



DISTRICT OF COLUMBIA

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EDUCATION

Expert Reviewers

Dr. Katherine E. L. Norris

Dr. Norris serves as the chair of the Department of Curriculum and Instruction at Howard University. She brings with her an extensive background in education and a strong background in curriculum and program development with an emphasis on developing online courses. Her accolades include the Pennsylvania Chapter of the National Association of Multicultural Education's Multicultural Leader of the Year Award, the West Chester University's campus diversity award, the Drum Major for Justice Award at West Chester University and her textbook, *Social Justice and Parent Partnerships in Multicultural Education Contexts* was recognized by IGI as a critical core reference text. Her areas of research focus are diversity in education, multicultural children's literature, and creating home and school partnerships between diverse families, schools, and communities.



Before joining higher education full time, Dr. Norris taught for the Philadelphia Public School System for over eighteen years. Norris received her Bachelor's in Early Childhood Education from West Chester University, her Master's in Reading from Saint Joseph's University, and her Doctorate in Curriculum and Instruction/Language Arts from Temple University.

Dr. Sarah B. Shear

Dr. Shear is an Associate Professor of Social Studies and Multicultural Education at the University of Washington-Bothell. Dr. Shear examines racism and settler colonialism in K-12 social studies curriculum, teacher education, popular media, and qualitative research methodologies and co-led the only two national studies of state standards as relates to the inclusion/erasure of Indigenous peoples in social studies standards.



As a member of the Turtle Island Social Studies Collective, Dr. Shear is committed to collective action to combat oppression in education and academia. She and colleagues are published in *Theory and Research in Social Education*, *Journal of Social Studies Research*, *Knowledge Cultures*, *Social Studies and the Young Learner*, and *Qualitative Inquiry*. In addition, Dr. Shear co-edited *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader* (Information Age Press, 2018), *Marking the Invisible: Articulating Whiteness in Social Studies Education* (Information Age Press, 2020), and *Insurgent Social Studies: Scholar-Educators Disrupting Erasure & Marginality* (Myers Education Press, 2022). Dr. Shear was a featured speaker at the Smithsonian's National Museum of the American Indian in Washington, DC, and is currently Chair of the Executive Board for the College and University Faculty Assembly of the National Council for the Social Studies (CUFA-NCSS), Book and Media Review Editor for the *Journal of Social Studies Research*, a founding member of *The Critical Social Educator*, and a founding member of the Elementary Social Studies Education Summit.

Dr. Jasmin Patrón-Vargas

Doctora Patrón-Vargas' scholarship addresses the growing need to support schools and educators implementing Ethnic Studies K-12 courses. She approaches this goal with two interrelated lines of inquiry: educational policy and pedagogy. Her research explores the development of Ethnic Studies educational policies in the K-12 Social Studies curriculum, and draws on interdisciplinary perspectives in Teacher Education and Chicano/Latino Studies to examine the adoption of Ethnic Studies curriculum and instruction in secondary schools.



Dra. Patrón-Vargas has an established reputation as a collaborator on several education projects, including a national study on teaching Latinx topics in K-12 classrooms, the ethnic studies graduation requirement initiative at Washington State, and the History TALLER (pronounced tah-yěr) research group. In recent years, Doctora Patrón-Vargas was selected as a Fellow for the American Association of Hispanics in Higher Education (AAHHE) and is the recipient of the King-Chavez-Parks Future Faculty Fellowship.

Dra. Patrón-Vargas is currently a CLAVE Postdoctoral Fellow in the Centro de Excelencia at National Louis University. She earned two PhDs from Michigan State University, one in Teacher Education and a second in Chicano/Latino Studies. She holds a bachelor's degree in Latin@ Studies and Gender and Women Studies from the University of Illinois at Urbana-Champaign and an MEd in Educational Policy Studies from the University of Illinois at Chicago.

Dr. Sarah McGrew

Sarah McGrew is an Assistant Professor in the Department of Teaching and Learning, Policy and Leadership in the College of Education at the University of Maryland, College Park. She studies educational responses to the spread of online mis- and disinformation, focusing specifically on young people’s civic online reasoning—how they search for and evaluate online information on contentious topics—and how schools can better support students to learn effective evaluation strategies.



In collaboration with the Stanford History Education Group, Dr. McGrew developed assessments of students’ online reasoning, conducted research on fact checkers’ strategies for evaluating digital content, and tested curriculum designed to teach these strategies to secondary and college students. Dr. McGrew’s research has been published in journals including *Cognition and Instruction*, *Computers & Education*, *Teaching and Teacher Education*, *Teachers College Record*, and *Theory and Research in Social Education*. It also received coverage in outlets including the *Wall Street Journal*, *NPR*, *Time*, and the *Chronicle of Higher Education*. In addition to investigating online reasoning curricula in secondary and college classrooms. Dr. McGrew earned a B.A. in Political Science and Education from Swarthmore College and an M.A. and teacher certification in the Stanford Teacher Education Program. She taught high school history in Washington, DC for five years before returning to Stanford to complete her Ph.D. in Curriculum and Teacher Education.

Dr. Sandra Schmidt

Dr. Schmidt is an Associate Professor of Social Studies Education at Teachers College, Columbia University. Her research focuses on the spatial practices of youth and how to produce civic identity and engagement. She has been involved in writing social studies curriculum in New York State as well as Kyrgyzstan and Tunisia. Dr. Schmidt has taught secondary social studies in Pennsylvania, Michigan, Oregon, and Malawi.



Her research interests include geography education, critical social theory in geography, civic education, social studies education, postcolonial theory, and gender and queer theory. Schmidt's recent publications have been focused on queer theory and global social studies education. Schmidt received her B.A. from Swarthmore College, a M.A. from the University of Michigan, and a Ph.D. from Michigan State University.

Dr. Chris Myers Asch

A native of Washington, DC, Chris Myers Asch teaches history at Colby College and runs the Capital Area New Mainers Project, which helps immigrants and refugees adjust to life in central Maine. He is an editor, historian, writer, and holds a Ph.D. in American history from the University of North Carolina at Chapel Hill.



He was the former Editor of *Washington History* and is the co-author, with George Derek Musgrove, of *Chocolate City: A History of Race and Democracy in the Nation's Capital*. He also wrote *The Senator and the Sharecropper: The Freedom Struggles of James O. Eastland and Fannie Lou Hamer*. He and his wife have three children and live in Hallowell, Maine.

Dr. Sohyun An

Dr. An is a professor of social studies education at Kennesaw State University. She received B.S. and M.S. degrees in social studies education from Seoul National University in South Korea, and Ph.D. degree in Curriculum and Instruction from the University of Wisconsin-Madison. As a former high school social studies teacher, Dr. An is currently a teacher educator of elementary social studies education. Her teaching and research center on anti-racist curriculum and pedagogy and teaching about Asian American history.



Her current project investigates anti-racist pedagogy in elementary classrooms, research funded by the Spencer Foundation. She has also contributed to Smithsonian and PBS curriculum projects regarding Asian American history education. In the wake of COVID-19 pandemic and the upsurge of anti-Asian hate and violence, Dr. An has been interviewed and had her teaching and research cited in many media outlets, including CNN, Time, New York Times, Reuters, and Vox. She is also the recipient of the 2022 Distinguished Professor Award from Kennesaw State University as well as the Distinguished Researcher Award from American Educational Research Association's Research on the Education of Asian and Pacific Americans SIG.

Dr. Anne-Lise Halvorsen

Anne-Lise Halvorsen is an Associate Professor in the Department of Teacher Education at Michigan State University, East Lansing, MI, USA, which occupies the ancestral and contemporary homelands of the Anishinaabeg—Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. Her scholarship focuses on curriculum reform in social studies education, specifically exploring project-based learning, culturally sustaining pedagogy, historical inquiry, and discussion. She is particularly interested in developing and field-testing innovative and justice-oriented social studies curricula. She teaches courses in social studies methods, educational foundations, and quantitative methods.



She is the co-author of *Reasoning with Democratic Values: Ethical Issues in American History* (Teachers College Press, 2018), co-author of *Powerful Social Studies for Elementary Students* (Cengage, 2018) and the author of *A History of Elementary Social Studies: Romance and Reality* (Peter Lang, 2013). Her work has been published in *American Educational Research Journal*, *Journal of Curriculum Studies*, *Teachers College Record*, *Theory & Research in Social Education*, *Social Education*, and *Social Studies and the Young Learner* and has been funded by the George Lucas Educational Foundation, the Michigan Department of Education, and the Spencer Foundation. Halvorsen was awarded the Michigan Council for the Social Studies College Educator of the Year in 2017. She is a former kindergarten teacher and a former curriculum writer for the State of Michigan.

Dr. John Lee

Dr. Lee is Associate Dean for Faculty and Academic Affairs and a Professor in the Department of Teacher Education and Learning Sciences in the College of Education at North Carolina State University. He was an author of the College, Career and Civic Life Framework for Standards in Social Studies and is a founder and co-director of the C3 Teachers project. He has authored or co-authored several books including, *Inquiry-based Practice in Social Studies Education: Understanding the Inquiry Design Model*; *Teaching Social Studies: A Methods Book for Methods Teachers*; *Teaching the C3 Framework*; *Visualizing Elementary Social Studies Methods*; *Research on Technology in Social Studies*; and *Guiding Learning with Technology*.



Dr. Lee focuses on issues related to teacher knowledge and practices related to using inquiry in the classroom. His scholarly work, with colleagues, has resulted in an innovative approach to learning and teaching called the Inquiry Design Model. He is also interested in the uses of digital historical resources in learning and teaching as well as efforts to theorize and develop tools related to new literacies. His current research focuses on inquiry design and classroom implementation as well as best design practices for online collections of historical resources targeted for K-12 classrooms.

Brittany Jones

Ms. Jones is a doctoral candidate in the Curriculum, Instruction, and Teacher Education Department at Michigan State University. Her current research interests include anti-racist social studies education, critical Black histories with an emphasis on Black emotionalities and emotions in social studies education, and examining the intersections of race, racism, power, and discourse in relation to social studies state standards and curricula. Prior to beginning her doctoral studies, Brittany was a high school social studies teacher in Richmond, Virginia

