newseum Education designed technique, discover ways to help students spot the techniques of manipulation, dissect everyday examples of propaganda, and understand the need to find reliable sources of information. Leave with media literacy resources and classroom-ready techniques. <i>Presenters: Barbara McCormack, VP Education, Freedom Forum, Washington, DC, bmcormack@freedomforum.org; Jessi Hollis McCarthy, Outreach Educator, Newseum Education, Washington, DC, www.NewseumED.org, jmccarthy@freedomforum.org</i></p>
<p>Room 18D</p>	<p>Secondary Professional Skills Assessments The Stimulus Question for ALL levels The growing use of stimulus multiple choice questions in Social Studies classes needs a greater focus as more and more learning and assessment stresses reading, skill usage, critical thinking, and understanding of vocabulary. <i>Presenters: John Roncone, Department Chair, Barrington High School, Barrington, IL, jroncone@barrington220.org; Nathan Newhalfen, Barrington High School, Barrington, IL, nnewhalfen@barrington220.org; John Parolin, Teacher, Barrington High School, Barrington, IL, jparolin@barrington220.org</i></p>
<p>Room 19A</p>	<p>Secondary Instructional Materials Inquiry Exploring All Voices in U.S. History: Building Students’ Historical Thinking Skills with the Choices Program’s U.S. History Series See how Brown University’s Choices Program’s U.S. History Series can help your teachers bring rigorous content and multiple perspectives into the classroom. Choices’ inquiry-based approach helps students to think critically, explore multiple perspectives, and deliberate on contested issues—past and present. Complimentary six-month district digital editions trial provided. <i>Presenter: Mimi Stephens, Director of Professional Development, The Choices Program, Providence, RI, Mimi_Stephens@brown.edu</i></p>
<p>Room 19B</p> 	<p>Secondary Supervision Engage-Inquiry Telling is Not Teaching! Why “tell” your students history when you can create opportunities for them to grapple with and discover important events and meet influential individuals in history. Use primary sources to engage learners, tap into their curiosity and challenge them to think historically as they “do” history! We remember what we do!!! <i>Presenters: Sherry Owens, Founder, s3strategies, Lubbock, TX, sherry.owens@s3strategies.net; Steve Beasley, Co-Founder, s3strategies, Lubbock, TX, steve.beasley@s3strategies.net; Lisa Wellborn, TX Consultant, s3strategies, Lubbock, TX, lisa@s3strategies.net</i></p>

Concurrent Sessions

3:10 – 4:10

All Sessions Are Open to All Attendees

<p>Room 12A</p>	<p>General Disciplinary Literacy Literacy</p> <p>Building Literacy through Best Practices</p> <p>This session tackles the challenge of pairing disciplinary literacy with effective literacy strategies in the classroom. Acquire low-prep/high-yield literacy strategies, participate in a Talk, Read, Talk, Write lesson paired with historical thinking skills, and receive a bibliography of best practices for reading, writing, speaking, and vocabulary.</p> <p><i>Presenters: Pier Larsen, Director of Social Studies, PreK-12, Carrollton-Farmers Branch ISD, Carrollton, TX, larsenp@cfbisd.edu; Megan Duckworth, Secondary Instructional Specialist, Carrollton-Farmers Branch ISD, Carrollton, TX, duckworthm@cfbisd.edu</i></p>
<p>Room 12B</p>	<p>Secondary Supervision/Leadership Change Leadership</p> <p>Leveraging Assessment of Content and Skills to get buy-in from District and School leadership</p> <p>Explore the assessment strategy DPS is implementing in secondary social studies. To increase the status of social studies Denver Public Schools, revised the assessment strategy to give students the ability to practice the ways they will be assessed for college admissions without giving up authentic performance tasks that demonstrate social studies competency. Explore example assessments and discuss the change management strategies used to drive implementation and increase leadership buy in.</p> <p><i>Presenters: Bethany Smith, Lead Social Studies Curriculum Specialist, Denver Public Schools, Denver, CO, Bethany_Smith@dpsk12.org; Anthony Sievert, Denver Public Schools, Denver, CO, Anthony_Sievert@dpsk12.org; Melissa Seggelke, Social Studies Curriculum Specialist, Denver Public Schools, Denver, CO, Melissa_Seggelke@dpsk12.org</i></p>
<p>Room 13</p>	<p>Elementary Instructional Coaching Controversial Issues</p> <p>Using the LETS ACT Framework to Teach Controversial Issues</p> <p>From Charlottesville to Colin Kaepernick, controversial current events flood our headlines and, thus, our students' lives. This session presents the LETS ACT framework, which guides educators in teaching controversial current events and the complex issues embedded in them. We will also explore research on barriers and importance of teaching controversy.</p> <p><i>Presenters: Genevieve Caffrey, Doctoral Student and Former Elementary Teacher, University of MO, Columbia, MO, gecbgb@missouri.edu; Antonio Castro, University of MO, Columbia, MO, castroaj@missouri.edu</i></p>
<p>Room 14</p> 	<p>Secondary Best Practices Engage-Inquiry</p> <p>Going Beyond Dead People and Dates</p> <p>In a time when students can Google all the facts they need to know about history, how are teachers providing historical connections? This session will focus on providing participants with multiple strategies for secondary teachers to utilize primary sources to provide context within your content. Come participate in multiple activities that demonstrate how students can debate, explore, and participate in bringing history to life.</p> <p><i>Presenter: Jenny Gaona, Educational Consultant, E4EConsulting, Lubbock, TX, jennygaona247@gmail.com</i></p>
<p>Room 18D</p>	<p>Secondary Supervision/Leadership Assessments</p> <p>Implementing A Districtwide History-Social Science Common Assessment using the DBQ</p> <p>The session will focus on implementing a district wide history-social science common DBQ assessment using a professional learning model focusing on building capacity with collaborative teacher teams. Participants will learn how to design and implement a common assessment system using best practices, inquiry-based learning, and the PLC model for continuous school improvement.</p> <p><i>Presenters: Virginia Reischl, Secondary English-Language Arts Specialist, Capistrano Unified School District, San Juan Capistrano, CA, vareischl@capousd.org; Kimberly Jindra, Middle School Social Studies Teacher and Department Chair, Las Flores Middle School, Rancho Santa Margarita, CA, ksjindra@capousd.org</i></p>
<p>Room 19A</p> 	<p>General Supervision/Leadership Adult Learning</p> <p>Micro-Credentials The On-Demand Professional Learning Solution That You've Been Waiting For</p> <p>Micro-credentials provide on-demand, competency-based, professional learning. In this session, participants will learn more about micro-credentials, who is using them, which states are recognizing them toward recertification and how they can help school districts deliver additional professional learning options for their instructors.</p> <p><i>Presenters: Montra Rogers, Officer, Secondary Curriculum and Development, Houston ISD, Houston, TX, mrogersw@houstonisd.org; Jason Ihlenfeld, Curriculum Specialist, Social Studies School Service, Burleson TX, jason@socialstudies.com; Pamela Gothart, Professional Learning Director, Social Studies School Service, Huntsville, AL, pgothart@socialstudies.com; Aaron Willis, Chief Learning Officer, Social Studies School Service, Culver City, CA, aaron@socialstudies.com</i></p>
<p>Room 19B</p>	<p>K-8 Disciplinary Literacy Inquiry</p> <p>Literacy, Leadership, and How Geography Saves The Day</p> <p>Many schools focus on literacy as the driver of the educational bus, often at the expense of effective social studies instruction. Learn how to help teachers reclaim “social studies time” while also meeting best practices in literacy through the lens of leadership.</p> <p><i>Presenters: David Johnson, Instructional Consultant, Northern Michigan Learning Consortium, Cadillac, MI, david.johnson@wmisd.org; Phil Gersmehl, Michigan Geographic Alliance, Mount Pleasant, MI, pgersmehl@gmail.com</i></p>

Podcasting in the Social Studies

4:15 - 5:45


Room 19A

Podcasting affords educators opportunities for professional development, schools and communities opportunities to learn together, and students opportunities to share. In this session, we bring together the hosts of two social studies podcast - Talking Social Studies and Visions of Education - and they will share how podcasting can impact education. The hosts will finish by recording a live, interactive episode!


*Presenters: **Visions of Education** - Daniel Krutka, Assistant Professor of Social Studies Education, University of North TX, Denton, TX, dankrutka@gmail.com; Michael Milton, Social Studies Teacher, Burlington High School, Burlington, MA, michaelmilton42@gmail.com*

***Talking Social Studies** - Amy Presley, Teacher, Broken Arrow Public Schools, Broken Arrow, OK, apresley@baschools.org; Christine Hitchcock, Indiana University High School, Bloomington, IN, chrhitch@indiana.edu*







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Plan Ahead for NSSSA and NCSS Future Conferences

2020 – Washington, DC

50th Annual NSSSA Conference – Dec. 3 Thursday (Dec. 2 – Wednesday Board Meeting)

NCSS – December 4-6, 2020 – **100th NCSS Annual Conference**

Walter E. Washington Convention Center

Headquarter Hotel: Marriott Marquis Washington DC

2021 – Minneapolis, MN

NSSSA Conference – Nov. 18 Thursday (Nov. 17 – Wednesday Board Meeting)

NCSS – November 19-21, 2021

Minneapolis Convention Center

Headquarter Hotel: Hilton Minneapolis

2022 – Philadelphia, PA

NSSSA Conference – Dec. 1 Thursday (Nov. 30 – Wednesday Board Meeting)

NCSS – December 2-4, 2022

Pennsylvania Convention Center

Headquarter Hotel: Marriott Philadelphia Downtown

2023 – Nashville, TN

NSSSA Conference – Nov. 30 Thursday (Nov. 29 – Wednesday Board Meeting)

NCSS – December 1-3, 2023

Music City Center

Headquarter Hotel: Omni Nashville Hotel

2024 – Boston, MA

NSSSA Conference – Nov. 21 Thursday (Nov. 20 – Wednesday Board Meeting)

NCSS – November 22-24, 2024

John B. Hynes Veterans Memorial Convention Center

Headquarter Hotel: Sheraton Boston

2025 – Washington, DC

NSSSA Conference – Dec. 4 Thursday (Dec. 3 – Wednesday Board Meeting)

NCSS – December 5-7, 2025

Walter E. Washington Convention Center

Headquarter Hotel: Marriott Marquis Washington DC



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For several decades, Jarrett Publishing Company has been creating social studies resources for Texas, Ohio, New York, and other states based on the closest possible alignment to state standards combined with special learning features that help students to assimilate new information and raise their scores on statewide tests.

Dr. Jarrett has applied the same combination of close alignment to state standards with special learning features to his social studies textbooks and review books in Florida, California, and Georgia. These include word walls, advance summaries, compelling narratives, primary sources, student activities, concept maps, review cards and practice test questions. These elements work together to bring social studies to life for students while improving their literacy skills and critical thinking.



**Interested in submitting a proposal for the 50th Annual NSSSA Conference
December 3, 2020 in Washington, DC?**

We invite you to share your ideas or work with our membership during the NSSSA one-day conference. This is the only day the entire schedule is dedicated to Social Studies, supervisors, specialist, leaders, curriculum specialists, or those who aspire to hold those positions. The submission of a proposal does not guarantee acceptance for a session in Washington, DC.

For details contact any of the NSSSA Board members or follow NSSSA on twitter @nsssasocstudies or check the website <https://www.nsssa.org> or <https://connected.socialstudies.org/nsssa/home>

Proposals must be submitted before 11:58 pm Central Standard Time on Wednesday, January 8, 2020. Late proposals will not be considered.

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