

## Vice President

### Terry Cherry

Ohio, Nebraska, Michigan, Iowa, Colorado, Minnesota and Texas: I have all called home during my life. From 2011-July 2014 I served on the board of Directors of NCSS. Those three years I chaired different "ad hoc" committees, visited several congressional offices, was elected to the Executive Board of NCSS.

Currently I have been a classroom teacher for the past twenty years. In the Dallas area I served as Educator Advisor for the 6th Floor Museum, the Dallas Holocaust Museum and active with the Educators Advisory Council of the Dallas Federal Reserve Bank.

At the local and state level I have chaired various committees. The social studies members of the local council and TCSS have also chosen me to represent them for different offices and I have been president of both. While president of our local chapter, I arranged a debate with local and state candidates running for school board. During my time as President of TCSS our meetings went from paper to paperless. New Mexico and Texas for the first time co-sponsored a state conference, and while president of TCSS during this conference, the hosting city awarded a local person as "a friend of social studies", for the first time.

**Position Statement.** As members and leaders of NCSS we have to prove the reason for our existence as social studies educators. At all levels of education the need for social studies in the classroom is rapidly diminishing. This has to stop. We cannot sit idly while government leaders remove us from the curriculum. Nationally recognized companies for years sponsor programs for science and math. Why not social studies? NCSS needs to be the organization reaching out to companies sponsoring the causes of social studies.

NCSS must begin talking to other social studies organizations about joining together for one common cause. There is no Chemistry or Biology national conference. There a no Multiplication or Calculus Conference. Why do we have different national social studies conferences? We need to support strengthen each other as social studies educators working together.

Tip O'Neil said, "All politics is local". It is also mandatory of NCSS to begin to train local teachers to champion our cause at the local and state level. The pattern of advocacy NCSS has developed for Congress is fantastic. That pattern needs to be honed, shaped and designed for all social studies educators to proudly display and use throughout their state and local community.

### India Meissel

India Meissel has been teaching in the social sciences for 28 years at the secondary level and as an Adjunct Professor in the community college system for 19 years. She has taught students at all levels from the virtual to inclusion to Advanced Placement. In 2005, India was named Virginia's Social Studies Teacher of the Year and the NCSS Secondary Teacher of the Year Award in 2006. She has earned additional recognition for teaching excellence from the National and Virginia Societies of the Daughters of the American Revolution, The National and Virginia Councils on Economic Education, the Mary Bicouvaris Award in American History from the Virginia Council for History Education, and the Esther Goldman Award in Holocaust Education from the United Jewish Federation of Tidewater.

India is a member of the NCSS Board of Directors and currently serves as the Chair of the National Advisory Board for Rho Kappa . In addition, she has chaired the Secondary TOY Committee. Outside of NCSS she has served on the National Advisory Council for the Praxis Social Studies Test and the Virginia Department of

Education's History EOC Bias Review Committee. India will bring a well rounded background to the position of Vice President!

**Position Statement.** Social studies teachers are looking for quality materials to assist them in their quest for quality 21st century instruction. With professional development funding having been shifted in favor of the other core subjects, social studies teachers have often been forced to abandon their attendance at conferences and their membership in professional organizations. NCSS has had a history of being the leader in support for its teachers, and it is time that we renew our mission to re-energize our base and offer opportunities to meet the needs of our members. C3 has implemented a meaningful framework for social studies instruction, and now we need to increase participation in the "C3 for teachers initiative" in all social studies subjects to give our members ready-made lessons to use in their classrooms. We must also continue to encourage initiatives such as the "un-conference", content driven webinars and other online tools that will help ALL teachers in ALL social studies content areas from kindergarten to college.

## Secondary Classroom Teacher

### Mary Ellen Daneels

Mary Ellen Daneels is a National Board Certified Social Studies teacher at Community High School in West Chicago, Illinois. She has been recognized as the Law-related Educator of the Year award from the Constitutional Rights Foundation of Chicago, named the Teacher of the Year by the 19th District of the Veterans of Foreign Wars and received the American Civic Education Teacher Award from the Center for Civic Education, the Center on Congress at Indiana University and the National Education Association. Mary Ellen has presented on such topics as service learning, simulations, and the use of controversy in the classroom at the local, state and national level. She has provided professional development workshops in Estonia, Angola and Belarus. A member of the Illinois Civic Mission Coalition, Mary Ellen has advocated for civic education before federal and state lawmakers. She has collaborated with the Library of Congress in their Teaching with Primary Sources program and Veteran's History Project. In addition to her 24 years at CHS, Ms. Daneels has taught in Australia and the People's Republic of China. When not sharing her passion for civic education, she enjoys travel, home renovations and reading.

**Position Statement.** Recent initiatives in education stress the importance of creating clear and consistent standards to prepare students for college and career success. Many in our profession are dismayed at the absence of a third "C" in this conversation - civic life. I will advocate that the most authentic platform to practice the skills advocated by initiatives like the CCSS is in the social sciences. The new C3 Framework demonstrates how social studies can improve student literacy and empower young people to take informed action as citizens of the global community.

As our colleagues in other disciplines struggle to find meaningful contexts for students to practice CCSS and STEM competencies, NCSS should be stepping up and saying, "This is what we do best. Let's collaborate together to prepare our students for college, career AND civic life." We need to bring before our administrators, school boards, community organizations AND our legislators, the rich learning that takes place in our discipline that prepares students with 21st century aptitudes. Civic education is not "something that is added to the plate", social studies IS THE PLATE where healthy and balanced interdisciplinary learning is served to nourish our democracy.

## Andrew (Andy) Demko

Mr. Demko, is a 7th and 8th Grade Social Studies teacher in Rainier, Oregon, where he is the Rainier Junior/Senior High School History Club Advisor, History Bowl Advisor and Rho Kappa National Social Studies Honor Society Faculty Sponsor. He has served as the Oregon Council for the Social Studies President, and he is a current National Council for the Social Studies Board Member. In addition, Mr. Demko is a board member for the Columbia County Cultural Coalition Board, which works to recognize the various cultural and historical events in the community. Mr. Demko believes learning is an ongoing process. He holds a bachelor's degree in History and Political Science from Central Washington University. In addition, he has completed two Master's programs; the first being a Master of Liberal Studies (Social Science) from Fort Hays State University, the second being a Master's of Arts Degree from American Military University in Military History, Capstone Option (concentration: Civil War) . Following these programs, he completed a Graduate Certificate in American Revolution studies, and is currently working on a third Master's Degree in Political Science, Capstone Option, with a concentration in American Politics and Government along with a Certificate in World War II Studies.

**Position Statement.** Social Studies education is an important aspect of our school system, where with the utilization of a complete learning opportunity, students gain needed understanding which leads to their developing into prepared and contributing members of society. In order for students to gain this understanding, they must have access to a social studies curriculum including primary sources that tie to the development of our vastly expanding communities, nation and world. Social studies has become a limited content area while focus has been placed on others. As a National Council for the Social Studies Board Member, Mr. Demko believes it is important to advocate at the local, state and federal levels to bring a return focus to the immense opportunities allowed to students when they connect their learning to social studies and to the ample opportunities available in their futures. The presence of a meaningful social studies curriculum will broaden their horizons, growth and ability to make connections. It is up to us to help prepare students for their futures, and Mr. Demko is willing to advocate on behalf of NCSS, educators, parents, and students to ensure social studies is an area of focus now and in the future.

## Gloria McElroy

Unlike many of you fortunate enough to know your calling to this worthy profession early in your life, I had several "lives" before I discovered my real one was teaching and learning. I can gladly tell you that becoming an educator was the very best decision I ever made. Over the past 23 years I have learned a lot from my students about how they want to learn and how I should teach. Former students yell "Miss Mac" at the grocery store, at the mall and driving by me in parking lots.

While my daughter didn't become a teacher, she chose opera education and directing. When she lays out her vision of the opera to singers and later to the students who will watch the performances, she demonstrates the very same best practices of teaching she either observed or heard me proclaiming during her growing up years. She utilizes process learning! I want all of our students to practice those lessons and best practices as they contribute to our society because of an old adage of Benjamin Franklin's; "Tell me and I forget. Teach me and I remember. Involve me and I learn."

**Position Statement.** My significant issue is awareness. Nationally, social studies is a subject on the legislative and fiscal back burner. In my state of Tennessee, social studies standards have been worked for the 2014 – 2015 school year with specific writing and reading assignments for each Common Core standard. These new standards in Tennessee comport with Common Core's opening video (on their main web page), "Like it or not, life is full of measuring sticks."

The NCSS has a tremendous opportunity to build support for the College, Career, and Civic Life (C3) Framework on the local and state level. This framework affords educators guidance in enhancing rigor through the arc of inquiry and has great alignment with Common Core expectations.

I believe we, as a profession can guide the national debate on the importance of social studies. We, as social studies educators, must build success and momentum in our classroom with accepted "measuring sticks," to encourage the buy-in of elected officials. Once we 'measure up' awareness as to our necessity and importance will rise. Let us come together to build our profession on the collaboration of educators from all 50 states. Our measuring stick can only climb!

## Supervisor

### William "Rick" Daniel

William "Rick" Daniel is the social studies curriculum and assessment specialist for Jefferson County Public Schools. He worked as a classroom teacher, and district resource teacher in JCPS prior to this assignment. Rick holds a Bachelor of Science degree in Geography, with a minor in History, a Master in the Arts of Teaching Secondary Level, and an Educational Specialist degree in Education Administration with a concentration in curriculum design from the University of Louisville. Rick is the immediate past president of the Kentucky Council for the Social Studies, and has been an active member in NCSS, having served as a House of Delegates member, on the HOD steering committee, and 2013 HOD Steering Committee Chair. Rick is the father of two boys, and resides in Louisville, Ky.

**Position Statement.** Social Studies has long been thought of as a secondary to math, science, and literacy. While I will not disagree about the importance of these subjects, social studies deserves a place among them as critical to student success. Without the social studies, students do not learn how to work in the world, how to compromise, cooperate, or how to agree without being disagreeable. As a member of the National Council for the Social Studies Board of Directors, I will work with our sister organizations in developing and strengthening partnerships that place social studies on an equal playing field with literacy, mathematics and science.

The College, Career and Civic Life Framework has brought a new awareness to the social studies and it is now our challenge to keep this momentum going. We must advocate for deeper, richer and more relevant standards in each of our states. We need to work together to accomplish this through grassroots advocacy at the local and state level. With this type of attention, we will succeed getting social studies back in the mix.

### David Klemm

It would be hard to identify where my interest in Social Studies began. Perhaps it was growing up in suburban Chicago, trying to figure out the obvious racial and economic divide that few talked about, even when I questioned it. Perhaps it was that Social Studies teacher in high school who was willing to talk about it, encouraging students to challenge simplistic answers and take action. Perhaps it was the visually impaired history professor who became a life-long friend, someone who understood Social Studies education and connected it with life in a profoundly meaningful way. Or perhaps it was exploring a career in media before knowing Social Studies education was my passion, my place for addressing what matters. In reality, it was all these experiences. I continue to have a passion for changing the world, one impressionable mind at a time.

Personally, I have had the privilege of at least in part shaping the minds of my four now grown children. Hobbies include historic architecture and building restoration, travel to historic places, staying physically fit

and historic films. I spend other free time serving local and state level groups working towards building stronger neighborhoods and shaping thoughtful, compassionate public policy.

**Position Statement.** The key issue in Social Studies Education is the lack of support it receives from policy and decision makers. For more than a decade, national policy has marginalized social studies; states and local schools have mostly followed. We know Social Studies prepares students with knowledge, skills and civic values necessary to fully participate in a self-governing society. That alone should be reason enough for political and educational leaders to support it. But there's more! In these literacy focused days with emphasis on comprehension and communication, a growing body of research demonstrates that neglecting Social Studies in favor of additional reading instruction may provide a one-time boost in reading but actually limits student comprehension of informational text. In other words, if you want a student to be able to handle complex text, they need to learn social studies.

As a member of your board, I will work tirelessly to get this message out to national, state and local decision makers. NCSS must take an even greater leadership position in advocating for Social Studies education, building on the strong work already done to create advocacy networks through state and local affiliate councils to reverse the dangerous trend of neglecting social studies education.

## K-12 Classroom Teacher At-Large

### Ron Hustvedt

Over the past 17 years of my career as a Middle Grades Social Studies Teacher, I have been very active in promoting Social Studies and the C3 Framework on a local, statewide and national level. On a local level, I am a teacher leader with my district's Social Studies planning committee. On a statewide level, I was appointed by the Governor to the Minnesota Social Studies Standards Review Committee where I played a pivotal role in creating a set of scaffolded K-12 Historical Inquiry standards as well as updating all of our statewide Social Studies Standards. On a national level, I am the Magnet Schools of America National Teacher of the Year, a title I am proud to have earned being a Social Studies teacher in a STEM Magnet program. I am a trainer for the Library of Congress Teaching with Primary Sources program, a curriculum writer for National History Day and the Smithsonian Institution, and a presenter at several national conferences including the National Council for History Educators and American Association for State and Local History. I am passionate about the multifaceted and interconnected nature of Social Studies and its importance for inspiring and teaching our future citizens.

**Position Statement.** As we teach and inspire future citizens of our nation and the world, we must coordinate with our colleagues of all subjects to demonstrate the interconnectedness that Social Studies subjects brings to their area of study. If elected, I would further expand my mission to bridge the gap between Social Studies educators/experts and the other disciplines, that too often results in the marginalization of Social Studies. I would also continue to push for meaningful assessments of Social Studies content rather than relegating the subject to a multiple choice test. Social Studies is the most dynamic and interconnected subject that ought to be at the forefront of every course of study. Social Studies is the subject that provides relevance to all other subjects and provides a context for the learning. We need to empower teachers and encourage students to inquire, analyze, discuss, and impact their world. The skills and standards laid out in the C3 Framework are a magnificent tool for demonstrating those interdisciplinary connections while at the same time enhancing rigor, building the skills of social studies subjects, and showing alignment with other local/state/national standards.

## Mary T McCullagh

I have been teaching History and Government for 23 years, ten of which as the department leader for the History and Social Studies department. I am honored to serve on the NCSS Board of Directors in the Supervisor position (2012-2015), and serve on the NCSS Executive Committee of the Board of Directors for 2014-2015. I actively participate in professional organizations whose trainings, travel study exchanges, and academic programs provide vast opportunities for educators. I seek opportunities to work with Social Studies educators and like-minded colleagues of other disciplines to create engaging and interactive learning experiences for our students as well as for our benefit. I regularly present sessions and workshops at conferences to share with other educators, and actively encourage educators and students to participate in educational travel and study opportunities.

Active involvement in professional organizations and opportunities deepens my content knowledge and pedagogical skills, and fosters relationships with educators in networks of communication and mutual understanding. These contacts facilitate exploring and learning by students and colleagues resulting in greater cross-cultural understanding and expanded experiences. Interactions and communications provide on-going support for and development of professional education; these experiences are vital to my success as a Social Studies educator.

**Position Statement.** Development for educators that cultivates professional fulfillment and energized classroom success is critical. Professional development opportunities at every stage of careers inform and transform teaching and learning in every school setting. I am aware, as all are, of the impact of evolving academic and professional expectations from local, state and national arenas. Educators experience the necessity to adapt to and adopt academic expectations; they deserve support and encouragement. Opportunities to focus on scholarship and enhanced content area knowledge translate into energized teaching, and contribute to positive student outcomes.

One NCSS goal for 2014-15 is to begin meeting these needs as requested by its members. As the recognized leader in social studies, NCSS can provide exemplary content, links to artifacts, multimedia and material culture in all content areas to assist educators in negotiating evolving academic expectations. Content-rich wikis, webinars and online resources can help educators meet ongoing demands for professional development, especially for those unable to attend NCSS or state conferences. Additional scholarships for first-timers will support educators who desire in person professional development but cannot afford it. Through these additions, NCSS can continue to attract and reenergize committed Social Studies educators.

## Jennifer Morgan

As a third generation educator, I learned from my mother and grandmother the importance of life long learning, professional development, and loving what one does! I have spent my entire twenty-three year teaching career meeting the challenges and excitement of working with middle school students, but I have taught all levels from elementary through graduate level course work. I earned my BS from UW-Platteville and a ME from UW-La Crosse. In addition to my work in the classroom, I spent four years working in the curriculum department as the middle school instructional coach where my main duties included implementing the building's professional development opportunities and assisting educators in meeting the requirements of Rtl and early implementation of Common Core Standards. I have served on the Wisconsin CSS Board of Directors for the past eight years; five in leadership positions as president-elect, president, and past-president. During my two year tenure as President of WI CSS, our organization was named a "Gold Star" Council each year. At the national level, I have served as a member of the Resolutions Committee for HOD, co-chaired two communities, and presented sessions at the past four conferences.



**Position Statement.** NCSS and the social studies professions face three challenges. First, we must be prepared for today's educational atmosphere; a time when the emphasis is being placed on core academic and common core standards, often at the expense of social studies. NCSS must prepare its membership and other educational professionals to actively advocate for the importance of social studies education, at all levels, in creating engaged citizens to lead in an increasingly globalized world. Second, we must help elementary educators see the value of social studies education in order to slow the increasing marginalization of the discipline at this level. Finally, NCSS needs to continue to focus its membership efforts on expanding to nontraditional groups, namely pre-service educators, elementary educators and those representing minority communities within the educational profession. With these groups in mind, NCSS needs to utilize the talent within both its Board of Directors and its general membership to serve as mentors to new educators looking for ideas to use within their classrooms. To accomplish this, NCSS, its communities, and state/affiliated groups must look to new and innovative ways to reach out to young educators both at the conference and beyond.

## At Large

### Fran O'Malley

Fran O'Malley taught middle and high school for two decades before assuming his current positions as Director of the Delaware Social Studies Education Project and Curriculum Specialist for the University of Delaware's Democracy Project. His current work focuses on developing social studies preservice and inservice teachers, and working with the state DOE to develop its statewide social studies curriculum. Over the years, Fran has worked at the state, regional, and national levels to advance social studies education. His experiences include serving on the commission that developed his state's social studies standards; launching and leading the Social Studies Coalition of Delaware, serving multiple terms as President, Vice-President, and Newsletter editor for the Delaware Council for the Social Studies; serving regionally as state representative and local arrangements chair for the Middle States Council for the Social Studies (MSCSS) Board; and serving nationally as NCSS Publications Committee Chair and as a state and affiliate representative on the committee that developed the C3 Social Studies Framework. Fran's teaching and service has earned him numerous awards and honors including state and history teacher of the year, the MSCSS Harry J. Carmen Award, a James Madison Fellowship, and a Fulbright Summer Fellowship Abroad (China).

**Position Statement.** While transitioning to Common Core and the C3 Framework justifiably dominates conversations in many venues, formal and informal discussions with social studies educators around the country suggest that unease over the status of social studies in the curriculum is the one issue that cuts across state and regional boundaries. The issue is not new, but its persistence demands unrelenting attention. In some ways, our field has authored its own struggle. The disciplines act in isolation, lobby for individual causes, present teachers with multiple sets of standards that lead to uncertainty, and reduce opportunities for united advocacy. The process and structure used to develop the C3 Framework offered a shining moment in the history of social studies education as the major disciplines rallied behind the common cause of a C3 Framework. Social Studies needs to institutionalize that spirit of collaboration and unity of purpose. As a board member, I will advocate for the creation of a new association within NCSS populated by representatives from the core social studies disciplines. Its mission will be singular i.e. elevating social studies to its rightful place in the national curriculum, right alongside its privileged peers.

## Stefanie Rosenberg Wager

I have devoted my life to the teaching and promoting of social studies education. I am currently the Social Studies Consultant for the Iowa Department of Education. In this role, I provide leadership and guidance at the State level for social studies education. Prior to this role, I taught high school social studies for Des Moines Public Schools and Dallas Center-Grimes Schools and worked at Instituto Thomas Jefferson in Naucalpan, Mexico. In addition, I worked as a Curriculum Coordinator for Des Moines Public Schools while coordinating a Teaching American History Grant. I received both a Bachelors and Masters degree from Drake University in Des Moines, IA.

I have been involved in the Iowa Council for the Social Studies since 2010, first serving as co-chair for our Annual Conference, then Vice-President, and now President. I have been an NCSS member since my first year teaching and currently serve on the Social Education committee within NCSS and have served in the House of Delegates at the Annual Conference twice. In 2011, ASCD named me an Emerging Leader in Education.

In my free time, I enjoy spending time with my husband, Jake, who is also a social studies teacher, and my son, Lincoln.

**Position Statement.** The single, most significant issue facing social studies education today is the marginalization of our field.

In order to solve this issue we must ACT. First, as an organization we must foster Advocacy. Our members must understand the policy issues at the local, state, and national levels that have led to this marginalization and how to advocate for social studies at these levels. Second, we must embrace the C3 Framework. The C3 Framework promotes best practices in social studies teaching and learning and its publication brought together various social studies partners. This kind of collaboration around best practices in social studies must continue. Finally, we must promote 21st century practices by becoming an organization that embraces technology and different ways of doing business. For example, each Monday night hundreds of social studies teachers participate in #sschat through Twitter. We must not only embrace this concept, but also help lead the participation in it.

It is only if we ACT that we will see transformational changes within the field of social studies.

## John Tully

I have a long history of working to help improve the quality of teaching history and social studies. While a graduate student at Ohio State I was the founding director of a teaching center. We worked with teachers from across Ohio and published U.S. history readers for AP exams. After I received my Ph.D., I began working in the Department of History at Central Connecticut State University. For the past ten years, I have been preparing social studies teachers and been very active with the Connecticut Council. I have been vice-president, president, legislative liaison, run conferences and events, and have received their highest award for service. I have been active in shaping the new CT Social Studies Framework around C3, and my membership in the SSACI group will help solidify the relationship between NCSS and that organization. My latest book, *Understanding and Teaching the Vietnam War*, is designed for teachers at the secondary and university levels. I also co-edit a book series with the University of Wisconsin Press. The next book in that series is *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History*. I share the same struggles in my teaching that we all do: how to motivate students to love the power of social studies as much as I do.



**Position Statement.** The most significant issue facing NCSS and our profession is the neglect social studies has suffered from NCLB and now the Common Core. We must fight to remind national and state leaders, and every principal and school board, that social studies is the heart of any structure of public education. C3 gives us a chance to push social studies, and a renewed emphasis on the quality of its teaching, right back onto the educational agenda. We need to seize this opportunity in the coming years. We need to find new and innovative ways to organize and advocate and to help NCSS councils and members do the same at the local level. The lobbying success we have had in Connecticut has given me several ideas that can carry forward to the national level. A companion issue that is important is the preparation of our future colleagues. As a member of the Board, I would take a special interest in NCSS's relationship with the Council for the Accreditation of Educator Preparation. We must be absolutely sure that our preparation programs utilize the best practices of preparing social studies professionals and that the process of accreditation assists in that effort.