

To improve social studies practices, further knowledge of inquiry and civic action, and advocate for best practices through leadership training and engagement, I plan to attend three state and national wide SS conferences including:

1. The Florida Council for the Social Studies conference (FCSS) in Orlando, October 2022.
2. The College & University Faculty Assembly of the National Council for the Social Studies Annual Conference (CUFA) in Philadelphia, November 2022.
3. The National Council for the Social Studies conference (NCSS) in Philadelphia, December 2022.

I plan to explore contemporary issues or dilemmas in social education and discuss and demonstrate the implications of research for educational social studies practices. I also plan to present my research on the impact of Culturally Sustaining and social justice education on the civic engagement and dialogue of middle school students.

My presentations will include sharing my experiences engaging in dialogue about making sense of civic education and teachings of civics to Black and Brown students while discussing the importance of creating brave spaces for educators to engage in. At the FCSS and NCSS conference, I plan to describe a unit plan I developed alongside a university colleague who engaged sixth-graders in the study of "difficult history" around experiences of marginalized groups oppressed by racial inequity. I plan to describe how, using South Africa and the United States as "historical case studies," I conceptualized, designed, and implemented the unit around the theme "power of human voice". At the CUFA conference, I will share the vulnerability experienced in collaborative dialogue with a fellow Black literacy practitioner-researcher, discuss the importance of creating brave spaces for educators to engage in these conversations, and engage attendees in an authentic dialogue about the experiences of Black educators and their accomplices who aim to teach against inequity in critical times. All three opportunities will allow me to engage attendees in an authentic dialogue about the experiences of Black educators and their accomplices who aim to teach against oppression in critical times. Teacher reflection and ongoing self-examination of their beliefs and biases are critical in the process of moving towards the type of civic education I want students to have. Continuous professional learning that is dynamic and contextualized must be included in this shift in practice.