

CALL FOR PROPOSALS SUBMISSION GUIDE



Building Bridges **PAST, PRESENT, & FUTURE**

February 24-26, 2023
Santa Clara County



IMPORTANT DATES:

Proposals Due: October 1, 2022

Acceptances Sent: early-November 2022

Speaker Registration: December 16, 2022

California Council for the Social Studies Conference
February 24 - 26, 2023
Santa Clara, CA

SEEKING GREAT PROPOSALS

The California Council for the Social Studies invites you to submit a proposal to present at our annual conference.

The CCSS Annual Conference is the largest gathering of K-12 social studies classroom teachers, college and university faculty members, curriculum designers and specialists, district and state social studies supervisors, and social studies discipline leaders in the state of California.

OUR VISION / MISSION

California Council for the Social Studies (CCSS) is a non-profit professional organization serving both public and private school educators. We represent the leading voice for quality social studies education in California, committed to strengthening the teaching and learning of history-social studies through standards-based professional development, resource sharing, and public awareness and advocacy through strategic partnerships at the local, state and national levels.

We want our students to understand the value and fragility of our democracy, develop a keen sense of ethics and citizenship, and care deeply about the quality of life in their communities, nation, and world.

SEEKING GREAT PROPOSALS

As the leading professional organization of social studies educators, CCSS recognizes that now more than ever, social studies teachers across this state deserve ongoing support from the Capitol to the campus. As we work to implement ethnic studies, address familiar classroom challenges, and continue the struggle to put our discipline on the minds and in the budgets of district and site leaders, this conference is an opportunity to help educators to reimagine the power of the social studies classroom, the chance to find our collective voice and, in turn, help our students find theirs.

With the pandemic still lurking, and the work involved to ensure equity, inclusivity, and justice for all people, not only in California but nationwide, this conference offers a once-a-year experience for us to come together, face-to-face, to continue building the bridges that connect us, and open up the possibilities to tackle these enormous challenges together across grade spans, subject areas, identities, sectors, and the regions of our state. We are committed to providing sessions, workshops, and opportunities that help educators see connections from the PAST to the PRESENT, and to imagine a FUTURE, that helps our students to understand the value and fragility of our democracy, develop a keen sense of ethics and citizenship, and care deeply about the quality of life in their communities, nation, and world.

In an effort to BUILD on the 2022 CCSS Conference, and BRIDGE to this year's conference, we will continue to bring recent scholarship, research-based best practices, and a variety of programs and resources to support the work of teachers and administrators. The conference will also be a time for us to again come together as a learning community, reconnecting us with our purpose for entering this profession in the first place. After the conference when we go back to our respective sites, we will all have an opportunity to be bridge-builders ourselves by continuing to ask the hard questions, teaching the truth about our complicated past, and empowering students to take the sort of informed action that moves our democracy towards justice for all so that every child in a California classroom will not only find their voice but will use it for the common good.

STEP 1: KNOW YOUR AUDIENCE

WHAT IS YOUR BIG IDEA?

Consider submitting a proposal based on one of these potential topic areas. Share a lesson, project, or research about teaching and learning in social studies classrooms.

POTENTIAL TOPICS

- Diversity, Equity, & Inclusion
- Educational Technology
- Informed Civic Action
- Inquiry
- Literacy

MOST COMMON ATTENDEE JOB ROLES

- Classroom Teacher
- Department Leader
- Instructional Coach
- School/District Supervisor
- Principal/Assistant Principal
- Preservice/Graduate Student
- Teacher Preparation Faculty

STEP 2: CHOOSE A PRIMARY FOCUS AREA

SELECT A PRIMARY FOCUS AREA

Civics/Government
Economics/Financial Literacy
Emerging Bilingual Support
Environmental Literacy
Ethnic Studies
Geography

Global Studies
Multiliteracies*
Psychology
Sociology
US History
World History

**Multiliteracies is a term that addresses the many theories and contexts in which we engage in literacy practices and analysis and how we are both receivers and creators of content. These practices may include traditional print literacies or the rapidly changing field of digital and social media.

SELECT TARGET AUDIENCE

Early Childhood / Elementary
K-12
Middle Level / Junior High

6 - 12
Secondary / High School
Administrator

TIP: You may select ONE primary focus area and target audience. Be sure to select the area and target audience that most closely matches with your proposed session.

SELECT TYPE OF PRESENTATION

- 60 Minute Session
- 90 Minute Workshop (Sunday only)

STEP 3: SESSION THEME (IF APPLICABLE)

Selecting a theme is an opt-in option and not required. You may select ONE theme and the reviewers will decide whether or not your session fits within the theme. The session description will include a notation that it meets the criteria and is part of the designated theme. Sessions will not be sequenced or structured for attendees. Attendees will experience a more in-depth experience if they attend several sessions within a specific theme.

THEME

NARRATIVE DESCRIPTION

Anti-Racism
Education

Anti-racism proposals focus on decolonizing the curriculum and pedagogical practices while demonstrating that “to be antiracist is to deracialize behavior, to remove the tattooed stereotype from every racialized body.” (Kendi, 2019). Moreover, anti-racist education “is an exercise of hope, the practice of undoing and dismantling systems of oppression, the practice of freedom and of truth-telling” (Pitts, 2020). When selecting anti-racism education sessions, reviewers will look for specific ways in which the content and pedagogy reflect an anti-racist philosophy, examples of how teachers do the work of healing with students, and how teachers create spaces for these complex discussions about undoing and dismantling systems of power.

Supporting LGBTQ+
Students and Rights

LGBTQ+ proposals focus on issues pertaining to lesbian, gay, bisexual, and transgendered students, their families, and their teachers. When selecting LGBTQ+ theme sessions, reviewers look for proposals that address representations of sexual and affectional difference, a broad understanding of diversity, free inquiry and expression, critical pedagogy, democratic teaching practices, and for proposals that encourage the creation of safer, more inclusive schools, classrooms, and communities. Additionally, proposals may focus on implementing the FAIR Act or LGBTQ+ history. (adapted from NCTE, 2019).

STEP 3: SESSION THEME (IF APPLICABLE)

THEME

NARRATIVE DESCRIPTION

Civics &
Democracy

Civics and Democracy proposals focus on issues related to civic engagement at the national, state, and local levels, practices to sustain democratic principles, and ways to encourage youth to fully participate in civic practices. When selecting Civics and Democracy theme sessions, reviewers look for proposals that include specific content about civic engagement and democratic principles. Additionally, sessions can include projects and tasks that encourage youth to actively participate in democratic processes at the national, state, and local levels. This theme emphasizes the importance of youth participation in discussions about current and future policy to strengthen and build an inclusive democracy.

Social & Emotional
Learning (SEL)

Social and Emotional Learning theme proposals focus on strategies, frameworks, and curricula where “all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL). When selecting Social and Emotional Learning theme sessions, reviewers look for proposals that explicitly embed SEL practices as part of classroom culture, curricula, and processes.

Culturally
Responsive &
Sustaining
Pedagogies

Culturally Responsive & Sustaining Pedagogies (CRP/CSP) proposals focus on issues related to building and sustaining the cultural capital youth and families bring to the school community. CRP/CSP “seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, 2012). Reviewers look for proposals that include strategies and curricula that are humanizing and inclusive, where systems of power are named and critiqued, and where the histories and knowledge of our students, families, and communities are integrated into the classroom.

Multiliteracies
& Language

Multiliteracies and Language proposals focus on the way students develop multiliteracies within the social sciences. Reviewers look for proposals that push understandings of critical literacy, inquiry, and collaborative learning, and those that integrate literacy with other sign systems and knowledge systems situated in social, historical, political, and cultural contexts. These sessions can be cross-curricular, highlighting the interdisciplinary nature of literacy and how different subjects complement each other in helping students engage with social studies. (adapted from NCTE, 2019).

STEP 3: SESSION THEME (IF APPLICABLE)

These are the elements you will need to complete your conference proposal submission. Please note that ALL sessions will be 60 minutes.

SESSION DESCRIPTION

The description should be directed toward attendees and what they will learn by attending this session. Please start with an active verb such as explore, discover, receive - and avoid beginning with "This presentation will..."

TIP: It is important that the session description speaks for itself. This is what attendees will see and is the only information they will have about your session.

PURPOSE AND OBJECTIVES

Clearly state your goals for this session. What do you hope to accomplish?

TIP: Create reasonable objectives and be sure to start objectives with verbs.

OUTLINE AND STRATEGIES

What do you plan to do in your presentation and why? Provide a detailed summary of your presentation including:

1. Content and activities: How will you structure your session? What topics/strategies will you use?
2. Time: How much time will be spent on each component?
3. Process: Include information about the strategies you will use to engage the participants.

CONNECTION TO CONFERENCE THEME

How does your session connect to the conference title of "**Building Bridges: Past, Present, and Future**". Also, if you are selecting a session theme (see prior page for narrative descriptions), describe how your session content and skills address the theme.

FREQUENTLY ASKED QUESTIONS

1. How do I submit my proposal?

All proposals will be submitted via our online submission form at

2. Do I have to be a CCSS member to present?

No, you do not. However, all presenters must register to attend the conference.

3. Is there a fee to submit a proposal?

No. However, there is a fee to attend the conference (discounted for lead presenters).

4. Can I submit more than one proposal?

Yes. However, it is unlikely that multiple proposals will be accepted.

5. How many presenters can I include in my proposal?

You may include as many co-presenters as you would like. However, only the lead presenter will be able to register for the conference at a discounted rate. All co-presenters pay the appropriate registration fee based on date of registration and whether or not the co-presenter is a member of CCSS.

6. Will there be audio/visual technology available?

All rooms will be equipped with an LCD projector. Presenters need to bring their own speakers if necessary. Also, please bring appropriate adapters.

7. When do I need to complete my submission?

The deadline for submitting proposals is October 1, 2022.

IMPORTANT DATES:

Proposals Due: October 1, 2022

Acceptances Sent: early-November 2022

Speaker Registration: December 16, 2022

CONFERENCE LOCATION:

Santa Clara Marriott

2700 Mission College Blvd,

Santa Clara 95054-1218

PROPOSAL PREPARATION ORGANIZER

This is a session proposal organizer that is for preparation purposes only. All proposals must be submitted online for consideration. Mailed copies of this organizer will not be considered.

GENERAL INFORMATION

Acknowledgements

___ I acknowledge and understand presenters and co-presenters are required to register for the conference by December 16, 2022. Please share this information with any co-presenters.

Note: CCSS does not reimburse conference presenters for travel or hotel expenses. Presenters are responsible for providing any materials they plan to use or distribute in their presentation. Each room will have a projector and wifi available. Please bring your own speakers and additional adapters. Presenters will be billed for additional A/V needs not covered by CCSS.

___ I consent to the collection and use of my personal information, including receiving emails, for activities related to the participation in the 2023 CCSS Conference. I have also obtained the consent of all other individuals whose information I provide.

Session Title (max 12 words): _____

Target Audience for Session (Select 1):

___ Early Childhood/Elementary.

___ Secondary/High School

___ PreK-12

___ Administrator

___ Middle Level/Junior High

___ Other

___ 6-12

Presenter & Co-presenter Information

Name: _____

Pronouns: ___ he/him ___ she/her ___ they/them ___ other ___ prefer not to say

Email: _____

Cell Phone: _____

Address: _____

Twitter: _____

Professional Job/Information:

___ Classroom Teacher

___ Education Consultant

___ Instructional Coach/TOSA

___ Postsecondary Faculty

___ School/District Administrator

___ State Education Department

___ Other

Vendor/Organization Information:

Organization: _____

Organization Address: _____

PROPOSAL PREPARATION ORGANIZER

Additional Information:

- First-time CCSS Conference Attendee
- I am interested in being more involved with CCSS (board and/or committees).
- New Career Teacher (1-5 years teaching experience)
- First-time CCSS Conference Proposal Submitter

SESSION TOPIC AREAS:

Primary Focus Area (Select 1)

- | | |
|---|--|
| <input type="checkbox"/> Civics/Government | <input type="checkbox"/> Global Studies |
| <input type="checkbox"/> Economics/Financial Literacy | <input type="checkbox"/> Multiliteracies |
| <input type="checkbox"/> Emerging Bilingual Support | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Environmental Literacy | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Ethnic Studies | <input type="checkbox"/> US History |
| <input type="checkbox"/> Geography | <input type="checkbox"/> World History |

Session Theme (Select 1)

Themes are not required and are an opt-in for additional review of your proposal.

- Anti-Racism Education
- Civics and Democracy
- Culturally Response and Sustaining Pedagogies
- Multiliteracies and Language
- Social and Emotional Learning
- Supporting LGBTQ+ Students and Rights

Session Type

- 60 Minute Session
- 90 Minute Workshop (Sunday only)

Session Description (60 words max.)

Purpose and Objectives Identify no more than three objectives (1000 characters)

Outline and Strategies (1000 characters)

Connection to Conference Title (& session themes if applicable) (600 characters)