



ALASKA STATE LEGISLATURE'S
CITIZEN'S ADVISORY TASK FORCE
ON
CIVICS EDUCATION POLICY

**FINAL REPORT
& RECOMMENDATIONS**

JANUARY 2008

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*The qualifications for self-government are not innate.
They are the results of habit and long training.
-Thomas Jefferson*

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INTRODUCTION

Failure to educate young people about the principles on which our government is founded poses a serious threat to the democratic institutions they will inherit. Teaching students about democracy and their rights and responsibilities as citizens in a country governed “by the people and for the people” has always been a fundamental purpose of America’s public schools. Yet the ability of schools to ensure that students graduate with the civic knowledge and competency to become engaged members of society has diminished in recent years as attention has focused on other important subject areas like reading and math. Accordingly, efforts have been underway in recent years on national, state and local levels to strengthen and expand civic learning in our schools.

The national *Campaign for the Civic Mission of Schools (CCMS)* started in 2004 to develop strategies to elevate civic learning as an educational priority and identify and disseminate best practices in civic education. With financial support from *CCMS*, the *Alaska Civic Learning Assessment (ACLA) Project* was undertaken from 2004-2006 to identify the current status of civic education and level of civic knowledge in our state. In November 2006, the *ACLA Project* issued its final report, *Advancing Civic Learning in Alaska’s Schools*, with ten recommendations for improvement. In response to the report, the Alaska Legislature passed in May 2007 a resolution establishing the Citizen’s Advisory Task Force on Civics Education Policy. The Task Force was charged with evaluating Alaska’s civics standards, identifying curricula, proposing professional development strategies, and exploring ways to implement the *ACLA Project* recommendations.

The Task Force met three times during fall 2007 to brainstorm ideas, articulate specific recommendations, and write this report. We have endeavored to make recommendations that are practical, feasible, and cost-effective. We are confident that, if implemented, they will help ensure that Alaska’s students receive the civic knowledge, skills, and learning experiences they need to become active and engaged citizens. As United States Supreme Court Justice Sandra Day O’Connor (Ret.) has said, “a healthy democracy depends on the participation of citizens, and that participation is learned behavior; it doesn’t just happen.” Across our state, we must help our young people learn to meet the challenge of citizenship. We are grateful to the Legislature for recognizing its responsibility for civic learning and engagement by appointing the Task Force to explore these issues. We are privileged to have the opportunity to examine what such learning must entail, and to offer these recommendations for renewing and strengthening Alaska’s commitment to civics education.

EXECUTIVE SUMMARY

Schools hold primary responsibility for civics education, but advancing civic learning cannot and should not fall exclusively on schools. Without coordinated guidance, assistance and support for civics education from outside the educational community—by government agencies, elected officials, courts, businesses, civic organizations, community leaders, youth organizations, juvenile justice officials, libraries, public safety officials and others—young people will not receive the stimulating learning experiences that can make a critical difference between whether they are inspired to be good citizens or instead become disillusioned and disengaged.

RECOMMENDATION I: STATEWIDE COORDINATION OF CIVIC LEARNING

- Establish and fund statewide coordination of civic learning and engagement that involves the educational community, the community at large, and all branches and levels of government.

RECOMMENDATION II: EDUCATION STANDARDS

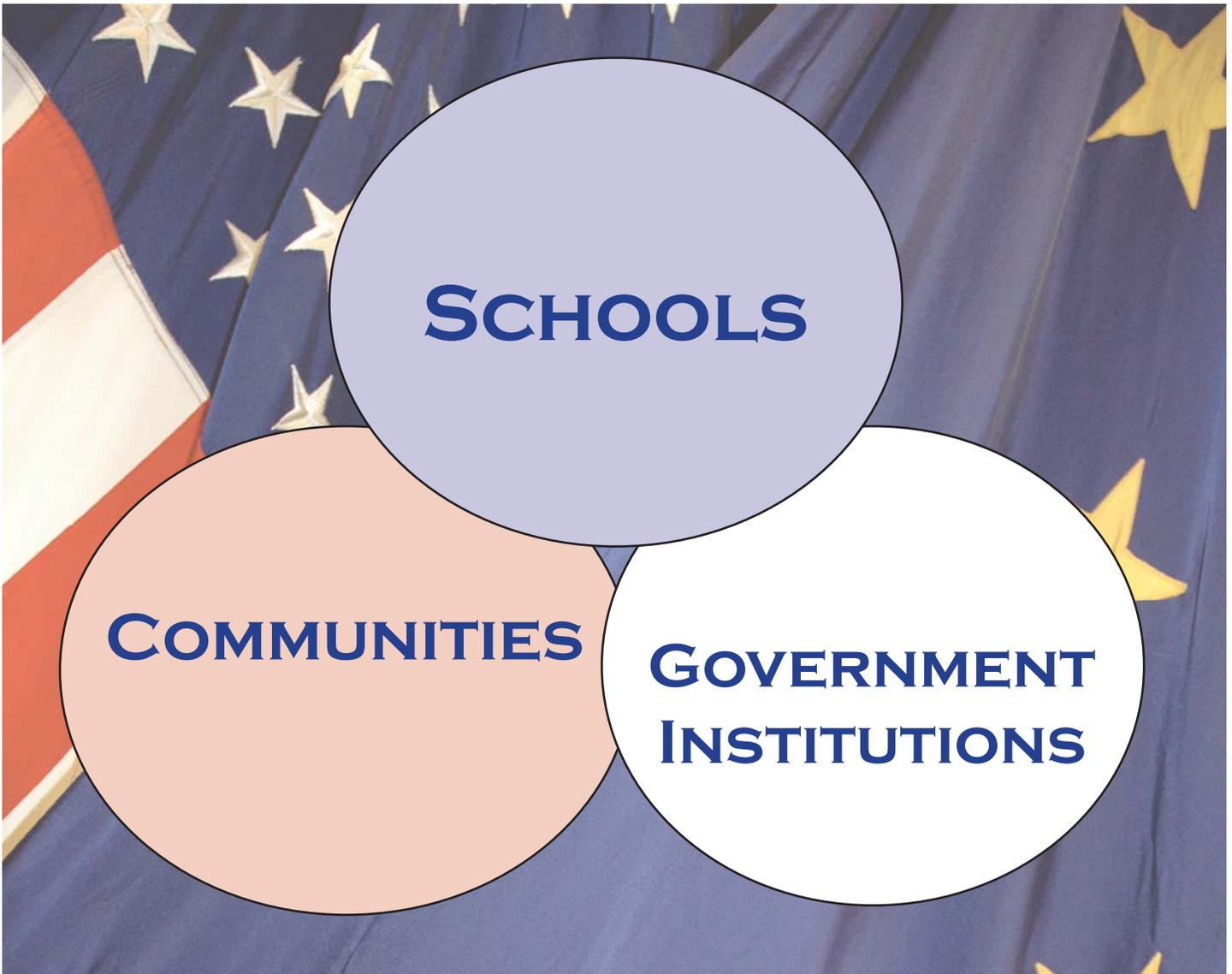
- Review and amend the *Alaska Content Standards for Government and Citizenship [Content Standards]* to more strongly emphasize:
 - ✓ Civic participation skills and competency outcomes for students;
 - ✓ Content knowledge and intellectual skills related to identification, analysis, and critique of social problems and issues;
 - ✓ Content knowledge and potential experiential learning opportunities related to state and local/municipal governments; and
 - ✓ Global and international issues.
- Develop “Grade Level Expectations” for the amended *Content Standards*.

RECOMMENDATION III: CURRICULUM

- Identify and/or develop national, state and local civics curriculum for all grade levels that satisfy the quality criteria for educational programming for democracy. Incorporate the six promising practices for civic education. Make the curriculum readily available to teachers.

RECOMMENDATION IV: PROFESSIONAL DEVELOPMENT

- Provide districts with coordinated technical assistance and funding for comprehensive professional development opportunities for teachers and administrators that are aligned with the provisions outlined in the *No Child Left Behind [NCLB] Act* and best practices in civic learning.



EDUCATING FOR CITIZENSHIP

IS A JOINT RESPONSIBILITY OF
SCHOOLS, COMMUNITIES &
GOVERNMENT INSTITUTIONS

SCHOOLS PROVIDE KNOWLEDGE & OPPORTUNITIES TO
EXERCISE DEMOCRATIC PRINCIPLES;
COMMUNITIES PROVIDE SUPPORT FOR CIVIC LEARNING PROGRAMS;
GOVERNMENT INSTITUTIONS PROVIDE HANDS-ON EXPERIENCE IN
DEMOCRATIC PROCESSES.

RECOMMENDATION I:
STATEWIDE COORDINATION OF CIVIC LEARNING

ESTABLISH AND FUND STATEWIDE COORDINATION OF CIVIC LEARNING AND ENGAGEMENT THAT INVOLVES THE EDUCATIONAL COMMUNITY, THE COMMUNITY AT LARGE, AND ALL BRANCHES AND LEVELS OF GOVERNMENT.

One of the recommendations of the *Alaska Civic Learning Assessment Project* is to “establish a sustainable statewide coordinating entity for civic learning and engagement.” Recognizing the vital need for more statewide leadership and support for civics education, the *ACLA Project* report states:

Although several nationally affiliated civic learning programs and activities exist in Alaska, their availability to Alaskan students and teachers is not consistent or widespread. Organizers are often volunteers, and resources are limited. Coordination between groups is difficult, time-consuming and done on an ad hoc basis. Additionally, there is no current entity that monitors civics standards, develops curriculum, or ensures evaluation and accountability.

In our view, the best way to achieve effective statewide coordination is to ensure that active and enduring voices for civics are in place in both the state agency primarily responsible for education and the state office primarily responsible for citizen engagement in democracy. ***Accordingly, we recommend:***

- ***The Legislature create and fund a Coordinator of Civic Learning in the Department of Education and Early Development [DEED] to provide leadership and direction in the areas of need that are traditionally served by schools, such as standards, curriculum, assessment, and professional development; and***
- ***The Legislature create and fund the Alaska Council on Civic Learning and a Coordinator of Civic Learning in the Lt. Governor’s Office [LGO], to provide the leadership and coordinating link between the many institutions and organizations outside the educational community that are committed to fostering better understanding of our system of government.***

Under our recommendations, DEED and the LGO would work cooperatively but would serve different roles and act as liaisons for their respective constituencies. Our specific recommendations are described below and illustrated in the accompanying chart.

In the Department of Education & Early Development:

- ***Coordinator of Civic Learning.*** Seek a new legislative appropriation to fund a new full-time staff position and associated program responsibilities in the Alaska Department of Education and Early Development. The new position and associated program responsibilities would be dedicated to advancing civic learning by:

- Overseeing review and implementation of civics standards, curricula, incentive-based assessment methods, and professional development strategies for teachers and districts statewide; and
- Acting as liaison between teachers, schools, districts, school boards, national education groups and the government and community groups that share responsibility for advancing civic learning.

In the Office of the Lt. Governor:

- ***Alaska Council on Civic Learning.*** Establish the Alaska Civic Learning Council within the Office of the Lieutenant Governor, to meet at least twice annually, dedicated to advancing civic learning by:
 - Administering a “Schools of Civic Distinction” awards program, which recognizes all schools statewide that demonstrate best practices in civic education under criteria to be developed by the council. The awards should be given annually on a regional basis.
 - Advocating for innovative and effective civic learning and engagement opportunities for people of all ages in communities statewide; and
 - Developing and implementing outreach and awareness campaigns on the importance of civic learning and engagement.
- ***Coordinator of Civic Learning.*** Seek a new legislative appropriation to fund a new staff position and associated program responsibilities in the Office of the Lt. Governor to:
 - Serve as staff to the proposed Alaska Council on Civic Learning;
 - Work closely with the proposed DEED Coordinator of Civic Learning to improve civic learning;
 - Act as liaison between educators, community organizations, civic leaders, and government representatives in the development and implementation of civic learning programs and activities; and
 - Develop and implement an ongoing statewide outreach plan to promote civic learning in communities across the state.

In the Legislature:

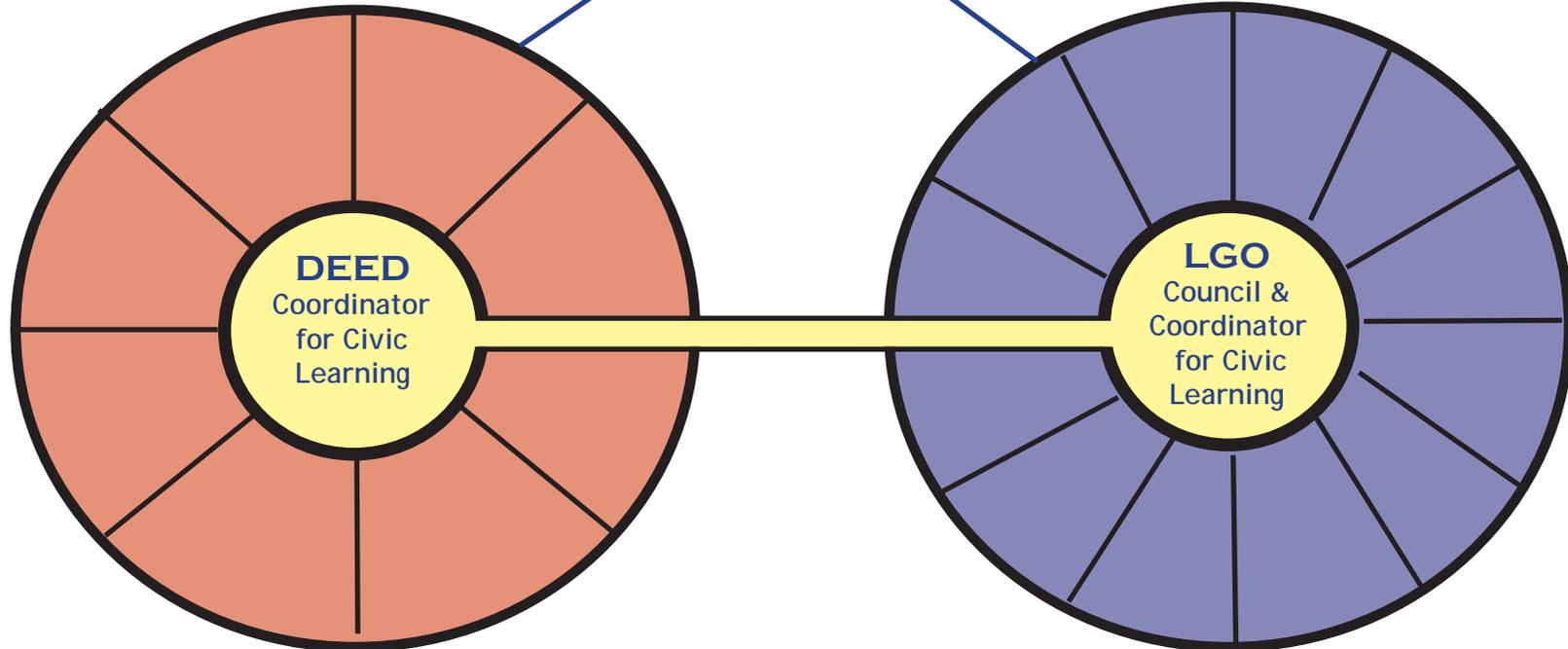
- ***Alaska Legislature’s Citizen’s Advisory Task Force on Civics Education Policy.*** Until such time as the statewide coordination of civic learning is in place as recommended, the legislature should continue the Task Force and support its work. Without an organized voice to advocate for civic learning and help implement the recommendations in this report, the improvements we hope to gain are unlikely to occur.

CONTINUE **CITIZEN'S TASK FORCE**
UNTIL STATEWIDE COORDINATION OF
CIVIC LEARNING IS IN PLACE

ALASKA LEGISLATURE CREATES & FUNDS STATEWIDE COORDINATION OF CIVIC LEARNING

COORDINATOR FOR CIVIC LEARNING
ALASKA DEPARTMENT OF EDUCATION
& EARLY DEVELOPMENT

**ALASKA COUNCIL ON CIVIC LEARNING
& COORDINATOR FOR CIVIC LEARNING**
OFFICE OF THE LIEUTENANT GOVERNOR



- Responsible primarily for:*
- K-12 CIVICS STANDARDS REVIEW & ADOPTION
 - K-12 CURRICULUM BASED ON BEST PRACTICES
 - K-12 EVALUATION & ASSESSMENT INCENTIVES
 - PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Responsible primarily for:*
- "SCHOOLS OF CIVIC DISTINCTION" AWARD
 - COMMUNITY EDUCATION AND OUTREACH
 - ADVOCACY & SUPPORT FOR CIVIC LEARNING
 - FOSTERING OPPORTUNITIES FOR DIRECT ENGAGEMENT IN LOCAL & STATE GOVERNMENT

Constituents include:

1. Teachers
2. School Administrators
3. Local School Districts & Boards
4. State School Board

5. Civics/LRE Youth Programs
6. National Civic Learning Groups
7. National Education Groups
8. University Schools/Colleges of Education

To include representatives of the following:

- | | |
|--------------------------------------------------|------------------------|
| 1. Lt. Governor's Office | 8. Civic Organizations |
| 2. Alaska Legislature/Legislative Affairs Agency | 9. Youth Organizations |
| 3. Alaska Court System/Alaska Bar Association | 10. Universities |
| 4. Municipal League/Municipal Clerks | 11. Media |
| 5. Juvenile Justice/Corrections/Public Safety | 12. Military |
| 6. Businesses/Chambers of Commerce | 13. DEED |
| 7. Tribes/Alaska Native Non-Profits | |

RECOMMENDATION II: **EDUCATION STANDARDS**

REVIEW AND AMEND THE *ALASKA CONTENT STANDARDS FOR GOVERNMENT AND CITIZENSHIP [CONTENT STANDARDS]* TO MORE STRONGLY EMPHASIZE:

- **Civic participation skills and competencies expected as outcomes for students;**
- **Content knowledge and intellectual skills related to identification, analysis, and critique of social problems and issues;**
- **Content knowledge and potential experiential learning opportunities related to state and local/municipal governments; and**
- **Global and international issues.**

DEVELOP “GRADE LEVEL EXPECTATIONS” FOR THE AMENDED *CONTENT STANDARDS*.

Effective content standards in government and citizenship should guide teachers, schools, districts, parents and the community regarding the civic content knowledge, civic intellectual and participatory skills, and civic dispositions that should be the framework for a high quality curriculum. Effective standards should also clearly delineate the expected learning outcomes for students. The Task Force concluded that, as written, the standards do not provide the framework necessary to guide local curriculum decision-making.

In carrying out the charge to review the *Content Standards*, the Task Force sought guidance from two sources: (1) the recommendations from the national *Campaign for the Civic Mission of Schools (CCMS)*; and (2) the recommendations from the *Alaska Civic Learning Assessment (ACLA) Project*. Together, these sources provided a rubric to evaluate the efficacy of the current standards in light of both state and national concerns regarding civic education.

The *CCMS* campaign has identified criteria for high quality practices in civic education and the civic competencies that students should acquire. Developed through a dialogue among politicians, educators, civic leaders, and business leaders, these criteria and competencies represent a national consensus regarding expectations for civic learning. The Task Force analyzed the Alaska standards to gauge the degree of alignment with this perspective.¹ The results identified significant gaps in the standards as currently written. Of particular concern is the minimal attention given to:

- the content and intellectual skills needed to identify and pose solutions to social problems; and

¹ Appendix A.

- the civic participation skills and civic dispositions necessary for young people to be fully and positively engaged in civic life; and
- attention to global/international issues.

The Task Force further reviewed current *Content Standards* to examine the extent to which they addressed three of the *ACLA Project* recommendations: (1) start civic learning early in the curriculum and include it systematically at all grade levels; (2) ensure equitable civic learning opportunities and experiences for all students; and (3) ensure that Alaska-specific civic knowledge is prominent in the curriculum. The Task Force concluded that current standards do not ensure that attention to civics is consistent across all grade levels, equally available to all students, or sufficiently inclusive of Alaska-specific content.

To address both the *CCMS* and *ACLA Project* concerns, the Task Force recommends the development of “grade-level expectations” to help districts create a cohesive and integrated K-12 approach to civic learning and ensure equitable learning opportunities for all students. “Grade-level expectations” currently exist for other content standards and have been important guides for districts in meeting learning outcomes. In addition, the Task Force recommends that more emphasis be given to content knowledge and experience related to Alaska’s local and municipal governments, and local and regional civic leaders, since these are the most accessible to students and teachers and arguably have the greatest impact on their daily lives. Further, although global and international issues and events are addressed in the current standards, Task Force members strongly believe that these areas should receive enhanced attention given their significant impact. These gaps in content can be addressed as part of the recommended revision of the standards and the development of grade level expectations.

The Task Force believes updated *Content Standards* with grade-level expectations would more fully support Alaska schools in carrying out their civic mission of preparing youth for their participation in a democratic society. **Accordingly, we recommend:**

The legislature provide funding to the Department of Education and Early Development (DEED) to revise the Government and Citizenship Content Standards and develop grade-level expectations. Further, we recommend that reviews and revisions be made on a periodic basis.

RECOMMENDATION III: **CURRICULUM**

IDENTIFY AND/OR DEVELOP NATIONAL, STATE AND LOCAL CIVICS CURRICULUM FOR ALL GRADE LEVELS MODELED ON THE QUALITY CRITERIA FOR EDUCATIONAL PROGRAMMING FOR DEMOCRACY² AND THE SIX PROMISING PRACTICES FOR CIVIC EDUCATION.³ MAKE CIVICS CURRICULUM READILY AVAILABLE TO TEACHERS.

The *Alaska Civic Learning Assessment Project* report made five recommendations related to curriculum, including:

- Starting civics early in the curriculum;
- Following the six best practices for civic learning;
- Connecting civics with reading and math;
- Ensuring equitable civic learning experiences for all students; and
- Ensuring that Alaska-specific civic knowledge and experience is prominently presented.

We agree that civic learning should be infused throughout the curriculum, at all grade levels and in all subjects. Further, civic learning should be available to all students at all levels of achievement to ensure that civic principles are accessible, familiar and a natural part of everyone's life. Finally, civic learning should include state and local content and experiential opportunities that are relevant and engaging, and should be based on best practices.

In our view, effective curriculum for citizenship education is grounded in the principle that civics is not just content to be learned in the classroom, but also participation, engagement, and a way of thinking about one's place in society. Promising practices for civic education allow students to achieve knowledge and apply it through student governance, involvement in extracurricular activities that foster civic engagement, and participation in simulations of civic activities such as voting, court trials, and legislative deliberation. Accordingly, successful civics curriculum and programs cannot be the sole responsibility of government teachers, but must encompass whole schools and whole communities.

Achieving an integrated curriculum is aided by a number of helpful resources available already. These include curriculum developed by national programs such as the National Council for State Legislatures, the Center for Civic Education, the Constitutional Rights Foundation, the American Bar Association's Public Education Division, Kids Voting USA and Street Law, Inc. There also are significant state and

² Appendix B.

³ Appendix C.

local resources that can be tapped to strengthen existing programs and develop new ones.

The Legislature can be a role model for local and state governments by expanding programs that already provide for the direct engagement of students in the legislative process, and by promoting new approaches. For example, the Legislature's Page and Internship programs, and participation in Close Up and the National Council of State Legislatures' Back to School program, are excellent ways to engage young people in government. New ideas, such as student advisory legislatures, can also be explored. Every governmental body in Alaska—whether national, state or local—should be encouraged to adopt comparable initiatives that connect students to the institutions that affect their lives.

There are many proven strategies that can be incorporated into a comprehensive civic learning plan for K-12 education and recommended to school districts statewide. With adequate funding and support from the Legislature, a new Coordinator of Civic Learning (see Recommendation I) in DEED will be well-positioned to coordinate development of such a plan. The challenge to improvement will be finding creative ways to integrate civic learning into course schedules that are already tight. School districts in Alaska set their own curriculum requirements, and teachers and schools already have time constraints on the school day. ***Accordingly, we do not recommend a mandatory civics course or curriculum. Instead, we recommend an incentives-based approach that:***

- ***Makes excellent civics curriculum and a comprehensive K-12 civics learning plan available to districts and schools, and provides technical support for their use;***
- ***Recognizes and rewards districts and schools that adopt the curriculum, learning plan and voluntary mechanisms for assessment; and***
- ***Grants awards to “Schools of Civic Distinction” for their success in ensuring quality civic learning school-wide.***

The “Schools of Civic Distinction” awards provide not only deserved accolades for schools and districts that embrace best practices for civics learning for all students; they also provide a valuable tool for gauging the effectiveness of the statewide effort to revitalize civic learning. If schools and districts respond to the incentives envisioned with enthusiasm and success, we will know that statewide coordination, clearer standards, more engaging curriculum, and improved professional development are making a difference. Because improved civic learning can lead to improved student performance in other subject areas, DEED should also consider conducting a comparative analysis between student achievement in districts and schools that demonstrate a commitment to civic learning and districts and schools that do not give it high priority.

RECOMMENDATION IV: **PROFESSIONAL DEVELOPMENT**

PROVIDE DISTRICTS WITH COORDINATED TECHNICAL ASSISTANCE AND FUNDING FOR COMPREHENSIVE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS AND ADMINISTRATORS THAT ARE ALIGNED WITH THE PROVISIONS OUTLINED IN THE *NO CHILD LEFT BEHIND [NCLB] ACT* AND BEST PRACTICES IN CIVIC LEARNING.

As public institutions, schools are uniquely situated to prepare the next generation of Americans, and Alaskans, for active citizenship. The Task Force clearly identified the need for high quality, sustained, and relevant professional development for teachers, paraprofessionals, principals, and district administrators if schools are to provide effective and meaningful civic education for Alaska's youth.

The Task Force observed that responsibility for rigorous and effective civic learning has too long rested almost exclusively on social studies teachers, even though ensuring civic learning outcomes for students is a collective responsibility of teachers, principals, and district administrators. In our view, quality professional development regarding best practices in civic learning must be designed to support each of these groups of education professionals as they seek to fulfill their respective responsibilities.

The Task Force concluded that the "Six Promising Practices for Civic Learning"³ provide a framework around which to establish a high quality professional development program for Alaska. Further, we observed that these best practices are aligned with the provisions of the *NCLB Act*.⁴ We recommend that these proven criteria be used to guide the development and implementation of Alaska's district and state level professional development programs in civic education.

As a state, we must actively support professional opportunities for teachers, principals, and district administrators to understand how to teach towards the standards and assess the performance of their schools. There are numerous national, state, and local entities that could offer valuable learning opportunities for both adults and students, yet they remain underutilized due to a lack of statewide coordination. The Task Force believes that coordinated technical assistance and fiscal support is needed to implement a systematic and sustained professional development program. **Accordingly, we recommend:**

The legislature provide annual program funding to DEED to provide districts with technical assistance and fiscal support for designing and delivering high quality professional development for civic learning.

³ Appendix C

⁴ Appendix D

CONCLUSION

Civics education is ultimately the most important goal of our public school system, but it is also our collective responsibility as citizens. Schools cannot do it alone. Across the country, states have recognized that more needs to be done to ensure effective civic learning for all students.⁴ In order to improve the quality of civic education in Alaska, our communities and all branches of government must make a philosophical commitment to contribute. We recommend that the Legislature set an example by also making a financial commitment.

Rather than a required course in civics education or required testing of civics content—which would be costly unfunded mandates—we recommend:

- **Funding two Coordinators of Civic Learning in state government**, one in the Department of Education and Early Development to work with schools and teachers, and another in the Office of the Lieutenant Governor to work with community organizations and all levels of government through a newly established Alaska Council on Civic Learning.

This two-tiered approach not only will provide educators with the resources to integrate civics education throughout the curriculum, but also will promote collaboration among community groups and state and local agencies best suited to give students practical instruction on the critical importance of civic engagement.

We also recommend:

- Revisiting and strengthening current *Alaska Content Standards for Government and Citizenship*;
- Developing a comprehensive K-12 **Civic Learning Curriculum Plan** based on recognized quality criteria and best practices, and offering it to schools and districts statewide with associated incentives and awards; and
- Providing schools and districts with technical assistance and fiscal support to ensure **professional development** opportunities aligned with *No Child Left Behind Act* recommendations and best practices in civic learning.

The financial commitment entailed in adopting these recommendations is modest compared to the value of an aware and engaged citizenry. Our democracy will soon rest in the care of today's youth, and we cannot take their preparedness for granted. The next generation of citizens needs leadership and support to carry forward the values, principles and commitments that have guided our country for over 200 years. There can be no wiser investment.

⁴ Appendix E.

PROPOSED TIMELINE FOR IMPLEMENTATION

TASK FORCE RECOMMENDATIONS

FY2008	FY2009	FY2010	FY2011	FY2012
TASK FORCE CONTINUES	TASK FORCE CONCLUDES			
	DEED COORDINATOR ESTABLISHED	NEW STANDARDS ADOPTED	CURRICULUM PLAN DEVELOPMENT CONTINUES	CURRICULUM PLAN ADOPTED
	STANDARDS REVIEW BEGINS	CURRICULUM PLAN DEVELOPMENT BEGINS	REVIEW OF METHODS FOR EVALUATION & ASSESSMENT BEGINS (INCENTIVES-BASED)	METHOD FOR EVALUATION & ASSESSMENT ADOPTED (INCENTIVES-BASED)
			REVIEW OF PROFESSIONAL DEVELOPMENT PLAN BEGINS	PROFESSIONAL DEVELOPMENT PLAN ADOPTED
	LGO COORDINATOR ESTABLISHED	SCHOOLS OF CIVIC DISTINCTION AWARDS PROGRAM BEGINS		<i>Continuing Indefinitely..</i>
	LGO COUNCIL ESTABLISHED			

APPENDIX A:
Comparative Analysis of Civic Mission of Schools Civic Competencies and Alaska Standards for Government & Citizenship, History and Language Arts

<i>Corresponding Alaska Standard(s)</i>	<i>Civic Competency</i>
	Civic Content Knowledge <i>Includes both core knowledge and the ability to apply knowledge to different circumstances and settings.</i>
History A1, B2	Key historical periods, episodes, cases, themes, and experiences of individuals and groups in U.S. history
B1	Principles, documents, and ideas essential to constitutional democracy
B7; History D2	Relationship between historical documents, principles, and episodes and contemporary issues
B3	Structures, processes, and functions of government; powers of branches and levels of government
	Political vehicles for representing public opinion and effecting political change
B4	Mechanisms and structure of the U.S. legal system
A1, C8, F1	Relationship between government and other sectors
	Political and civic heroes
B5	Social and political networks for making change
	Social movements and struggles, particularly those that address issues as yet unresolved
	Structural analyses of social problems and systemic solutions to making change
	Civic Skills: Intellectual <i>Encompasses knowing how to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life.</i>
	Critical thinking
History D4*	Perspective-taking
E/LA B2*	Understanding, interpreting, and critiquing various media
	Understanding, interpreting, and critiquing different points of view
History D3	Expressing one's opinions
	Active listening
	Identifying public problems
	Drawing connections between democratic concepts and principles and one's own life experience
	Civic Skills: Participatory <i>Encompasses knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.</i>
E3	Engaging in dialogue with those who hold different perspectives
	Active listening
	Communicating through public speaking, letter writing, petitioning, canvassing, lobbying,

	protesting
	Managing, organizing, participating in groups
E3	Building consensus and forging coalitions
	Community mapping
	Utilizing electoral processes
	Utilizing non-electoral means to voice opinion (protest, petitioning, surveying, letter writing, boycotting, and so on)
	Planning and running meetings
	Utilizing strategic networks for public ends
E3	Organizing and demonstrating
E1*	Civic Dispositions <i>Encompass interpersonal and intrapersonal values, virtues, and behaviors.</i>
	Tolerance and respect
	Appreciation of difference
	Rejection of violence
History D5*	Concern with the rights and welfare of others
E7*	Commitment to balancing personal liberties with social responsibility to others
	Personal efficacy
	Sense of belonging to a group or polity
	Readiness to compromise personal interests to achieve shared ends
	Desire for community involvement
	Attentiveness (to civic matters, the news, etc.)

* Denotes rather weak correlation

APPENDIX B:
**Comparative Analysis of Civic Mission of Schools Quality Criteria
 & Alaska Standards for Government & Citizenship**

<i>Corresponding Alaska Standard</i>	<i>Criteria</i>
	Educating for democracy prepares students who:
A1	Are informed and thoughtful about public and community issues, reflecting a grasp and appreciation of history and the fundamental processes of American democracy
E3	Participate in their communities through various civic, religious, cultural, and social associations and venues
E7	Act politically, seeking to solve problems on behalf of the public good through accessing a variety of skills, venues, and modes for public participation
E2	Understand the opportunities and challenges of democratic self-government
	Possess an array of moral and civic virtues
	High quality educational programming for democracy:
	Helps students acquire civic knowledge, skills, and/or dispositions (see associated civic competency grid)
C2	Fosters students' commitment to be civically informed, aware, and connected
E1	Promotes students' active engagement in civic life
	Is mindful of students' developmental abilities
E3	Helps students make connections between acquired civic learning and their personal actions, values, and responsibilities
	Infuses civic learning throughout the school curriculum and school culture
E2	Links civic practice with education standards and policy on the school, district, state, and/or federal level, when appropriate and feasible
E7	Identifies, promotes understanding of, and potentially seeks to redress social and civic problems on the local, state, national, and/or global level
	Articulates clear civic learning outcomes and aligns program "inputs" with these outcomes
	High quality civic education pedagogy:
	Utilizes active learning methods and experiences
B7	Moves beyond rote memorization and recitation of facts as the sole teaching method
E7	Encourages verbal and written reflection to reinforce learning
E3	Develops student voice, initiative, and leadership
	Seeks collaboration with students, parents, teachers, administrators, and a broad array of community partners in order to build school-community connections
	Includes assessment of student outcomes
	High quality civic education supports include:
B1	Teachers knowledgeable about civic education subject matter and active learning strategies
C8	Democratic school and classroom management, culture, and governance

	Continuous civic learning experiences across the curriculum
	School, district, and state-level policies and standards that support civic learning

APPENDIX C:
Six Promising Practices for Civic Education
From *The Civic Mission of Schools* Report

1. **Provide instruction in government, history, law, and democracy.** Formal instruction in U.S. government, history, and democracy increases civic knowledge. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from politics.
2. **Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.** Conversations, however, should be carefully moderated so that students feel welcome to speak from a variety of perspectives. Teachers need support in broaching controversial issues in classrooms since they may risk criticism or sanctions if they do so.
3. **Have students apply what they learn** through performing community service that is linked to the formal curriculum and classroom instruction.
4. **Offer extracurricular activities** that provide opportunities for young people to get involved in their schools or communities, and ensure that everyone has the opportunity to participate.
5. **Encourage student participation in school governance.** A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes.
6. **Encourage students' participation in simulations of democratic processes and procedures.** Recent evidence indicates that simulations of voting, trials, legislative deliberation, and diplomacy in schools can lead to heightened political knowledge and interest. The data are not conclusive, but these approaches show promise and should be considered when developing programs and curriculum.

APPENDIX D
Framework for Professional Development Recommendations

NCLB (section 910(34)A <i>“professional development”</i> <i>includes activities that:</i>	Civic Mission of Schools Six Promising Practices for Civic Learning	Task Force Recommendations for Professional Development
<p>(i) <i>Improve and increase teachers’ knowledge of the academic subjects the teachers teach;...and enable teachers to become highly-qualified.</i></p>	<p><i>Formal instruction in government, history, law and democracy.</i> The report specifically urges dynamic and interactive teaching methods rather than “teaching by rote,” since drier methods may alienate students from politics.</p> <p><i>Student participation in simulations of democratic processes.</i> The report argues that engaging students in simulations of voting, trials, legislative deliberation, and diplomacy can lead to heightened political knowledge and interest.</p>	<ul style="list-style-type: none"> • Opportunities available from other resources—Center for Civic Education: We the People, Street Law, Constitutional Rights Foundation, National Endowment for the Humanities, community partnerships • Develop curricula for issues of particular knowledge and interest to specific diverse populations: i.e. Alaska Native: ICWA, ANCSA, subsistence, sovereignty, and tribal governance. Other: Immigration laws, Russian historical laws • ASDN & universities to provide P.D.
<p>(ii) <i>Are an integral part of broad schoolwide and districtwide educational improvement plans.</i></p>	<p><i>Co-curricular activities to foster engagement with schools and communities.</i> The report does not specify favored co-curricular activities. Rather, it acknowledges that learning takes place within and beyond school walls, and it encourages extracurricular efforts to strengthen young peoples’ involvement in an array of social and civic institutions.</p> <p><i>Student participation in school governance.</i> The report urges students to take an active role in classroom and school governance matters as a means for practicing civic participation skills. However, the report does not specify the scope and parameters of student involvement.</p>	<ul style="list-style-type: none"> • Make case for why best practices and professional development are a priority to school boards, principals, legislature, etc. • Appropriate resources/funding to support civics as a priority
<p>(iii) <i>Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards.</i></p>	<p><i>Guided discussion of current local, national, and international issues and events.</i> The report urges discussion of issues students find personally relevant, conducted in a way that encourages multiple points of view.</p> <p><i>Active learning experiences where students perform community service</i></p>	<ul style="list-style-type: none"> ▪ Administrators need professional development to lead schools

	<i>and/or service-learning.</i> The report urges giving students a role in choosing and designing volunteer activities; articulating explicit civic outcomes; linking service to curricular study; and providing opportunities and vehicles for critical reflection. These recommendations are in keeping with “best practice” principles in service-learning.	
(iv) <i>Improve classroom management skills.</i>		
(v) (I) <i>Are high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom.</i>		<ul style="list-style-type: none"> ▪ Coordinating entity to provide technical assistance. ▪ Scholarships/incentives for teachers/administrators for civics professional development
(v) (II) <i>Are not one-day or short-term workshops or conferences.</i>		<ul style="list-style-type: none"> ▪ Annual conference or institute on civic learning.
(vii) Advance teacher understanding of effective instructional strategies that are (I) based on scientifically based research.		<ul style="list-style-type: none"> ▪ Best practices-have website with links for best practices research updated/published quarterly ▪ Listserv/e-mail quarterly newsletter
(II) Strategies for improving student academic achievement for substantially increasing the knowledge and teaching skills of teachers.	<p><i>Student participation in simulations of democratic processes.</i> The report argues that engaging students in simulations of voting, trials, legislative deliberation, and diplomacy can lead to heightened political knowledge and interest.</p> <p><i>Active learning experiences where students perform community service and/or service-learning.</i> The report urges giving students a role in choosing and designing volunteer activities; articulating explicit civic outcomes; linking service to curricular study; and providing opportunities and vehicles for critical reflection. These recommendations are in keeping with “best practice” principles in service-learning.</p>	
(vii) Are aligned with and directly related to: (I) State academic content standards, student achievement standards, and assessments.		<ul style="list-style-type: none"> ▪ Connect civic learning to reading and math.
(ix) Are developed with extensive participation of teachers, principals, parents, and administrators of schools.		<ul style="list-style-type: none"> ▪ Make case for why best practices and professional development are a priority to school boards, principals, legislature, etc. ▪ Identify state-wide non-profits for

		<p>links, i.e. umbrella groups—Alaska Teaching Justice Network (ATJN), SLED, Alaska Association of School Boards, Superintendents, Principals</p> <ul style="list-style-type: none"> ▪ Coordinating office to offer help with template for new teachers and contract with civic ed groups and teachers
(x) Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support service to those children, including the appropriate use of curricula and assessments.		<ul style="list-style-type: none"> ▪ Ensure equitable learning opportunities and experiences for all students. ▪ Connect civic learning to reading and math.
(xi) To the extent possible, provide training for principals and teachers in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which teachers teach.		<ul style="list-style-type: none"> ▪ Encourage state-of-the-art technology to reach students statewide, and to help teachers to access it competently.
(xii) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of evaluation used to improve the quality of professional development.		
(xiii) Provide instruction in methods of teacher children with special needs.		<ul style="list-style-type: none"> ▪ Ensure equitable civic learning opportunities and experiences for all students.
(xiv) Include instruction in the use of data and assessments to inform and instruct classroom practice.		
(xv) Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.		

APPENDIX E



Enacted Legislation on Civic Education

Introduced by Legislator attendees (and others)
to the Congressional Conferences on Civic Education
2004-2007

2004

Kentucky: SJR 80 Introduced by Sen. Jack Westwood*

Urges the establishment of a committee to evaluate existing school civic literacy programs, determine a strategy for enhancing long-term civic education and recommend a plan for implementing a civic education program.

Enacted legislation, the Kentucky workgroup on Civic Literacy was established.

Maine: LD 1915, LR 2688B Introduced by Rep. Cummings.

Resolves to implement the recommendations of the Maine Task Force on Citizenship Education to strengthen civic learning.

Enacted legislation.

Utah: HB 22 Introduced by Rep. LaVar Christensen*

Provides legislative recognition that civic education are fundamental elements of the public education system's core mission and constitutional responsibility and are required to be included in the curriculum of the public education system; requires that such education to be included in social studies curriculum for grades 1-12; consolidates teaching requirements.

Enacted legislation.

2005

California: Assembly Concurrent Resolution No. 30 Introduced by Assemblyman Kevin McCarthy

This measure would urge the State Board of Education and all local school governing bodies to examine current practice and develop plans to increase and broaden emphasis on principles of democracy in the schools of California.

Enacted legislation.

Colorado: SB05-200 (amendment to budget bill) Introduced by Sen. Stengel and Sen. Sue Windels*

Allocates \$200,000 from the State Education Fund to promote the teaching of the US Constitution to Colorado Schoolchildren. Funds allocated to Center for Education in Law and Democracy (Congressional Conference State Facilitator) to develop professional development in civic learning.

Enacted legislation.

Illinois: HB 1336 Introduced by Rep. Suzanne Bassi*

Amends the School Code. Requires teachers to teach students character education, which includes the teaching of respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise pupils' honesty, kindness, justice, discipline, respect for others, and moral courage for the purpose of lessening crime and raising the standard of good character (now, requires teachers to teach pupils honesty, kindness, justice, discipline, respect for others, and moral courage for the purpose of lessening crime and raising the standard of good citizenship)

Enacted legislation.

Kentucky: HR. 109 Introduced by Rep. Tanya Pullin*

Designates October as "Civic Literacy Month;" calls on Delegation and Workgroup to publicize and promote teacher's civic education activities.

Enacted legislation.

Louisiana: SB 39 Introduced by Sen. Gerald Theunissen*

Creates an 18 member Louisiana Commission on Civic Education. Provides for specific Commission membership and duties to promote civic education, act as a clearinghouse for civic education in the State and to promote communication among entities providing civic education.

Enacted legislation

Montana: SJR 12 Introduced by: Sen. Sam Kitzenberg*

The Board of Public Education & Superintendent of Public Instruction are encouraged to promote instruction in government, law, history and democracy; incorporate discussion of current events into the classroom; provide students with service learning opportunities; offer extra curricular activities that provide for involvement in school and the community and encourage student participation in school governance.

Enacted legislation.

North Dakota: HB 1013 North Dakota Schools Funding Act

During markup on the ND Schools Appropriations measure, ND Senate Appropriations Committee Chair (and Cong Conf Facilitator) Ray Holmberg* added an amendment appropriating \$150,000 to the State Dept. of Education to develop, publish, and distribute a North Dakota studies textbook and workbook including civic education for both grades four and eight.

Enacted legislation.

Rhode Island: Senate Bill 864, House Bill 5748 Introduced by: Senator Hanna Gallo* and Rep. Susan Story*

Directed the Rhode Island Board of Regents for elementary and secondary education to develop a curriculum for civic education and to disseminate the curriculum.

Enacted legislation.

Vermont: S.119 Introduced by Sen. Matt Dunne*

Directs the VT Legislative Council to develop and implement civic ed programs, materials and activities which facilitate connections between legislator's the and young people of VT. List types of programs, materials and activities envisioned; calls for a website listing these materials and provides a \$70,000 appropriation to carry out provisions.

Enacted legislation.

Virginia: HB 1769 Introduced by: Delegate James Dillard*

Creates a 21 member Virginia Commission on Civic Education (members are specified and include the two VA Facilitators); calls for the Commission to identify civic education projects in the state and offer technical assistance to same, build a network of civic education professionals to share information and build partnerships and to make recommendations to the state Dept. of Ed regarding revisions to the Standards of Learning for civics and government.

This measure carries a \$50,000 per year appropriations for expenses of the Commission.

Enacted legislation.

2006

Arizona: SB 1562 Introduced by Sen. Tim Bee* (State Facilitator) and others.

HB 2788 Introduced by Rep. Jennifer Burns* and others.

These identical measures created the Arizona Commission on Civic Education and Civic Engagement. The Commission has 13 appointed members. The Commission is empowered to promote civic engagement; collaborate with public, private and non profit sectors to develop and coordinate outreach programs with schools to provide civic education; to identify and provide technical assistance to civic education programs in the state; to build a network of civic education professionals and programs to share information and establish a database of civic education resources, best practices and lesson plans; and make recommendations to improve civic education to the appropriate officials. The Commission will have a ten-year life.

Enacted legislation.

Idaho: HCR 33 Introduced by Rep. Tom Trail* & Reps. Nielson & Kemp.

Short Description: This measure urges the Secretary of State with the assistance of the State department of education to convene a state summit on civic learning and to form a committee to plan and carry out the summit. The bill also calls for a report of the findings of the summit to the secretary of State and State Superintendent of Education '... for future action.' The bill calls for the Office of Civics, Service Character and International Education (directed by Facilitator Dan Prinzing) to 'facilitate the summit planning committee.

Legislation passed, not signed by Governor, Summit was held 12/06.

Maryland: SB 47, Introduced by Sen. Gwinn Britt *

Short Description: Recognizing the importance of civic literacy and engagement; encourages State Officials to convene a summit on civic literacy; tasks CIRCLE and Cong Conf delegation for assistance with Summit; requires report from summit to state officials.

Enacted legislation, Summit was held 1/07.

Massachusetts: S.340 & H5374 by Sen. Richard Moore* and Rep. Mike Rush*

A bill establishing an official state commission on civic education. Note this bill was passed twice during the 2006 Legislative Session and was vetoed by the former Governor. The introducers are re filing the bill in the 2007 Session.

Passed by both Chambers, vetoed by Governor, reintroduced in 2007 Session

New Hampshire: SB 323, Introduced by Sen. Bob Odell* and others, House version sponsored by Rep. Debra Naro* and others.

Short Description: Establishes a Legislative Youth Advisory Council of 21 members between the ages of 15-22, one of whom shall be a member of the senate, one a member of the House. The Council would advise the General Court (legislature) on proposed legislation affecting youth.

Enacted legislation.

Rhode Island: Identical measures H 7620 and S 2990 introduced by Sen. Juan Pichardo, and others.

Short Description: Both **H 7620** and **S 2990** creates a commission to examine legislation relating to youth and would require the general assembly to have an opinion from the commission prior to acting on the legislative proposal.

Enacted legislation.

Tennessee: SB 2586 and companion **HB 2808**, Introduced by: Sen. Jamie Woodson); House – Rep. Les Winningham*

Short Description: This Bill establishes the Tennessee Commission on Civic Education. The Commission has 15 appointed members. The Commission is empowered to 1. research current policies and practice; 2. make recommendations to the governor and Legislature of any policies it deems necessary to correct and deficiencies found; 3. to make a report to the Legislature within one year of its establishment.

Enacted legislation.

Utah: H.B. 339 Introduced by Rep. LaVar Christensen* ; Senate Sponsor: Sen. Chris Buttar*

Short Description: This bill establishes a seven member Utah Commission on Civic and Character Education, chaired by the Lt. Governor. The Commission is empowered to promote supportive coalitions and collaborative efforts to develop public awareness and training regarding (civic and character education); and to provide leadership to the state's continuous focus on civic and character education in the public schools and institutions of higher education and to make recommendations to local school boards and school administrators. The Bill calls for the Commission to receive a \$50,000 appropriation.

Enacted legislation (with appropriation)

Vermont: H425 (and H867 by amendment), Introduced by Rep. Kathy LaVoie*

Short Description: This measure creates a Council on Civic Education chaired by the Commissioner of Education with the Secretary of State and other members identified in the Bill. The Council is empowered to continually assess the status of civic education in Vermont schools; to make recommendations to policymakers to enhance civic education; maintain an inventory of civic education resources; assess and recommend best practices in civic education; build and maintain a network of civic education professionals to share information; help coordinate an alignment of civic education curricula at all levels including higher education and prepare an annual report of its activities.

Enacted legislation.

Washington: HB 2579 introduced by Rep. David Upthegrove* and Sen. Stephen Johnson*.

Short Description: This was one of two measures introduced to support the Classroom Based Assessment in Civic Education developed by the State Department of Public Instruction . This Bill adds legislative consent to the CBAs and provides financing for the DPI to implement them.

Enacted legislation.

Wisconsin: SJR 41 Introduced Sens. Luther Olsen* & Bob Jauch* (and others).

Short Description: This Bill calls for an officially recognized state summit in partnership with the State Department of Public Instruction; and that the Summit prepare a report and list of recommendations for improving civic education.

Enacted legislation, Summit planned for late 2007.

2007

Alaska: HCR 06 Introduced by Speaker of the House John Harris

This legislation established a citizens' advisory task force to review Alaska's civics content standards, recommend and develop effective civics curricula, and propose strategies for the professional development of teachers. Includes appropriation.

Enacted legislation

Georgia: HR 855 Introduced by Representative Tom Dickson

A resolution recognizing and expressing support for civic education in our public schools, endorsing continued participation in the Congressional Conference on Civic Education and the work of the Georgia Council for the Social Studies.

Enacted legislation

Illinois: HB 2787 Introduced by Rep. William Davis* and others

This measure authorizes Regional Superintendents to make grants from the grant fund established by HB 606 to schools that complete a 'Civic Education Audit' of their school. The audit will be designed by the Illinois Civic Mission of Schools Coalition (the IL Campaign) and will be used to fund professional development for civics teachers.

Enacted legislation

Maryland: SB 492 Introduced by Sen. Gwendolyn Britt*

This bill established a Commission on Civic Literacy, set the membership of the Commission, and required the State Dept. of Education to provide staff and support to the Commission. The assigned tasks of the Commission are to develop and coordinate programs in collaboration with schools to educate students in the importance of, among others: 1) reasoned debate, good faith, negotiation, and compromise in representative democracy; 2) individual involvement in creating successful communities; and 3) build a network of education professionals to share information and strengthen partnerships.

Enacted legislation

Nevada:

SB 247 Introduced by Sen. Valerie Wiener* and others

Creates the Nevada Youth Legislative Issues Forum, to provide an opportunity for students to express their views on pending legislation and current issues

Enacted legislation

New Hampshire: HB 167 Sponsored by Rep. Tim Dunn

This bill adds civics and economics to the required areas of assessment in the statewide improvement and assessment program, and specifies that the assessment shall be conducted in grades 3 through 8 and one grade in high school.

Enacted legislation

New Mexico: S724, Introduced by Sen. H. Diane Snyder*

This bill creates a \$30,000 civic education professional development fund within the State Department of Education. The New Mexico Campaign will be involved with the establishment of criteria for the fund. Originally passed by both houses in 2006 and vetoed by the governor, this bill was reintroduced and passed successfully in 2007.

Enacted legislation

North Dakota: Appropriations measure for Dept. of Public Instruction

Sen. Ray Holmberg (Facilitator for ND)* introduced and passed an amendment to the Department's Appropriation providing \$30,000 to "enhance civic education programs in North Dakota. Last year Sen. Holmberg passed an amendment to the Department's Appropriations providing \$50,000 for a new civics text and other civic ed projects

Enacted legislation

Oregon: HB 2584 Introduced by Rep. Buckley, Rep. Suzanne Bonamici*, and others

Creates a Task Force on Civic and Financial Education that will study and make recommendations about how to increase and improve civics and financial education in K-12 public schools.

Enacted legislation

Oregon: SB 2584 Introduced by Rep. Buckley, Rep. Suzanne Bonamici*, and others

Increases the appropriations to the Dept. of Education for civic education to \$160,000.

Enacted legislation

Virginia: HR 627 Introduced by Del. Robert Tata*

A joint resolution designating the third week in September as Civics Education Week in Virginia.

Enacted legislation

Washington: SB 5969 Introduced by Senators Kilmer, Devlin, Kastama and others

Creates a Civic Education Travel Grant Program within the State Department of Public Instruction designed to assist school teams competing in state, national and international civic education programs. This measure was amended onto HB 1052 (introduced by Rep. Dave Upthegrove*), a measure creating a 'Legislative Youth Advisory Council' and passed with an appropriation.

Enacted legislation

West Virginia: HR 33 Introduced by Del. David Perry*

This measure established the West Virginia Civic Literacy Council under the Co Chairmanship of the WVA Secretary of Education & Arts and State Superintendent of Schools; names the membership of the Council and states that the Council shall assess the status of civic education in West Virginia, compile an inventory of civic engagement and service-learning opportunities available to West Virginia students at all levels of education, make recommendations to enhance civics education, and promote a network of civics education professionals to share information and strengthen partnerships.

Enacted legislation

* = Congressional Conference on Civic Education attendee



**ALASKA STATE LEGISLATURE'S
CITIZEN'S ADVISORY TASK FORCE ON
CIVICS EDUCATION POLICY**

TASK FORCE MEMBERS:

L-R, Front: Dorothy M. Moore, Maida Buckley. Second Row: Barbara Hood, Keith Underwood. Third Row: Dick Luther, Letitia Fickel, Vicky Otte. Fourth Row: Terrence Cole, Joan "Jo" Antonson. Fifth Row: Dianne M. Miller, Phillip Schneider.

Not pictured: Mary Bristol, Terri Campbell, Memry Dahl, Jonathon A. Katcher, Guadalupe Marroquin, Carl Rose.

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