



2024/2025
CCSS Board of Directors



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**President
Jennifer Elemen**



Bio

Dr. Jennifer Elemen has been a member of the California Council for the Social Studies (CCSS) for over a decade, serving in leadership roles including first vice president, 2021-2023; central area vice president, 2019-2021; region 5 representative, 2018-2019; and president of the Bay Area Council, 2016-2018. She was a high school history-social science, government and economics, AP and AVID teacher for several years before becoming an administrator. She was the Monterey COE and region 5 Content, Literacy, Inquiry, and Citizenship (CLIC) Project lead for implementation of the History-Social Science Framework and State Seal of Civic Engagement. She then served as a district director of pupil personnel services; elevating student voice, transformative social emotional learning, justice, equity, diversity, inclusion, and belonging. She is currently the digitally mediated learning coordinator for the 21st Century California School Leadership Academy (21CSLA) State Center at the UC Berkeley School of Education, providing equity-centered professional learning for education leaders. She is also a BeGLAD certified agency trainer, writer, and speaker; sharing and collaborating on liberatory practices for classroom, school, and local education agency implementation, action research, social design, and continuous improvement. She supports educators creating systemic change for equity and social justice with youth, families, and communities. Connect at <https://linktr.ee/jenniferelemen>.

Statement

California Council for the Social Studies is an affiliate of the National Council for the Social Studies and a premier professional association, so it is my honor to serve its members: teachers, administrators, professors, and education leaders, who dedicate their lives to youth and school communities. I will continue to lead collaboratively and uphold CCSS as a “by teachers, for teachers, with teachers” organization; providing educators with high quality professional learning, support, resources, and camaraderie. In addition to our annual conference for over 60 years, CCSS offers the monthly Spotlight newsletter with instructional support, partnerships with supporting organizations and open educational resources (OER), webinars, communities of practice, regional and local events, @CASocialStudies social media, and updates to the “Social Studies News and Events” Facebook group. I have served on the conference; equity, inclusion, and social justice; curriculum, instruction, and assessment; executive; and membership and outreach committees, and look forward to co-designing our vision and future with emergent strategy based on our shared commitment to antiracism, ethnic studies, youth civic engagement, critical digital citizenship, and social justice. Now is a pivotal time for mobilizing to transform the educational and social circumstances of youth and communities by dismantling systems of oppression and creating liberation and joy. Thank you for your brilliance and dedication!



**President Elect
Scott Petri**



Bio

Scott Petri has taught social studies at the middle and high school level since 2003. He is a co-author of The EduProtocols Field Guide: Social Studies Edition. He holds a Doctorate in Educational Leadership and a Masters in Educational Administration from California State University Northridge, and a B.A. in Political Science from the University of San Diego. Dr. Petri is a former board member of the California Council for the Social Studies and a past President of the Southern California Social Studies Association. He is a 2023-24 PBS Invention Ed Fellow and was named Outstanding High School Social Studies Teacher of the Year in 2021.

Statement

Research shows that social studies receives the least amount of instructional time in the elementary grades when compared with other core content areas. This marginalization is an issue of equity for all students. As a veteran history teacher and CCSS member for decades, I am disheartened by the lack of advocacy from local, state, and national leaders.

A judge in Rhode Island ruled that students do NOT have a constitutional right to a civic education (Cook v. Raimondo). Our professional organizations should be appealing that 2019 decision. Social Studies coursework should require meaningful opportunities for civic engagement, service learning, and community action for all students in every grade.

The Every Student Succeeds Act codified a six-part definition for Professional Learning. A Johns Hopkins study analyzed over three million professional development enrollments and found that over 80% of the learning experiences failed to meet the four out of the six of the criteria. CCSS needs to bring the standing and professional learning Social Studies deserves to all 58 counties in our state.

Last summer, Thinking Nation and Ed Week surveyed 766 K12 educators and just 8% of respondents stated that Social Studies is a top priority at their schools. We need to take action. California can show the nation how to demand better Social Studies instruction in all levels of public education. I will lead CCSS in that direction.



**First Vice President
Kendra Tyler**



Bio

Kendra Tyler is the Region 2 History-Social Science and Far North Ethnic Studies Lead. She works as an Ed Services Coordinator at Glenn County Office of Education and formerly worked as a Consultant at Tehama County Office of Education and as a middle school history and ELA teacher. She designs and implements school, district, and county wide PD around Civic Education, ELA/ELD, Educational Technology, Universal Design for Learning, and MTSS. As a rural educator, Kendra hopes to build the capacity of our region which is often siloed to expand knowledge and the ability to enact change.

Statement

Unfortunately our region has not always been the most active in membership for CCSS. I hope to build networking opportunities and break down silos to ensure access to quality professional development and collaboration for educators in a content area that is imperative to developing our students.



**President Elect
Dawniell Black**



Bio

Dawniell Black is employed by the Elk Grove Unified School District as a Program Specialist in the Curriculum and Professional Learning Department working primarily with TK-12 teachers focused on history/social science and physical education content and instruction. Prior to her current position, she spent 10 years as a classroom teacher at Franklin High School teaching a variety of core, AP and elective courses in the history/social science department. Ms. Black has served in a variety of leadership positions in the California Council for the Social Studies including President and co-chair of the organization's first virtual annual statewide conference in 2020-2021. Additionally, Ms. Black is a teacher fellow and member of the Board of Directors for the Central Valley Holocaust Educators network and is also an educator fellow for the NorCal California Global Education Project. Ms. Black is a life-long learner and is passionate about providing opportunities and support for other adults to increase their content knowledge and improve their instructional practice by continuing to pursue professional learning throughout their career.

Statement

Although I do not align with much of Grover Cleveland's values as they relate to women, the role of government & immigration, I do understand his desire to return to a position if you feel you left unfinished work. He said "a cause worth fighting for is worth fighting for to the end" and became the only President to serve two non-consecutive terms. I believe that there's still work that I can do to support History/Social Studies educators and leaders in California; therefore, I am seeking the opportunity to continue leadership and advocacy activities through the California Council for the Social Studies as President-Elect. History/Social Studies is the most underrated core curriculum in education, but as we have seen from current events a legitimate understanding history, civics and economics is crucial to the preservation of democracy and the core values of our society. Additionally, it is imperative that as an organization we lead efforts of equity, inclusion and social justice. It is imperative that we increase membership in established organizations like CCSS to connect to one another, collaborate and build a historical learning and teaching community that forms a louder collective voice so that we will be heard, we will be part of the conversation and we are part of shaping the educational policy in California.



**Northern Area Vice President
Charley Gilmore**



Bio

Charley Gilmore has been a Curriculum Specialist for History-Social Science with the Sacramento County Office of Education since 2018. Prior to that he was a Lead Teacher for History-Social Science in Folsom Cordova Unified School District, Coordinator of Cordova High School's International Baccalaureate Diploma Program, and a decade-long teacher of high school history and English.

Statement

The California Council for the Social Studies is the leading organization in our state supporting and advocating for quality instruction in history and the social sciences. As a member of the Board, I am committed to continuing the legacy of CCSS as an organization that connects educators from all regions of California as they strive to create the next generation of civically literate, critical thinking, and independently minded citizens of our democracy. This is what's needed to maintain the great experiment that is American democracy, and I am committed to maintaining CCSS as an organization focused on this mission.



**Region 1 Director
Molly Snider**

Bio

Molly Snider has been an educator for 42 years, supporting students and educators as a teacher, curriculum and instruction coach, content developer, and presenter. She has served on the board of the California Council for the Social Studies for several years and currently chairs the Curriculum, Instruction, and Assessment Committee. She was awarded the 2022 Ruth Delzell CCSS Outstanding Service Award for her contributions to statewide history-social studies education. As an advocate for literacy, she is Lake-Mendocino County California Reading Association chapter president and works as a curriculum and instruction coach for a local school district. At state and local levels, she has been involved with the implementation of history-social studies and literacy initiatives. Participation in a four-year Teaching American History Grant forged her belief that history-social studies should be integrated and interdisciplinary, driven by literacy and inquiry. As a champion of ALL students, she contends that content learning and academic discourse in an instructional safe space are critical for nurturing the creativity that it takes to build student agency and civic engagement.

Statement

I am honored to be part of the collective work and spirit of The California Council for the Social Studies. I continue to be energized by the conversations and the shared professional learning with educators from all over the state. I have represented Region 1 on the CCSS board, and I act as the chair of the Curriculum, Instruction, and Assessment Committee. I feel committed to the curation of resources and facilitated professional dialogue to support teachers as they build and share their best practices. History-social studies learning is the first step in understanding self and place in the world. It is exciting that together we are all part of the work that helps to build the skills of our youth. Students need to understand the enduring lessons of history, the issues of today, and the impact of life tomorrow. The classroom, a safe arena, can build content, understanding, empathy, and perspective. As educators, we are mighty when we work together. Whether at the annual conference, webinars, or regional gatherings, we all have the power to promote great inquiry-based learning driven by literacy and opportunities for making an impact and change. I am looking forward to our conversations together! Join me in the CCSS action arena as we build our professional capital to impact learning for all students! Let us celebrate as they find their voices, expand their hearts, and make choices to contribute to their increasingly interconnected world.



**Region 2 Director
Cedric Lee**

Bio

Cedric Lee brings a wealth of experience and dedication to his role as a board member of the California Council for the Social Studies (CCSS). With two years of service on the board and four years on the CCSS Awards Recognition Committee, Cedric is deeply committed to advancing social studies education and facilitating civic engagement.

Cedric's role as a history teacher at a Maidu Native American charter school is where he faced significant challenges and feelings of inadequacy. Determined to enhance his teaching practice, Cedric pursued a Foundations for Teaching and Learning About Native Americans Certificate from the Smithsonian Institute, demonstrating his commitment to cultural competency and inclusive education.

Throughout his diverse career, Cedric's divergent thinking has led him on a multifaceted path, from product management in the computer industry to clinical research at UCLA School of Medicine, and Sarbanes-Oxley Audit recruiting for accounting fraud to small business ownership. His varied experiences have equipped him with a unique perspective and a versatile skill set that he brings to his work within CCSS.

Statement

E pluribus unum is Latin for "Out of many, one". This motto was adopted during the founding of our nation representing unity while diverse in opinions. That diversity has grown much more vast and varied in becoming our greatest strength as a nation. However, our Republic must not equate unity with uniformity. We must repair, foster, and celebrate unity in diversity within the context of our constitutional standards taught in our classrooms.



Region 3 Director
Candidate's Name: Heather Brandt



Bio

Heather Brandt has been serving as the Program Specialist for TK-12 English Language Arts and History Social Science in San Juan Unified School District since 2021. In this capacity, she champions interdisciplinary literacy, oversees the coordination of the ethnic studies graduation requirement, and develops civic engagement initiatives. Heather is dedicated to crafting curriculum and supporting educators to ensure students have access to educational opportunities that affirm their identities and communities, empowering them to actively participate in civic affairs. Prior to her current position, Heather has held roles as a high school principal in a rural community in Northern California and as a middle school humanities teacher. In addition to her professional commitments, she has devoted numerous years to serving as a Court-Appointed Special Advocate for foster youth. Heather treasures moments spent with her family and enjoys traveling and spending time outdoors.

Statement

I am excited and honored to join the Board of the California Council for the Social Studies. Through our collective efforts, my goal is to cultivate a more inclusive and knowledgeable educational environment for all students. My commitment lies in promoting informed citizenship and cultivating meaningful dialogue among students. It is essential that students have access to a diverse range of information to become well-rounded citizens capable of engaging in discussions on various matters, understanding others' perspectives, and utilizing their knowledge and skills to drive positive change. I aspire to contribute to an educational setting that fosters critical thinking, civic involvement, and a profound grasp of democratic principles. Together, we can empower students to actively engage in shaping a more inclusive and democratic society for the future.



**Region 4 Director
Ben Foley**



Bio

I've taught 7th grade world history in Byron, CA for the past 20 years. I regularly attend the CCSS conferences as well as other teaching conferences and webinars. At last year's CCSS conference I presented about the evidence showing that a knowledge-rich curriculum promotes equity. I was a CTA State Council Representative from 2013-2016 where I served on the Curriculum and Instruction Committee. I read extensively about education, with a special focus on the Science of Learning.

Statement

This has been my first year on the CCSS board and I've found it to be very stimulating. I would love a chance to continue at it. My study of the Science of Reading and Learning, and education developments in Europe and Australia gives me an unusual perspective on social studies education that I think complements the more mainstream thinkers on the board.



Region 4 Director
Candidate's Name: Risha Krishna



Bio

I bring with me 25 plus years of experience in education. After graduating from the Stanford teacher Ed program, I taught 10th and 11th grade social studies courses at a high-performance school, then went on to create a course called ethnic studies and subsequently trained other teachers in to teach at their respective high schools. I have been a K-8 administrator at an international baccalaureate, school,, a vice-principal, and a principal leading schools of up to 1600 students. Concurrently, I served for 4 years as the instructional quality commissioner for California Department of Education in Sacramento, spearheading the history framework as well as a site administrator piloting and adopting social emotional curriculums called Character Strong and Choose Love. I have led professional development workshops and helped with classroom curriculum and support for teachers across the Bay Area through the Martin Luther King, Jr. Institute at Stanford University.

I have built, cultural travel experiences for students and teachers, taking them to Germany to live with host families. This is a reciprocity program where the European students then return to live with those families in the United I work has always centered on equity and inclusion.

I have also had the privilege of traveling to South Africa and Germany in Fulbright Hayes scholarships to study school education programs as well as Gilder Lehrman to further my own studies around the topics of Native American History and Civil Rights Movement.

Statement

As a member of the board, I am dedicated to promoting the goals of the California Council for social studies and supporting the elements of the social sciences framework. I want to connect educators to resources available that will give students the tools of civic and democratic values. Additionally, promote professional development opportunities that encourage teachers to bring content to their classrooms, so students can better recognize their role within their community.



**Central Area Vice President
Matt Garcia**

Bio

Matt Garcia currently teaches U.S. History, Ethnic Studies, and AVID in Greenfield Union School District, where he has worked for the last 17 years. During his time in Greenfield, he has served as a member of the school's Guiding Coalition, was the lead for the History Department, and is the advisor of Vista Verde's GSA Club. In addition, he has collaborated with educators from across the county as a contributor to the CLIC (Content, Literacy, Inquiry, and Citizenship) Project and Constitution Project. He was honored with CCSS's Equity, Inclusion, and Social Justice Award in 2021 and joined CCSS's Executive Board in 2023. He has been a teacher since 1999.

Statement

I have spent most of my 25 years of education as a social studies teacher. In 2024, our role is more important than ever before. We play a key part in maintaining our democracy, helping students navigate a world filled with "alternative facts" while encouraging them to become active and involved members of our community. CCSS has done an incredible job connecting Social Studies teachers from across the state and has partnered with a variety of organizations that help make history more relevant, more engaging, with a heavy emphasis on civics. We must continue to ensure that students are empowered through curriculum that focuses on the past and present of their communities and stresses the importance of diversity, equity and activism so that students can see that their story is part of history. I look forward to continuing the transformational work that CCSS has already done.



**Region 5 Director
Chris Brabant**



Bio

I have been teaching in Monterey County for ten years. I have taught all levels of history 7-12 including Ethnic Studies. I was nominated for Monterey County teacher of the year for my work in ethnic studies and my advocacy for uninvited (marginalized) students. I have been a union representative and fought for the rights of my fellow colleagues.

Statement

As the representative for Region 5 I will work to expand civic literacy and support implementation of the new Ethnic Studies curricula. I would like to support inter district meetings and lesson sharing within the region.



**Region 5 Director
Saletha Okunnuga**

Bio

Saletha Okunnuga is the History-Social Science and Civic Engagement Coordinator at the Santa Clara County Office of Education. She obtained a Bachelor of Arts in Sociology from the University of California Los Angeles and Master of Arts in Teaching from the University of Southern California. In her 15 years as an educator, Saletha has enjoyed learning with K-12 students and teachers in various capacities. She has taught World/U.S. History, Ethnic Studies, Government and Politics utilizing a project-based learning model. Saletha is a curriculum developer who advocated for and piloted Ethnic Studies courses in Los Angeles and is currently working on the Southeast Asian-American Model Curriculum project, and the Bay Area Native American Studies Curriculum in collaboration with Project California Regional Ethnic Studies Collaborative (CRESC). Previously Saletha was an Affinity Group Coordinator and Site Director in San Mateo County. Whether in the classroom or office, it is always her goal to cultivate safe learning environments and to support the development of fair, accurate and inclusive curricula that amplifies students' voices.

Statement

It is evident that CCSS supports high-quality history-social science education in California, emphasizing clear learning goals, integration of essential skills, and diverse perspectives. Your support of ongoing revision based on scholarly input, alignment with standards, varied assessment formats, and robust civic education indicate a willingness to grow with the times. CCSS clearly recognizes that professional development is crucial for educators, and that history-social studies plays a vital role in workforce preparation. Integrating social studies into LCAPs promotes active learning and civic engagement, ensuring all students have the information they need to be more informed, engaged citizens.

I am enthusiastic about the opportunity to become a part of the CCSS board and contribute to enhancing history-social science education in California.



**Region 6 Director
Giancarlo Serna**

Bio

Giancarlo Serna has worked in history / social studies education throughout California. He started his teaching career in the Los Angeles Unified School District, teaching US History, Latin American Studies, and Youth Business Alliance classes. He then moved to San Jose's East Side Union High School District, teaching AP World History. In San Jose, Giancarlo took on various leadership opportunities, such as mentor teaching, serving as grade level chair and social studies department chair, and piloting standards-based grading with his department. Giancarlo also served as a Regional Course Instructional Lead and had the opportunity of leading trainings for teachers across the country about various research-based instructional practices. Giancarlo has returned to his hometown and is now a Instructional Coach in Modesto City Schools. As an Instructional Coach, he has been working closely with 7-12 history teachers, leading PDs, supporting the implementation of Ethnic Studies, helping pilot equitable grading practices, and working to support social studies in the elementary schools.

Statement

I am committed to strengthen Region 6's professional community of history / social studies teachers. I will work to connect the region's great teachers so that we can share and support each other in the amazing work that we do as educators.

Through CCSS, I will support equity and inclusion in social studies education in order to encourage all students to be civically engaged. I support bringing in the diverse voices and stories that reflect the student populations that we teach.

I believe we can work to start building foundational social studies background knowledge and skills at the elementary level, and continue to build and strengthen these skills through the 7-12 grade levels. We can build background social studies knowledge to give students opportunities to engage in higher order thinking skills, grow their literacy skills, experience joy with creative historical projects and tasks, and develop as civic-minded actors in their communities.



**Region 7 Director
Noe Perez**



Bio

My name is Noe Perez. I am running to represent Region 7. Received my BA in History from CSUB, I possess a Single Subject Credential in Social Science and Education Specialist Credential. In addition I earned a Masters degree in Special Education from CSU, Fresno State. I have been teaching since 2005. Currently I am teaching High School World History, Ethnic Studies and AP Psychology. I believe my experience of teaching in the Central Valley would be beneficial to CCSS.

Statement

To be a positive force for change, equity and opportunity.



**Region 8 Director
Carly Donick**



Bio

Carly Donick has been teaching middle school US History for almost 16 years. She graduated from the University of Rochester with a Bachelors in History, the University of La Verne with a Masters in Education and most recently from the University of Virginia with her Ed.S. in Curriculum and Instruction and Gifted Education. She has also taught AVID, ELA, 6th and 7th grade Social Studies. In addition to teaching, Carly is the social studies department chair at her school, and the Civic Engagement TOSA and Gifted Education TOSA for her district. In 2022 she was named the Middle School Social Studies Teacher of the year by CCSS and NCSS. In 2023 she was elected the Middle Level representative for the NCSS Board of Directors. She is a Teacher Ambassador for Retro Report and the New York Historical Society's "Woman and the American Story" program, and is part of the iCivics Teacher Network.

Statement

I would like to serve as the Region 8 Representative on the CCSS Board of Directors.

I believe that civic education is one of the most important topics in social studies education right now. Teaching students how to become engaged and involved citizens is crucial. I would like to support schools and districts as they implement and develop programs like the California State Seal of Civic Engagement which provides a guideline for students to learn about their government and make a meaningful contribution to their community.

Supporting social studies teachers is equally important. Organizations like CCSS support teachers across the state, providing them with training, resources and networking. I would like to help make more teachers aware of the resources available through CCSS and the opportunities to learn from and collaborate with one another.



**Southern Area Vice President
Alfredo Silva**

Bio

In the classroom for over 20 years. I currently teach AP United States History at Bolsa Grande High School in Garden Grove. I serve as Department Chair, Tech Team Lead and Podcast Club advisor. Certifications include: Google Level 2, Soundtrap, 2022 presentations include OCCUE TechFest and EduProtocols Worldwide. 2023 presentations include IACUE (co-Presenter), CUELA, and OCCUE on Adobe Express Digital Portfolios and Podcasting in the Classroom. I am the host of the Teach4Justice Podcast. I have experience with National History Day as well as Academic Decathlon.

Statement

As an area vice-president I am confident that my experience will allow me to advocate for teaching honest history while respecting multiple perspectives. I believe that teaching for justice requires a combination of empathy, love, and compassion. The value of dates and wars committed to memory seems less relevant today than does our students' abilities to critical ask thoughtful questions about place, space, and belonging and then express those thoughts in a way they are proud of. Creativity, collaboration, and innovation are the necessary tools of high school history teachers of the future. Additionally, I believe it is time to be more intentional about Media Literacy.



**Region 9 Director
Marika Manos**

Bio

Marika Manos is the History/Social Science/Civics Coordinator for the Orange County Department of Education and has been an educator for over twenty years. In her previous work, she was a History/Social Science methods instructor at CSULB, the K-12 History/Social Science Curriculum Leader for Long Beach Unified School District, and a classroom teacher for 12 years. She has a doctorate in Education from the University of Southern California with an emphasis on curriculum and teacher education. Her current research interests include culturally sustaining pedagogies, restorative practices, and inquiry-based learning. Find her on twitter @OCDEHistory.

Statement

As a board member, I hope to continue the strong legacy of CCSS as an excellent provider of professional learning for educators throughout California. I embrace Culturally Sustaining Pedagogies by supporting inclusive curricula, restorative practices, and relationships with families. With History/Social Science education, we can help students understand themselves and one another. When students can read the world, they are empowered to participate civically and solve real-world issues in their communities. As the Orange County Department of Education coordinator, I hope to honor the voices of Region 9 educators, their teaching interests, as well as, their areas of need.



**Region 9 Director
Robbie Robinson**

Bio

Robbie Robinson is the Coordinator for History-Social Science, World Languages, and Content Literacy for the Irvine Unified School District. He has a B.A. in History from UC Davis and M.Ed. in Educational Leadership and School Development from Teachers College of San Joaquin. In the 15 years prior to his current role, Robbie has taught history-social science ranging from grades 6-12, in both Northern and Southern California, including intervention, Advanced Placement and International Baccalaureate. Robbie also spent two years as a teacher on special assignment in the Literacy department supporting HSS, ELA, and World Languages.

Statement

It has been my mission and the goal of my work to help students and those of us in the educational sphere to become better human beings. I believe that literacy and the social studies are critical vehicles to move us closer to this goal. By being open, vulnerable, and honest in our work with students and other educators, we improve our collective ability to grow and make connections. Therefore it is paramount that we as educators cultivate community within our classrooms, schools, and districts. Building authentic relationships with our students and providing a safe atmosphere that values and elevates student voice will allow us all to connect through our shared humanity. Understanding the story of others and increasing our capacity for empathy will pave the way for our democracy to flourish and encourage us take action to ensure our world becomes a better place for generations to come.



**Region 10 Director
Christine Pollitt**

Bio

As a child I felt unseen in the elementary education system and early on I remember thinking to myself that if I was a teacher, I would do things differently. So, when it was time to decide on a major and career, I picked education. My parents were not thrilled because they thought that there were not enough job opportunities in the field of education at the time. Additionally, no one in my family had been a teacher, so it was uncharted territory. However, I followed my passion and earned my B.A. from the University of California, Riverside and a MA in Education from Azusa Pacific. I received my teaching credential from UCR as well.

Fast forward 38 years and here I am, still teaching and finding joy and reward in this crazy profession. In my 38 years, I have taught 4th, 5th, 7th & 8th grades- at two low socioeconomic schools and at two that were not facing economic challenges. I have always challenged myself to learn and grow with my students and that has opened opportunities to take on many different leadership roles that have helped guide best practices and promote social studies.

Statement

I am a passionate educator who believes in inquiry-based learning and the power of promoting civic education in our schools. I believe that teaching History-Social Science is vital to our nation's democratic principles and overall well-being as a society. Therefore, I enjoy working for our discipline in any capacity I can. I have been a department chair, course lead, master teacher and served on two textbook adoption committees. I continue to promote National History Day and Mock Trial, bringing those experiences into the classroom. If chosen, I would do my best to represent Region 10 as a listener, as a learner, and a voice for the Council.



**Region 10 Director
Liz Ramos**

Bio

Liz Ramos has been teaching since 2005 at the secondary level. She currently teaches World History and AP Government. Ms. Ramos enjoys broadening the historical narrative and bringing in people and histories left out of the dominant narrative. Learning and laughing with her students while engaging in inquiry, connecting the past and present, developing news literacy skills, and empowering student agency with civic knowledge is critical to her instructional practice. Since 2017, Liz Ramos has served on the board of the News Literacy Project. In 2019 Ramos was awarded Outstanding Secondary Level Social Studies Teacher of the Year by the California Council for the Social Studies. She has written curriculum for PBS, Unsettled History, and CA Department of Ed-funded ethnic studies model curriculum efforts. Her work includes teaching literacy and methods in social studies at Claremont Graduate University, working to prepare critical social justice history educators.

Statement

History/social science is important to help develop our students' ELA and historical literacies, news literacy, SEL, and civic skills. Additionally, it is important to help our students see them in the curriculum and work on developing culturally responsive ethnic studies resources, despite the loud voices who do not understand that telling the whole history does not erase them from history. Over the years I have sought and been offered opportunities to support educators as well as advocate for history and civics in a variety of mediums, such as serving on the State Seal of Civic Engagement Advisory Group. It would be my honor to have the opportunity to represent Region 10 as CCSS navigates this polarizing climate and support history educators in the classroom and in their preparation of setting students up to engaged and informed citizens in their communities.



**Region 11 Director
Chris Lewis**

Bio

Chris Lewis is a high school history teacher at Mountain View High School in El Monte, CA. He has spent fourteen years teaching in the English and Social Science Departments. Currently, Chris is a TOSA supporting English Learners. Chris is also a part-time lecturer in the Attallah College of Educational Studies at Chapman University. He has been a Region 11 representative and the Southern Area VP on the CCSS Board. Chris actively presents at academic conferences and is a member of several academic organizations including the American Education Research Association, the National Council for Teachers of English, the National Association for the Social Sciences, and the California Council for the Social Sciences.

Statement

I am an advocate and educational leader that believes in the importance of the social studies. In my role as a board member, I will continue supporting educators access and implement curricula that reflects that diverse student students experiences and identities. I will continue seeking ways to collaborate with state-wide organizations to develop support for teachers to implement the FAIR Act by teaching LGBTQ+ history and Ethnic Studies. I will use my experience as a pre-service/early career instructor to build capacity within our future educators who will help reimagine and shape social studies teaching.



**Region 11 Director
Dave Neumann**

Bio

Dave Neumann (PhD, History, University of Southern California) is Associate Professor of History Education at CalPoly Pomona. He won several awards during more than a decade teaching high school history in West Covina and Long Beach. He was Director of the History Project at CSU Long Beach from 2008 through 2016, running dozens of professional development workshops for TK-12 teachers on many history-social science topics, including two NEH grants, a Teaching American History grant, and an Improving Teacher Quality grant. He was an instructor at CSU Long Beach for eight years, where he taught social studies courses for multiple subject and single subject students. At CalPoly, he teaches history-social studies methods courses for multiple and single subject candidates, as well as a course on secondary literacy. His research—which includes both history and education—explores transnationalism, American religion, the Cold War, Southern California, historical thinking, and the intersection between scholarship and pedagogy. His publications include *Finding God through Yoga: Paramahansa Yogananda and Modern American Religion in a Global Age* (UNC Press, 2019) and the Teachers Edition of *America's History for the AP Course*. He has written thirty articles in publications including *The History Teacher*, *Religion and American Culture*, *Social Education*, *The Social Studies*, *Southern California Quarterly*, *World History Bulletin*, and *World History Connected*, and more than twenty book reviews.

Statement

History-social science has never been more important than it is right now. At a time when STEAM education has come to mean anything but social studies, our basic institutions of government have come under attack, civil discourse is rare, and our legacy of racism and oppression—national, state, and local—has become painfully clear. Our marginalized discipline is uniquely positioned to address these problems and many more. Social studies promotes Common Core literacy skills—reading, writing, speaking, and listening—grounded in the kinds of informational texts students read in college and the workplace. The practices of respectful debate around evidence have always been central to the field, along with a deep value for democratic institutions and our constitutional form of government. Critical reading skills, including digital literacy, counteract the damaging influence of misinformation. Understanding history is crucial for the development of complex forms of individual and community identity. And the development of empathy can help young people confront difficult pasts and advocate for social justice. We must make the case to teachers, teacher educators, administrators, parents, and other stakeholders that history-social science is vital to our students' individual and collective development. To do so, we need to deepen collaboration across the TK-university spectrum. This includes professors of education and of history-social science disciplines, who should be part of this important conversation. CCSS, representing the largest and most diverse state in the Union, can play a key role in making quality social studies instruction central to all students' educational experiences.