

Action Civics Initiative Site Team Orientation

November 15, 2014

Sacramento County Office of Education

9:00 am – 3:00 pm



 **S. D. BECHTEL, JR.
FOUNDATION**
STEPHEN BECHTEL FUND

Sacramento
Office of Education **County**


The Third C:
Preparing Our Young People for
College, Careers, and Civic Life

Welcome!



David W. Gordon
Sacramento County
Superintendent of Schools

Action Civics Team



- **Jim Bentley**
Foulks Ranch Elementary School

- **Stephanie Cook**
**George Washington Carver
School of Arts and Science**

- **Bina Lefkovitz**
Youth Advocate

- **Linda Reed**
Rio Americano High School



Action Civics Schools...

Elk Grove Unified School District

- **Franklin High School**
- **Monterey Trail High School**
- **Elizabeth Pinkerton Middle School**

Sacramento City Unified School District

- **Arthur A. Benjamin Health Professions High School**
- **George Washington Carver School of Arts and Sciences**
- **Alice Birney Waldorf-Inspired K-8 School**
- **Language Academy of Sacramento**

San Juan Unified School District

- **Rio Americano High School**

Twin Rivers Unified School District

- **Rio Linda Preparatory Academy**
- **Rio Linda High School**

Natomas Unified School District

- **Natomas High School**

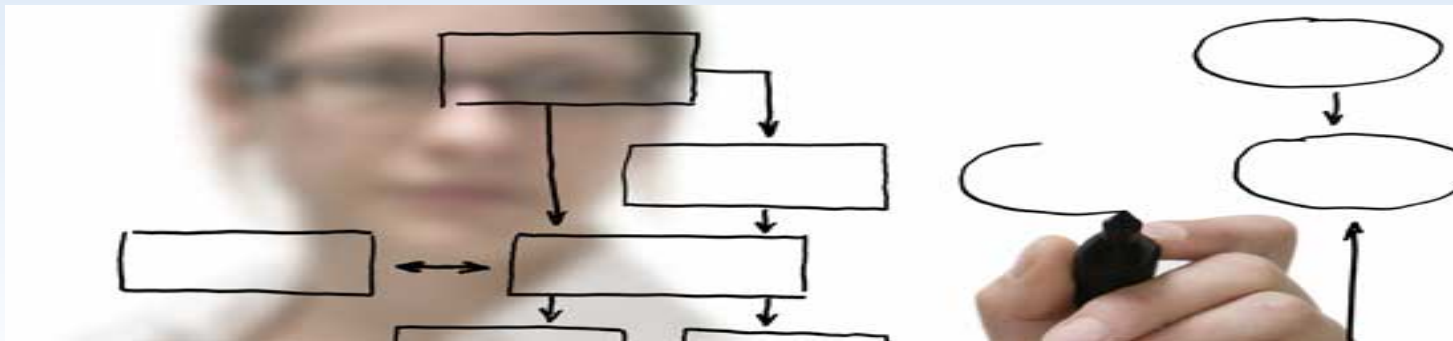
Overview...

- **Agenda**
- **Materials**
- **Logistics**
- **Outcomes**



**Action Civics Initiative
Website:**

www.scoe.net/actioncivics



Today's Outcomes...

- ***Get acquainted with the Action Civics Initiative and Framework***
- ***Learn the core elements of the Six Proven Practices***
- ***Identify current site practices that support the Six Proven Practices***
- ***Develop next steps to strengthen or enhance these practices***



Icebreaker



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Action Civics and Me...

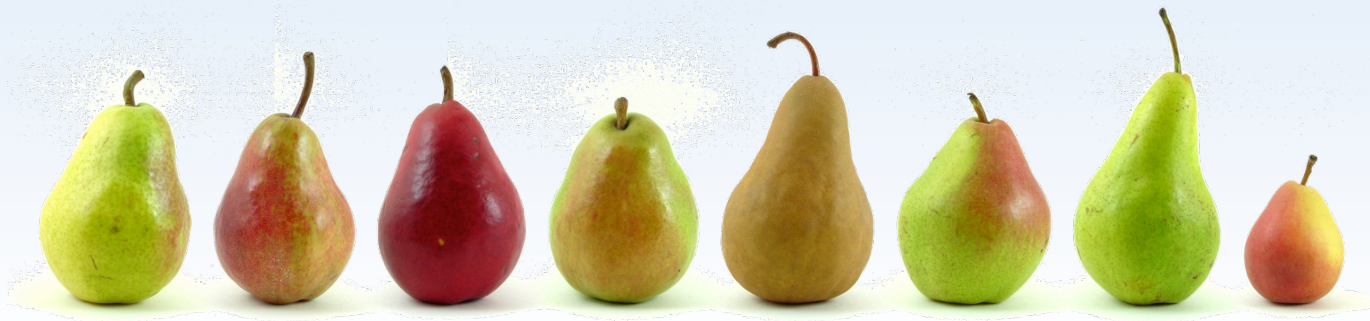
- ***Select TWO pictures that speak to you about Action Civics:***
 - ***1: Speaks to you personally***
 - ***2: Speaks to you as an educator***

THINK



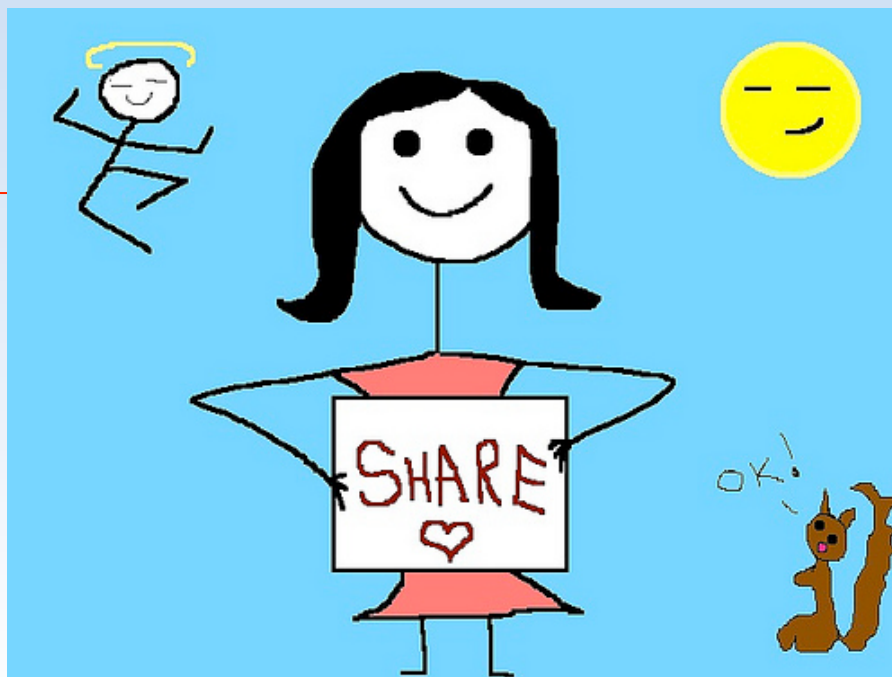
Next...

- **Find a partner:**
 - **Introduce yourself (Name, School, Role)**
 - **Discuss: Why did you select ONE of the pics?**
- **Find a DIFFERENT partner:**
 - **Introduce yourself (Name, School, Role)**
 - **Discuss: Why did you select THE OTHER pic?**



To the whole group...

- *Why did you select this picture?*
- *Personal experience? Teaching experience?*
- *Benefits?*

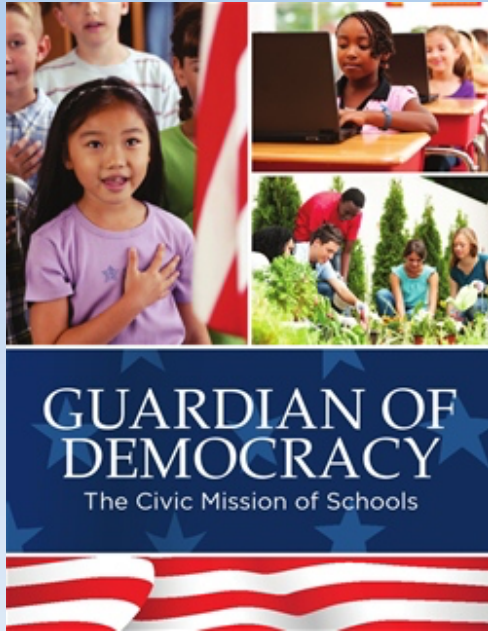


Why Action Civics? Why Now?

- ***Voter turnout is at an all time low***
- ***Civics education MUST be more than a 12th grade course***
- ***Students (and teachers?) feel increasingly disconnected from their communities***
- ***Supports implementation of common core, linked learning, etc.***

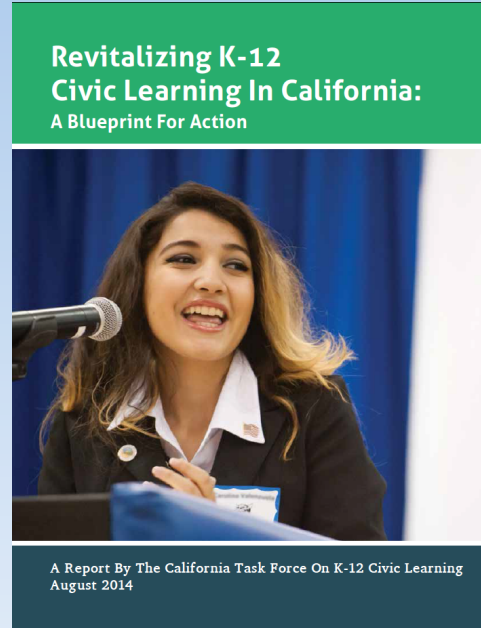
***“Education is not about just how to study
and reflect, but on how to take action.”***
Ellen Condliffe Lagemann,
former Dean, Harvard Graduate
School of Education

Two Foundational Documents



Guardian of Democracy: The Civic Mission of Schools

Campaign for the Civic Mission of Schools



Revitalizing K-12 Civic Learning in California: A Blueprint for Action

California Task Force on K-12 Civic Learning



"Civics is not something you learn, it's something you live."

- Jonathan Zittrain
Co-founder, Berkman Center
for Internet and Society

Action Civics:

- ***Raises civic awareness across the curriculum***
- ***Focuses on student engagement and active learning***
- ***Grounded in the Six Proven Practices and Action Civics Framework***

Grant At a glance...

- ✓ ***Site level teams***
 - ✓ ***History/Civics teacher, teachers from other disciplines***
 - ✓ ***Professional Learning Community (PLC)***
 - ✓ ***Student determined, researched, and implemented projects***



At a glance...

- ***Professional development (face to face)***
 - ***November 15, December 13, February 28, April (TBD)***
- ***Onsite and virtual coaching***
 - ***Action Civics Curriculum Specialist***
- ***Year One: Reflect, Plan, Act***
- ***Year Two: Implementation***
 - ***Summer Action Civics Institute: July 20-24, 2015***
 - ***Summer Project Showcase: Summer 2016***

Six Proven Practices in Civic Learning

- ***Instruction in Government, History, Law, and Democracy***
- ***Current events and controversial topics***
- ***Service learning***
- ***Extracurricular activities***
- ***Student participation in school governance***
- ***Simulations of the democratic process***



Action Civics Framework



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Proven Practices in Civic Learning

Service Learning

Students in School Governance

High-Quality Classroom Instruction

Current Events & Controversial Topics

Extra-curricular Activities

Simulations

- ◆ Identify a Problem, Issue, or Concern
- ◆ Take a Stand
- ◆ Develop a Strategy
- ◆ Act and Reflect

School and Class Climate

Collaboration

Student voice & choice

Student Supports

Student Centered Approaches

Inquiry based

Experiential

Active

Student Engagement Opportunities

Service Learning

Project Based Learning

Volunteering

Meaningful Community Partnerships

Internships

Mentors

Speakers in classroom

Meaningful Assessment

Teachers and students assess progress toward goals

- ◆ High-Quality Civics Content that Supports the Common Core State Standards



***Rachel Perry, Director
Center for Student Assessment
and Program Accountability
(C-SAPA)***

Overall Evaluation Approach

- ***Combination of quantitative and qualitative methods***
- ***Multiple data points throughout the project***
- ***Designed to capture information about program:***
 - ***Implementation***
 - ***Improvement***
 - ***Impact***

Program Implementation

- ***Is the program being implemented as expected?***
- ***Anticipated measures include:***
 - ***Participation records from professional development days***
 - ***Coaching visit schedules/logs***
 - ***Development of community partnerships***
 - ***Agendas and sign-in sheets from meetings***

Program Improvement

- ***What needs to be done, if anything, to fine-tune the program components/make improvements/increase overall impact?***
- ***Anticipated measures include:***
 - ***Feedback from professional development days***
 - ***Feedback to Action Civics Coordinator***

Program Impact

- ***Is the program making a difference in the areas that we expect?***
- ***Six levels of anticipated program impact:***

- 1. Region***
- 2. School District***
- 3. School***
- 4. Classroom***
- 5. Teacher***
- 6. Student***

System/Structural Changes

Knowledge, Attitudes, Behavior

Program Impact: Region

Expand the number of “action civics” project opportunities for students

- **Objectives:**
 - **Establish regional partnerships with organizations to provide students “real world” learning opportunities**
 - **Develop a searchable database of opportunities**
 - **Improve accessibility for students to opportunities**
 - **Increase the number of project opportunities available to students**



Program Impact: School District

Demonstrate support for the activities in the Action Civics Initiative across all schools in the district as one strategy for CCSS implementation

- **Objectives:**
 - **Attend twice yearly meetings of Leadership Group**
 - **Commit to providing salary credit for teachers**
 - **Promote Action Civics Initiative activities throughout the district as one avenue for implementing writing and literacy skills in CCSS**



Program Impact: School

Create a civics learning culture across all subject areas that focuses on teaching students knowledge, dispositions, and skills through a combination of classroom content, instructional strategies, and real-world experiences

- **Objectives:**
 - **Establish PLC and develop school plan**
 - **Promote Initiative activities school wide**
 - **Expand the Initiative beyond the original team**



Program Impact: Teacher

Increase content knowledge , implement new instructional strategies, and change attitudes about the impact students may have on their communities

- **Objectives:**

- **Increase civics content knowledge**
- **Increase knowledge, comfort, and use of various instructional strategies/techniques**
- **Impact attitudes about the importance of civics education, and beliefs about the ability of students to make an impact in their community**
- **Increase behaviors related to active civic engagement**



Program Impact: Classroom

Transform classrooms through the integration of inquiry-based, student-centered instructional approaches, and a focus on “action civics” projects providing students real-world opportunities

- **Objectives:**
 - Increased use of inquiry-based instructional strategies and student-centered approaches
 - Increase student engagement in classroom discussion, activities, etc.



Program Impact: Student

Improve student knowledge, attitudes, skills, and behaviors through classroom instruction and "action civics" opportunities that will prepare them for a lifetime of active citizenship

- **Objectives:**

- Increase knowledge about civics content
- Impact attitudes about the importance of various civic engagement behaviors
- Increase feelings of efficacy (i.e. making a difference)
- Increase participation in "action civics" projects and activities
- Increase civic engagement and increase intentions for future civic engagement (i.e. voting, jury service)



Data Collection Strategies

- ***Surveys***
- ***Interviews***
- ***Focus Groups***
- ***Coaching Visits***
- ***Participation/Documentation Analysis***



Timeline of Activities

- ***Teacher surveys***
 - ***Fall 2014 and Spring 2015 and each spring thereafter***
- ***Student surveys and interviews/focus groups***
 - ***Spring 2015 and each spring thereafter***
- ***Coaching visits***
 - ***On-going***
- ***Participation/Documentation Analysis***
 - ***On-going***

Contact Information

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Center for Student Assessment and
Program Accountability (C-SAPA)
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Proven Practice #2: Current Events and Controversial Topics

Dr. Diana Hess
University of
Wisconsin- Madison
Senior VP, Spencer
Foundation

Structured Academic Controversy (SAC)

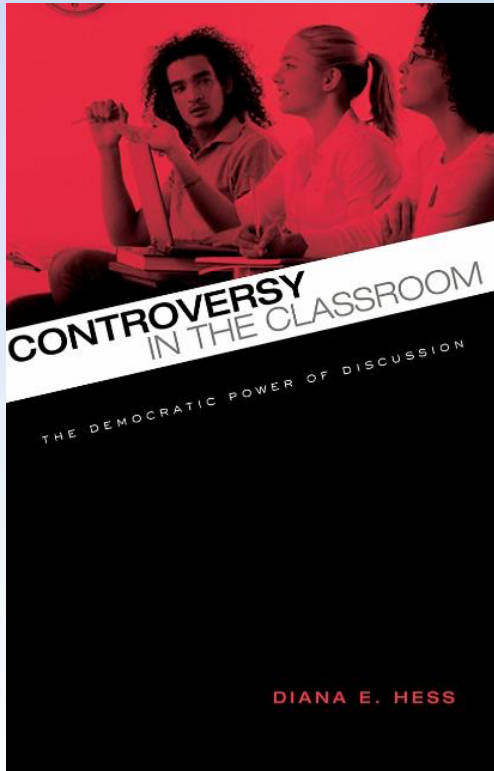
Discussion as a tool AND outcome itself

Conduct an ideological sort

Have students decipher between a CLAIM and WARRANT

Claim: Statement of a Point of View (POV)

Warrant: POV w/evidence



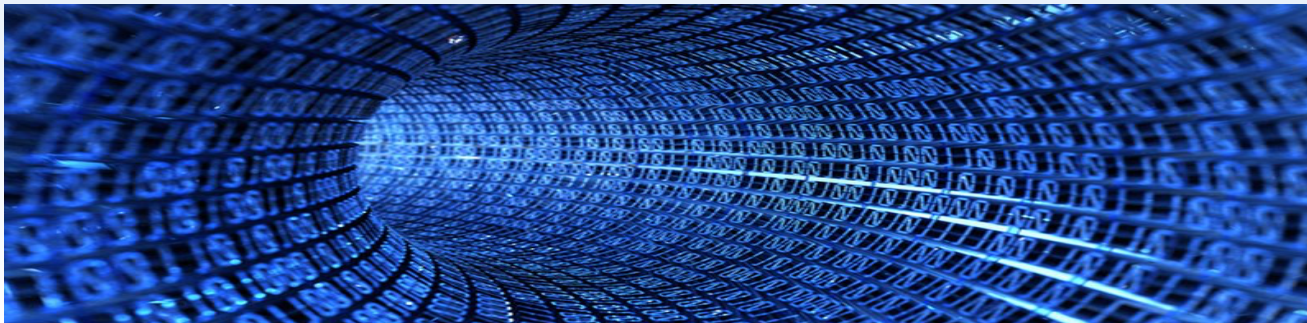
Proven Practice #2: Current Events and Controversial Topics

Resources to introduce controversial topics and SAC to your classroom:

Deliberating.org: Information and lessons on hot topics (cyberbullying, domestic violence, etc.)

Procon.org: Pros and Cons of controversial topics

Landmarkcases.org: Lessons and information on landmark cases of the U.S. Supreme Court



Team reflection time...

- ***Do I introduce and discuss current events or controversial topics?***
- ***How do I manage or facilitate the conversation when it becomes heated?***
- ***What is ONE thing I can do to begin to introduce this into my practice?***
- ***What is ONE support I could use to move this practice forward?***

BRACE YOURSELF



**BREAK TIME IS
COMING**



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Tweet all about it...

- ***Find your partners (look at the picture on your index card- there should be SIX groups)***
- ***Introduce yourselves (Name, rank, etc.)***
- ***Read the assigned Proven Practice***
- ***Discuss amongst yourselves:***
 - ***What does it mean? What does it look like? How can I explain it to others?***

Now  **it!**

- ***Find a picture or two that embody your Proven Practice***
- ***On your chart paper, post your pics and create a 140 character tweet about your Proven Practice***



Now hit



- ***Present your Proven Practice and Tweet to the group:***

- ***What is it/what does it look like in the classroom?***
- ***Why it's important for our students?***
- ***How will it benefit our teaching?***



Team reflection time...Write on flip chart and do gallery walk during lunch

- ***What stood out to you?***
- ***What practices most excited you?***
- ***Which practices will be the easiest to implement (or you do now) and why?***
- ***Which practices will be more challenging and why?***
- ***What is ONE thing each of you can do to strengthen or introduce these practices in your classrooms?***
- ***What questions do you have or supports will you need?***

**Forward
Thinking**



LUNCH!

THE WIFE'S AWAY, SO I HAD
TO PACK MY OWN LUNCH.



My favorite exercise is a cross
between a lunge and a crunch



It's called lunch

FRIENDS
buy you a lunch.
BESTFRIENDS
eat your lunch.



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Action Civics: teacher and student perspectives...



Teacher and Student Panel

- ***George Washington Carver School of Arts and Science***
 - ***Stephanie Cook, teacher***
- ***Rio Americano High School***
 - ***Linda Reed, teacher***



Panel Moderator: Bina Lefkovitz

PM Break


**KEEP
CALM
IT'S
BREAK
TIME**



Six Proven Practices: Where are YOU?

- ***Proven Practice reflection and planning sheets***
 - ***Duplicate***
 - ***Build on your strengths***
 - ***Think of immediate actions- Be specific***
 - ***Think as a team: I AND WE***



Next Steps...



- **Complete your W-9**
 - **Team Leads: Schedule first meeting between Frank and your team**
 - **Team Focus: Incorporate Six Proven Practices into YOUR practice**
-
- **Visit the Action Civics Website for resources to support your efforts!**

Next Session...

- ***December 13***
- ***Focus: Student Centered Teaching and Learning***
- ***Location: SCOE Main Building***
- ***Time: 8:30 am – 3:00 pm***

Now, take out your phone, laptop, or tablet...

- **Meeting Evaluation:**

- **Please visit:**

- [https://www.surveymonkey.com/s/
CIVICS_PD_Feedback_Form](https://www.surveymonkey.com/s/CIVICS_PD_Feedback_Form)





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