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Pennsylvania Council for the Social Studies

Election Special

The turnout for the recent Pennsylvania Primary Election suggests that we as social studies teacher are not as effective as we should be. And recent elections in a variety of organizations indicate that even members of organizations devoted to promoting the social studies neglect to cast a ballot when the opportunity is presented.

Each year, PCSS elects people to serve on the governing board of the organization for a period of three years. This position has no monetary compensation and requires sacrifice on the part of the people who are willing to participate. The only perk is the possibility of adding a line to a resume.

As with many organizations, election participation is sometimes weak. Sometimes the difference between the winners and the *also rans* is one vote. Your vote is important. Please VOTE! This special election issue is designed to call attention to the election and offset the lack of participation. Past practice of including election information in the regular summer edition of *News and Views* possibly gets overlooked at a time when school is winding down.

Candidate information is found in the following pages. The ballot will be available on line at www.pcssonline.org through June 30. Please be active and vote.



VOTE!

••Note: Page 11 has a time sensitive survey request.

Candidate for Secretary **Kristy L. Snider**

Kristy L. Snider teaches social studies at West Junior High School in the Pocono Mountain School District. She is a former Fulbright-Hays Scholar, and Distinguished Teacher Award Winner recognized by NCGE. She also acts as a member of the Steering Committee for the Pennsylvania Alliance for Geographic Education, where she helps to administer the state geography bee. She enjoys traveling and learning more about geography, archeology, and anthropology. Within the district, Kristy serves on the professional development committee to improve staff performance, and serves as a faculty representative, grievance chair, and secretary for the union local. Kristy holds a BA in history with a secondary education minor from Susquehanna University in 1996 and M. Ed from Wilkes University Wilkes University.



The Future of Social Studies in Pennsylvania

The future of social studies lies in our need to make today's lessons applicable to our future citizens. We will continue to face an age of accountability; in our relation of culture, citizenship, civics, and the lessons of the past to the needs of tomorrow. In educating our youth, we need to continue to reach out to other disciplines. I see social studies proponents continuing to demonstrate that our programs and lessons are valuable to each child's development. Students need an understanding of our systems of justice and creation as a country. They must also gain recognition of cultures and the world around us. It is of the utmost importance that we continue to teach our children the responsibilities that they have as citizens and to help them explore the world successfully with open, and well taught minds. Teachers of social studies should continue to utilize a variety of techniques to produce upstanding citizens who can contribute to society as a result of their civic beliefs and evaluative abilities that have been gained through their education. As educators, we should continue to demand excellence both in social studies education and of our students.—

Candidates for Board of Directors

Dr. Marc Brasof

Dr. Marc Brasof is Assistant Professor of Education in the



Department of Leadership of Educational Equity and Excellence at Arcadia University. Brasof researches the role of student voice in improving schools.

Before the professorship, Brasof taught social studies in suburban and urban high schools and become the founding teacher and school government advisor at Constitution High School, Pennsylvania's first and only civic- and history-themed public high school.

Brasof won numerous local and state awards for his work at CHS. Currently, Brasof is the National Constitution Center's Education Fellow, developing civic education materials and programs.

The Future of Social Studies in Pennsylvania

Gilens' and Page's (2014) findings after studying almost 2,000 public policies suggest that we no longer live in a representative democracy. Instead, Gilens and Page argue that we live in an oligarchy where economic elites and organized groups representing business interests have substantially more influence U.S. government policy than average citizens, and that mass-based interest groups have little or no independent influence. As an instructor of social studies and true believer in the power of democracy, nothing could be more upsetting and empowering. We, as social studies teachers, should be disturbed by these findings. Yet, these findings can move us to action. It is our duty to ensure that every student receives high-quality social studies curriculum, instruction and assessment in order to cultivate the next generation of active and informed citizens capable of tackling the challenges undermining our democracy. One way we can do this is to create spaces of genuine exchange within our schools about community issues undermining our way of life. Towards what end is our school working? Moreover, such exchanges should be balanced with what connects us as a community. What can we do together that would be impossible alone? I believe the social studies classroom is an ideal place for such conversations and community-building experiences. There, problem-based and cooperative learning would be the norm, not the exception.

Darla L. Gerlach



Darla L. Gerlach, EdD has been teaching for 20 years in the Shaler Area School District. She is currently the teacher/coordinator of the Gifted and Talented Education Program with a concentration on social studies for the Middle School. She received her doctorate in Instruction & Learning from the University of Pittsburgh and her Masters of Education includes a concentration in Special Education. She received the Ernest B. Dorow Doctoral Fellowship from the University of Pittsburgh and her doctoral dissertation focuses on project-based learning as a facilitator of self-regulation; citations include the ALFA Project: Research into an Innovative Secondary Education Initiative in East Clare, Ireland. She received the 2013 Innovation in Teaching Award from PCSS as well as a 2013 Barringer Research Fellowship from the Thomas Jefferson Foundation at Monticello which is awarded from the Robert H. Smith International Center for Jefferson Studies. Her research focused on the historical gardens at Monticello. Several project-based learning, community-service and civics education based programs that she is involved in include: *Hear Me* program: a collaboration with the CREATE Lab at Carnegie-Mellon University; Youth Court Initiative; Veterans Day Recognition in the Shaler community; Western PA Conservancy community gardens; and several school-based community gardens. She has been a mentor to Social Studies student teachers; assumed leadership roles in the school district; received grants totaling close to \$50,000 for school projects; designed and created several outdoor learning environments on school grounds with the assistance of local botanists, living historians, wildlife conservation experts and community members to incorporate local history. She enjoys art work, gardening and being a historical docent for a local historical site.

Dr. Gerlach was one of six educators recognized in the National Civics Education Contest sponsored by Pearson and *WeAreTeachers* at the National Council for the Social Studies Conference in the fall of 2013 for innovative teaching in a community-based project.

The Future of Social Studies in PA

PCSS is comprised of many talented and dedicated individuals. Together, we can further discuss, develop and propose ideas to enhance existing frameworks for teaching historical interpretation and analysis of events. It's crucial to invite students to share their viewpoints on civic, political and educational issues that impact their lives on a daily basis. By incorporating reverse mentoring in social studies classrooms, students learn from adult mentors but an even exchange occurs in that adults learn from the students. All of these concepts form a solid foundation for students' understanding of their roles as engaged citizens both locally and globally. We need to continue to bridge the gap between traditional learning and new learning through dynamic, innovative teaching strategies. Social Studies programs should foster active participation in real-world issues and create a community of learners that are committed to preserve the ideals of a democratic society.

Georgette Hackman

Georgette Hackman is a 5th Grade Classroom Teacher of Social studies, math, and communication arts in the Cocalico School District and serves as Elementary Social Studies Curriculum Department Chairperson. She resides in

Denver PA. Mrs. Hackman has many strengths as a teacher and especially as a social studies teacher. Her two main skills are:

1) engaging students in social studies - not using just textbook driven social studies,

2) engaging her building colleagues (teachers and administrators) in social studies.



Her school-wide monthly social studies project, called "**Exploring Our** National Treasures - a yearlong elementary building theme" was a tremendous success.

She presented the project at the MSCSS in January,

2010 and NCSS in November, 2010 and will be

presenting a new concept at the NCSS conference as a

poster session in December, 2011. Her Professional Memberships include Pennsylvania Council for the Social Studies, Middle States Council for the Social Studies, National Council for the Social Studies, PSEA, NEA, and Phi Kappa Phi University Academic Honor Society. She holds a Master of Education in Curriculum & instruction and Teacher Leadership from Pennsylvania State University; Bachelor of Science in - Elementary Ed. from Millersville University of Pennsylvania; Associate of Applied Science Degree Pennsylvania College of Technology and a Legal Assistant Degree. She has participated in professional development programs including several Bill of Rights Institute Programs in Philadelphia, New York and Arlington VA; Library of Congress teacher Institute in Washington, DC; Workshop for Teachers at The Massachusetts Historical Society, Boston, MA and the Annenberg Summer Teacher Institute at National Constitution Center, Philadelphia, P A Served as a presenter at MSCSS, NCSS, Intermediate Unit - District 13 Technology Workshop, Eastern Mennonite University. Georgette was the 2010 recipient of PCSS Elementary Teacher of the Year Award.

The Future of Social Studies in Pennsylvania

I am an elementary teacher who is dedicated to the notion that meaningful social studies education must begin at the primary level and continue throughout a student's education. Too often elementary teaching professionals are reluctant to participate in specialized professional groups like

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Hackman- (Continued from preceding page)

The Future . . .

PCSS because they assume that only their secondary counterparts have sufficient time and knowledge to contribute. I disagree. Organizations need to develop and foster elementary leaders because those individuals have the opportunity to build the strong foundations upon which all future instruction rests. It only stands to reason that the voices of elementary professionals are as important as their secondary counterparts. I endeavor to be that voice.

Alan E. Leibowitz

Alan E. Liebowitz currently serves as a Pro Bono Attorney for such organizations as the Education Law Center and the Pennsylvania Bar Association.



He is also an adjunct professor at Community College of Philadelphia. A current board member and a veteran of the Philadelphia School District, Alan taught social studies for nearly three decades, first at Roosevelt Middle School and then at the high school level at Parkway and University City.! He moved into administration finishing out his career as Principal of George Washington High School where he had been in the first graduating class as a student. Alan has two degrees—his BA and JD--from Temple with a Masters from from Lehigh. He earned his Superintendent's letter at St. Joseph's.! He has been a presenter over the years at PCSS conferences and he is well known for his dry sense of humor and his knack for picking winners at the track!

The Future of Social Studies in Pennsylvania

The future of the social studies in Pennsylvania is invariably fused to a bigger question: what happens when kids graduate without a clue about civic and personal responsibility - they aren't going to learn that from the steady barrage of leaders and pillars of society caught with their hands in someone else's pockets - literally and figuratively.

The future of social studies in Pennsylvania is to give young people the knowledge base to understand their roles and responsibilities as individuals in a civil society, and to promote the peaceful resolution of disputes. We may not count on standardized tests, but the social studies may provide society's best hope for a civil future - an educated citizenry.

Jason I. S. Raia



Jason I. S. Raia serves as Vice President of Education at Freedoms Foundation at Valley Forge and is responsible for all educational programming for approximately 3000 elementary, middle, and high school students annually. He also maintains institutional relationships with partner organization such as the VFW, Boy Scouts of America, an Consortium for Entrepreneurial Education.

His experience includes serving as Dean of Student Affairs and Director of Campus Ministry at Pope John XXIII High School Everett, MA; Teacher—Religion and Humanities Departments at Don Bosco Preparatory School, Boston, MA 1995 - 1998; Youth Ministry consultant Archdiocese of Boston, Quincy, MA 1997 - 2007; Coordinator of Youth Ministries, St. Joseph Church, Medford, MA 1993 – 1998

The Future of Social Studies in Pennsylvania

As a member of the PCSS Board, I would encourage an expansion of partnerships between schools—public, private, and parochial—and nonprofit educational institutions. With singular resources like the National Constitution Center, Gettysburg Military Park, and the soon to begin American Revolution throughout the Commonwealth by acting as a conduit with these types of Centers, the PCSS has the potential to do much good for teachers and students throughout the Commonwealth by acting as a conduit with these types of institutions.

As a former secondary social studies teacher now serving as Vice President of Education at Freedoms Foundation at Valley Forge, I believe PCSS is necessary now more than ever. By networking with the many excellent colleges and universities throughout Pennsylvania, PCSS ties can help provide pre-service and in-inservice opportunities for teachers that service will help bring history, geography, and all of the social studies come to life for students.

Robert C. Slamp

Bob Slamp is currently an intermediate grade teacher at Carter and MacRae Elementary School, in the School District of Lancaster, Lancaster, PA. He teaches Reading, Math, the Social Studies, and Science. Prior to his return to the classroom, he was an Instructional Facilitator (teacher coach) for K-5 academics at Carter and MacRae. In this position, his duties included conducted professional development in data analysis, differentiated instruction, and facilitating professional learning communities.

Bob is the recipient of the 2007 Guilder Lehrman Institute History Teacher of the Year award for the state of Pennsylvania. He has been recognized for his efforts as coordinator of an annual Social Studies Fair at Carter and MacRae where all students in grades four and five select a topic under the topics of Economics, Political Science, History, Anthropology, Sociology, or Geography. In keeping with NHD guidelines, they then write a process paper answering a specific question about that topic



culminating in a tri-fold display board exhibit that represents their research. Bob has also served as the co-coordinator of a partnership between Carter and MacRae and Millersville University in which pre-service teachers assist the elementary students with their preliminary research. He also has served on the development team for the Literacy Design Collaborative (LDC) initiative, initially funded through the Bill and Melinda Gates Foundation. LDC is framework in which to create assignments that includes reading and writing in the content area based on the Common Core State Standards. In addition, he is a Civil War re-enactor and has presented many living histories for area schools.

Prior to working at Carter and MacRae, he taught instrumental, vocal, and general music in various school districts and levels. As a music educator, he was a strong advocate for integrating core curricula into his music classes – especially the Social Studies. Eventually he decided to earn a Masters Degree in Elementary Education to concentrate his efforts in assisting others to integrate core curricula to develop a seamless, well rounded education for students.

Bob holds a B.S. in Music Education (1982) from Elizabethtown College, Elizabethtown, Pennsylvania; M. Ed. in Elementary Education (1997) and M.Ed. in Leadership for Teaching and Learning (2004) from Millersville University, Instruction K-12.

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Slamp (continued from preceding page)

He also holds Supervisory Certification in Curriculum and Instruction K-12.

The future of Social Studies in Pennsylvania's Elementary Schools

The teaching of Social Studies in the elementary school is so much more than reading a trade book about Benjamin Franklin during a literacy block. Students need to have deeper content in the subject to truly understand and appreciate the significance of people, places, and events. Because of high stakes testing, social studies often has been taught periodically during a week, if at all, to allow time, energy, and resources be given towards concentrating on math and literacy. Although these subjects are extremely important, the teaching of social studies is needed to create informed citizens. I have dedicated the last several years developing an instructional framework in which to effectively integrate reading and writing in the content areas all based upon the Pennsylvania Common Core.

Teaching in an urban setting has allowed me to understand the importance of teaching social studies. Because of the different socioeconomic situations, race, and cultures of our students, students need to understand and appreciate the differences and strengths among peoples in a society. It is important to teach about financial literacy (economics), elected officials and laws (political science), diversity (sociology), location (geography), the effects of man (anthropology), and the past (history) in order to create opportunities for students to view the world in a more global sense and to dream of new possibilities.

It is in the best interest of society that all educators provide meaningful and relevant experiences that allow students to have these dreams. I have been committed to the teaching of social studies as it is our mission to be an advocate of social studies in our schools, districts, and state legislatures; and that well informed citizens will not only ensure the future of our communities, but the future of our great nation. Having the privilege to serve on the PCSS board would provide me the opportunity to be a strong advocate for the teaching of social studies.

Jim Kearney

Jim Kearney is a Supervisor of Curriculum and Professional Development for Radnor Township School District in the areas of social studies, art, music, world languages, and gifted education. Before joining



RTSD, Jim was a National Board Certified social studies teacher, Social Studies Department Coordinator, and Social Studies Curriculum Coordinator in Central Bucks School District. Jim previously served two terms on the PCSS Board of Directors and was a founding member and President of the Bucks-Mont Council for the Social Studies. Jim has contributed to several projects with the Pennsylvania Department of Education as a member of the Educator Leader Cadre, PA Academic Standards Review Team, and SAS Curriculum

Framework Committee. Jim holds a bachelor's degree in Secondary Social Studies from the Pennsylvania State University, a master's degree in History from Villanova University, and a Supervisor of Curriculum and Instruction certificate through Lehigh University.

The Future of Social Studies in Pennsylvania

Social studies education should equip students to understand and participate effectively in the world. The actions of individual teachers, departments, and local educational institutions are at the forefront of this effort and will continue to have the greatest impact on the future of social studies in Pennsylvania. At the same time, actions at the state and national level will shape our work and the future of our profession. The recent decision by PDE to stop implementation of the Civics and Government Keystone exam frees teachers from teaching to that test but risks the further marginalization of social studies as schools and districts make decisions based on PSSA and Keystone exam scores. The C3 Framework provides guidance for improving social studies programming, curriculum, and instruction nationwide. Ultimately, it will be up to state organizations, school districts, and teachers to implement the C3 recommendations to benefit our students. PCSS should influence the future by advocating for meaningful social studies education at all levels, providing resources to support high-quality instruction, and partnering with organizations who contribute to the development of engaged citizens. As a member of the PCSS Board of Directors I will continue the work to strengthen our profession throughout the commonwealth.



WANTED! PARTICIPANTS!

Disciplinary Literacy Survey

The Friday Institute for Educational Innovation invites you to participate in a Disciplinary Literacy survey designed for **6th - 12th** grade teachers who teach the core subjects of English/Language Arts, Science, **History/Social Studies** or Mathematics.

The survey will ask you about your beliefs and practices related to disciplinary literacy.

The survey will take under ten minutes to complete. We will use your responses to better understand disciplinary literacy, with the goal of encouraging deeper learning for all students.

Please forward the survey to other teachers who meet the criteria (i.e., teaches grades 6-12 in English/Language Arts, Science, History/Social Studies or Mathematics).

To take the survey, go to

http://ncsu.qualtrics.com//SE/?SID=SV_cUWN4eC9Weq2MUI

Thank you in advance for your participation.

Hiller A. Spires

If you have additional questions, please email haspires@ncsu.edu