

## Brian C. Gibbs

Assistant Professor, University of North Carolina – Chapel Hill

1050G Peabody Hall  
Campus Box 3500 Peabody Hall,  
Chapel Hill, NC 27599-3500

818-398-3042  
bcgibbs@email.unc.edu

### EDUCATION

- Ph.D., Curriculum and Instruction, Concentration in Social Studies Education** Sept. 2010-  
**University of Wisconsin-Madison, Madison, Wisconsin** 2015  
Advisor: Dr. Diana Hess, Co-Advisor: Dr. Michael Apple  
Minor: Educational Policy Studies  
Dissertation Study: *The Elephant in the (Class)Room: The Ways of Rigor in Social Studies*
- M.Ed. and Administrative Credential, Principals Leadership Institute** June 2004-  
**University of California Los Angeles, Los Angeles, California** June 2005
- B.S., Comprehensive Secondary Social Studies Education, B.A., History** Aug. 1990-  
**Miami University, Oxford, Ohio** Minor: Political Science June 1994

### RESEARCH EXPERIENCE

- Dissertation Research** June 2013-  
*The Elephant in the Classroom: The Ways of Rigor in Social Studies* 2015  
A series of qualitative case studies that aim to better define a rigorous classroom, understand how teachers define rigor, and explore how these definitions are enacted (or not) in their classrooms.
- Research Assistant, First Vote Project** April –Dec.  
**Principal Investigator: Dr. John Rogers, University of California, Los Angeles** 2012  
Served as research assistant, curriculum writer, and professional development leader on election year project focused on teacher capacity to use content and pedagogy to inspire political action and awareness in communities with low voter turnout.
- Research Assistant, CIRCLE 9/11 Study, Tufts University** Fall 2012  
Conducted research for Dr. Diana Hess and Dr. Jeremy Stoddard on social studies standards' treatment of the 9/11 events, Muslim culture, and the religion of Islam.
- Other University Experience:*
- Professional Development Leader and Research Assistant, Civic Learning Initiative** April 2013 –  
**Principal Investigators: Dr. John Rogers, University of California, Los Angeles** Present  
Serve on three-year project with the goal of building capacity at ten schools to develop democratic practices and raise civic engagement both within cross-curricular classrooms and in the school community at large.
- Project Assistant, University of Wisconsin-Madison, Partner School Network** Aug. 2012-  
Served as the partnership school liaison between UW-Madison and Madison area schools to provide May 2013  
professional development experiences to elementary and secondary teachers.

## TEACHING EXPERIENCE

### *Teacher Education—Graduate and Undergraduate*

<b>Instructor, EDUC 730: Curriculum Leadership</b> <b>University of North Carolina-Chapel Hill, Department of School Leadership</b> Created syllabus, planned, and taught weekly three hour course to masters and doctoral level students focused on two main questions; What is good teaching? What is the role of school leadership in developing and deepening good teaching?	January 2016-Present
<b>Instructor, C&amp;I 371: Elementary Social Studies Methods</b> <b>University of Wisconsin-Madison, Department of Curriculum and Instruction</b> Created syllabus, planned, and taught weekly three-hour social studies methods courses to undergraduate middle grades & elementary pre-service teachers with a focus on inquiry- and discussion-based social justice pedagogy for the social studies classroom.	Sept.-Dec. 2011; Sept.-Dec. 2013
<b>Instructor and Supervisor, C&amp;I 458 &amp; 459: Student Teaching—History and Social Studies, Middle and High School</b> <b>University of Wisconsin-Madison, Department of Curriculum and Instruction</b> Supervise 7-9 undergraduate pre-service student teachers per semester in secondary placements focused on social studies teaching and learning. Individually counsel each student approximately 6 times per semester to debrief observed lessons; consult on pedagogy, curriculum and lesson design; and assist in development and implementation of assessments to link theory and practice.	Sept. 2010- 2015
<b>Instructor and Supervisor, C&amp;I 358: Practicum—Social Studies, Secondary School</b> <b>University of Wisconsin-Madison, Department of Curriculum and Instruction</b> Support 7-9 undergraduate pre-service practicum students per semester in middle and high school placements during their initial classroom observation and teaching experiences.	Sept. 2010- 2015
<b>Instructor, C&amp;I 675: Improving Discussions in Middle and High School Courses</b> <b>University of Wisconsin-Madison, Department of Curriculum &amp; Instruction</b> Designed and taught 5-week online independent study/workshop on discussion based pedagogies.	July-Aug. 2012
<b>Co-Instructor, C&amp;I 675: Improving Discussions in Middle and High School Courses</b> <b>University of Wisconsin-Madison, Department of Curriculum &amp; Instruction</b> <b>Co-Instructor: Dr. Diana Hess</b> Co-designed and co-taught 3-day workshop focused on discussion based pedagogies in social studies.	July 2011
<b>Adjunct Professor, EDUC 356: Interdisciplinary Pedagogy</b> <b>Claremont Graduate University, Department of Teacher Education, Claremont, CA</b> Designed course for English and Social Studies Teachers on inter- and intra-disciplinary instruction.	Summer 1999-2001
<b>Adjunct Professor, ED 353: Secondary Social Studies Pedagogy/Methods</b> <b>Claremont Graduate University, Department of Teacher Education, Claremont, CA</b> Design syllabus, plan, and teach 4-hour classes twice weekly each fall or summer semester to masters pre-service teachers on social justice education and discussion and inquiry-based pedagogy.	Sept. 1999- present
<b>Lecturer, ED 320A &amp; 320B: Methods in Secondary Social Science</b> <b>University of California, Los Angeles, Center X Teacher Education Program</b> Designed syllabus, selected readings, and instructed education masters students in weekly 3-hour	Fall & Spring 2005- 10

course in secondary social studies methods with an urban education focus. Fall 2008-10

**Adjunct Professor, EDUC 542: Social Studies Pedagogy and Assessment** Jan. 2010-  
**University of Southern California, Rossier School of Education, Los Angeles, California** 2011

Taught social studies methods to students nationwide in an interactive, online format, facilitating discussions in social studies teaching, pedagogy, methodology, and assessment.

**Adjunct Professor, EDUC 568A: Guided Practice in Social Studies** Sept. 2010-

**University of Southern California, Rossier School of Education, Los Angeles, California** May 2011;  
Supervised 6-10 student teachers in placements nationwide through interactive online portal. Viewed film of lesson design, classroom implementation, and debrief sessions between student teacher and cooperating teacher. Provided individual feedback to students on all parts of process, and facilitated weekly 2-hour group seminars online of reflective teaching practice in the secondary social studies. Sept. 2011-  
May 2012

**Adjunct Professor, Social Justice in Elementary Education** Jan.–May

**Antioch University—Los Angeles, School of Education, Marina del Rey, California** 2002-2004

Co-designed, selected readings, and taught weekly 3-hour seminars to masters level pre-service teachers, facilitating the exploration of social justice educational practices to the instruction and pedagogy of social justice education in elementary classrooms.

### ***K-12 Public Schools***

**Summer School Teacher, Grades 10-12 Social Studies** July-August

**Animo Jackie Robinson Charter High School, Green Dot Public Schools** 2011- 2013

As visiting summer instructor designed and taught inquiry based seminar units in World History, United States History, and Government to a mixed-aged cohort of students.

**Classroom Teacher, Grades 10-12 Social Science** July 1995-

**Theodore Roosevelt High School, Los Angeles Unified School District** June 2010

Taught 10th -12th grades at a large, urban, comprehensive high school to first generation students learning English as a second language. Taught Social Science courses in the College Incentive Magnet and Humanitas Programs including World and US History, American Government, Economics, and Advanced Placement. Researched, developed and taught interdisciplinary thematic curriculum units including 30+ character driven seminars and experiential activities for U.S. and World History classes. Worked with Leadership Team as co-lead to implement school reform professional development including backwards planning, standards-based instruction, and small learning communities. Served as co-lead of Literacy Cadre and Social Science Department Co-Chairperson. Created a four-year model for Small Learning Communities for presentation to the Superintendent, the Gates and Annenberg Foundations, and Roosevelt administration and staff.

**Classroom Teacher, Grade 7, Social Science and English Language Arts** Oct. 1994-

**Hollenbeck Junior High School, Los Angeles Unified School District** June 1995

**Student Teacher, Grades 9 & 11, Civics and United States History** Jan. 1994-

**Shiprock Public High School, Shiprock, New Mexico** May 1994

Taught for 18 weeks in the Navajo Nation, through Indiana University's American Indian Project.

### **PUBLICATIONS**

Gibbs, B. C. (2016). On being a renegade. In R. Agarwal-Rangath, A. G. Dover and N. Henning (Eds.), *Preparing to teach social studies for social justice (Becoming a renegade): The letters*. Retrieved from <http://socialstudiesforsocialjustice.com/letters.html>

- Gibbs, B. C. (in press). With discussion great risk can equal great reward. *Social Education*.
- Gibbs, B. C. (in press). Wrestling Ms. Jane Elliott: Struggling to place experientials in social studies curriculum. *Rethinking Schools*.
- Gibbs, B. C. (2016). When Emma entered the room. In Cosier, K., Harper, R., Sapp, J., Sokolower, J., and Temple, M. B. (Eds.), *Rethinking sexism, gender, and sexuality*. Milwaukee, WI: Rethinking Schools.
- Levy, B., Ramakrishnan, V., Gibbs, B., & Cross, A. (2015). Democratic practices in classrooms and schools. In Scarlett, W. G. (Ed.), *Classroom Management: An A-to-Z Guide*. Thousand Oaks, CA: Sage.
- Gibbs, B. C. (2015). When Emma Goldman entered the room: Dealing with the unexpected in role play. *Rethinking Schools*, 29(2), 42-46.
- Gibbs, B. C. (2014, December 15). Review of the book *The new American high school*. *Education review / Reseñas educativas: A multi-lingual journal of book reviews*. Retrieved from <http://edrev.info/reviews/rev1343.pdf>
- Gibbs, B. C. (2014, August 13). The Advanced Placement numbers racket. *Los Angeles Times*. Retrieved from <http://www.latimes.com/opinion/op-ed/la-oe-gibbs-ap-classes-20140813-story.html>
- Gibbs, B. C. (2014). Reconfiguring Bruner: Compressing the spiral curriculum. *Phi Delta Kappan*, 95(7), 41-44.
- Gibbs, B. C. (2014). The history all around us: Roosevelt High School and the 1968 eastside blowouts. In Au, W. (Ed.), *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: Rethinking Schools.
- Gibbs, B. C. (December 13, 2013). An ode to John the Savage. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/content.asp?contentid=17365>
- Gibbs, B. C. (September 20, 2013). Cultivating student teachers for multi-dimensional engagement. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/content.asp?contentid=17259>
- Gibbs, B. C. (2011). The history all around us: Roosevelt High School and the 1968 eastside blowouts. *Rethinking Schools*, 25(2), 44-48.
- Gibbs, B. C. (January 8, 2010). Seeing the world through Mississippi eyes. [Web log]. Retrieved from <http://www.tolerance.org/blog/seeing-world-through-mississippi-eyes>
- Gibbs, B. C. (December 11, 2009). The lessons are all around you. [Web log]. Retrieved from <http://www.tolerance.org/blog/lessons-are-all-around-you>
- Gibbs, B. C. (December 3, 2009). Confronting the five year itch. [Web log]. Retrieved from <http://www.tolerance.org/blog/confronting-five-year-itch>
- Gibbs, B. C. (December 1, 2009). The absolutely true confessions of an intellectual stalker, part 1. [Web

log]. Retrieved from <http://www.tolerance.org/blog/absolutely-true-confessions-intellectual-stalker-part-i>

Gibbs, B. C. (October 28, 2009). Ted and me: In memoriam. [Web log]. Retrieved from <http://www.tolerance.org/blog/ted-and-me-memoriam>

## CONFERENCE PRESENTATIONS

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|---|------------------|
| <b>North Carolina Council for the Social Studies</b><br>Presented workshop titled <i>Themed: Blended Curriculum for Powerful Pedagogy</i>   | February<br>2016 |
| <b>North Carolina Council for the Social Studies</b><br>Presented workshop titled <i>Socratic Seminar for Social Justice Conversation</i>   | February<br>2016 |
| <b>Northwest Teachers for Social Justice, Seattle, WA</b><br>Designed and facilitated workshop titled <i>Academic Rigor: Recapturing and Redefining An Oppressive Term</i> , a discussion of popular perspectives of definitions of academic and intellectual rigor.  | November<br>2016 |
| <b>College and University Faculty Association of the National Council for Social Studies</b><br>Presented paper titled <i>Pre-Service Teachers as Curriculum Writers: Methods Gets Rigorous</i> .   | November<br>2014 |
| <b>College and University Faculty Association of the National Council for Social Studies</b><br>Presented paper titled <i>Cultivating Student Teachers for Multidimensional Engagement</i> .  | November<br>2014 |
| <b>College and University Faculty Association of the National Council for Social Studies</b><br>Presented paper titled <i>Thoughts About and the Actualization of Rigor</i> .   | November<br>2014 |
| <b>Chicago Curriculum Studies Student Symposium, Chicago, IL</b><br>Presented paper in progress titled <i>Freire and Rigor: Seeking Critical Advice on a Perennial Problem</i> .  | February<br>2014 |
| <b>American Educational Research Association, Vancouver, Canada</b><br>Facilitated a table discussion of the text <i>Whither Opportunity</i> for a presidential session.  | April<br>2013    |
| <b>National Association for Multicultural Education, Oakland, CA</b><br>Co-presented <i>Growing Citizens</i> , an analysis of American, Hong Kong, and Cuban textbooks' definitions of citizenship and justice.   | November<br>2013 |
| <b>National Council for the Social Studies, St. Louis, MO</b><br>Designed and presented session titled, <i>Socratic Seminar for Social Justice Conversation</i> .   | November<br>2013 |
| <b>Northwest Teachers for Social Justice, Portland, OR</b><br>Designed and facilitated workshop titled <i>Academic Rigor: Recapturing and Redefining An Oppressive Term</i> , a discussion of popular perspectives of definitions of academic and intellectual rigor. | October<br>2013  |
| <b>Coalition of Essential Schools (CES) Fall Forum, Providence, RI</b><br>Designed and presented session titled <i>How to Build (from scratch) Strong Socratic Seminar</i> .  | November<br>2012 |
| <b>Northwest Teachers for Social Justice, Seattle, WA</b><br>Presented workshop <i>Scandalous! Examining Scandals as Student Empowerment and Unit Focus</i> .   | October<br>2012  |

## PROFESSIONAL DEVELOPMENT & CURRICULUM WRITING

### **Madison Country Day School, Madison, WI**

Designed and led professional development activities for democratic professional dialogue and collaboration. Meet monthly with 22 teachers and school leaders to develop discussion based ways to reflect on pedagogy and classroom practice and create collaborative solutions.

August  
2015-Present

### **Consultant, Los Angeles County Office of Education, Los Angeles, CA**

Member of development team for the California Democracy School Initiative that designs interactive and engaging civic education for secondary government courses.

June 2013-  
present

### **Volunteer Teacher Consultant and Mentor, Madison, WI**

Invited by social studies teacher teams at two local high schools to build teacher capacity to design and implement Character Driven Seminar and inquiry pedagogy; co-wrote curriculum with teams of teachers who met weekly to write, support, critique, and continue to implement curriculum.

2012-2013

### **Educational Consultant, Los Angeles Educational Partnership (LAEP) Humanitas Program, Los Angeles, CA**

Bi-annually train teachers in approaches to thematic interdisciplinary teaching using interactive notebooks, Socratic Seminar, and inquiry and discussion-based pedagogies to teachers district-wide.

1995-  
present

### **Educational Consultant, Facing History and Ourselves (FHAO), Los Angeles, CA**

Co-directed and led monthly curriculum study team based on the Armenian Genocide. Developed and conducted teacher professional development on use of experientials, simulations, exhibitions, and the Socratic Seminar in the Teacher Practicum Series. Implemented *Race and Membership Institute*, helping to train 50 teachers in a Eugenics case study.

1997-2010

### **Consultant, Partnership for Los Angeles Schools**

Worked with teachers, administration, district personnel, student, and parents to transition Roosevelt High School from a traditional school model to a small school complex model.

2008-2009

### **Historical Consultant, Los Angeles Unified School District, Local District J**

Served as Historical Consultant to curriculum development team for *Grade 3 Model Unit of Study*, providing background and context on the life of Crazy Horse and the Lakota.

Fall 2003

## PROFESSIONAL SERVICE ACTIVITIES

### **Presenter, Teaching Assistant Orientation, UW-Madison, School of Education**

Led session on discussion and engagement pedagogy for new teaching assistants.

September  
2011-2015

### **Mentor, Elementary Social Studies Methods Instructors, UW-Madison**

Met weekly to plan and discuss implementation of an inquiry based elementary education course with two graduate student instructors who observed by teaching before co-planning lessons.

Fall 2013

### **Guest Lecturer, Secondary English Methods, University of Wisconsin-Madison**

Developed presentation and spoke on the importance of classroom geography to the building of an educational environment and its impact upon pedagogy and learning

March 2013

<b>Guest Lecturer, Advanced Social Studies Methods, University of Wisconsin-Madison</b> Presented how to develop inquiry and discussion based classrooms that allow for critical content analysis.	October 2011- 2013
<b>Cohort Collaborative, University of Wisconsin-Madison, School of Education</b> Created and facilitated discussions between two social studies cohorts of student teachers and practicum teachers to discuss student teaching, pedagogy, and challenges of teacher practice.	December 2010-2013
<b>Independent Reading Posse, University of Wisconsin-Madison</b> Developed and facilitated reading and conversation with 8 pre-service student teachers in biweekly discussions of texts, curriculum, pedagogy, and teaching conversations focused heavily on culturally relevant pedagogy, critical race theory, critical theory, critical pedagogy, and the social context of schooling.	2011-2012
<b>Guest Lecturer, Preliminary Social Studies Methods, University of Wisconsin-Madison</b> Developed and delivered presentations on classroom geography, developing an educational environment, building community, and theoretical management types.	March 2010, 2011, 2012
<b>Monthly Secondary Social Studies Meetings, University of Wisconsin-Madison</b> Designed and led discussion at monthly secondary social studies cohort meetings on topics such as critical teaching under standards and testing; discussion types; how to think broadly about pedagogy; conceptions of rigor and how to enact them in lived classrooms.	Monthly 2010-Present

## COMMUNITY SERVICE ACTIVITIES

<b>Consultant, Madison Police Department</b> Designed and implemented workshops with the educational division of the Madison Police Department to transform officer training programs from didactic to discussion and inquiry-based pedagogy.	Spring 2013
<b>Keynote Speaker, <i>Deconstructing the Education Crisis</i></b> Wrote and delivered keynote address at grass roots conference organized by teachers and students in East Los Angeles, CA.	June 7, 2011
<b>Guest Speaker, Survivors of the Shoah Foundation</b> Guest spoke at a fundraising dinner for the Shoah Foundation, attesting to the power of the survivors' voices in the <i>Survivors of the Shoah</i> CD-rom.	Fall 1999 and 2000

## HONORS

Future Faculty Partner, The University of Wisconsin-Madison Teaching Academy	April 2013
Doctoral Research Program, University of Wisconsin-Madison, School of Education	2011-2012
Margo Stern Strom Teaching Award for design of <i>California Upstander Tour</i> .	2009

## PROFESSIONAL AFFILIATIONS

American Educational Research Association  
College and University Faculty Association of the National Council for Social Studies  
National Council for Social Studies

National Association for Multicultural Education  
Coalition of Essential Schools  
Organization of American Historians

## References

Dr. Diana Hess (advisor)  
Dean School of Education  
University of Wisconsin, Madison  
[dhess@education.wisc.edu](mailto:dhess@education.wisc.edu)  
(312) 337-7000

Dr. Michael Apple (co-advisor)  
John Bascom Professor of Curriculum and Instruction  
University of Wisconsin, Madison  
[apple@education.wisc.edu](mailto:apple@education.wisc.edu)  
(608) 263-4592

Dr. John Rogers  
Director of the Institute for Democracy Education and Access (IDEA) UCLA  
Professor University of California, Los Angeles  
[rogers@gseis.ucla.edu](mailto:rogers@gseis.ucla.edu)  
(310) 206-8725

Dr. Delacey Ganley  
Co-Director School of Education in Transformation  
Claremont Graduate University, Claremont California  
[DeLacy.Ganley@cgu.edu](mailto:DeLacy.Ganley@cgu.edu)  
(909) 621-8000

Dr. Nicholas Henning  
Assistant Professor Secondary Education  
California State University, Fullerton  
[nhenning@exchange.fullerton.edu](mailto:nhenning@exchange.fullerton.edu)  
(657) 278-7769