



**Center for Civic Education**

5115 Douglas Fir Road, Suite J, Calabasas, CA 91302 • 818-591-9321 •

[www.civiced.org](http://www.civiced.org)

**The James Madison Legacy Project**

**Professional Development for Teachers of Civics and Government**

*“For, if liberty and equality, as some persons suppose, are chiefly to be found in a democracy, they will be attained when all persons alike share in the government to the utmost.”*

—Aristotle

*“A popular government without popular information or the means of acquiring it is but a prologue to Farce or Tragedy or perhaps both. Knowledge will forever govern ignorance, and a people who mean to be their own Governors must arm themselves with the power knowledge gives.”* —James Madison, 1788

*“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.”*

—Thomas Jefferson, 1820

Submitted to the U.S. Department of Education

by the

Center for Civic Education

April 10, 2015

## Project Narrative

### Table of Contents

Introduction and priorities.....	1
A. Significance.....	3
(1) The significance of the proposed project on a National Level.....	3
(2) Potential contributions to the development and advancement of teacher and school leadership theory, knowledge, and practice .....	8
(3) Importance and/or magnitude of results—especially improvements in teacher and student achievement.....	11
B. Quality of the Project Design and Services .....	14
(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, aligned, and measurable.....	15
(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students .....	19
(3) The extent to which the training or professional development services to be provided by the proposed project will be of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services .....	22
(4) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.....	32
(5) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals .....	33
C. Quality of the Management Plan and Personnel .....	34
(1) The qualifications, including relevant training and experience, of the project director, key project personnel, and project consultants or subcontractors .....	34
(2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.....	38
(3) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation.....	41

D. Sustainability.....	42
(1) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance .....	42
(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations .....	45
(3) The extent to which the applicant will disseminate information about results and outcomes of the proposed project in ways that will enable others, including the public, to use the information or strategies .....	46
E. Quality of the Project Evaluation .....	47
(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.....	48
(2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data .....	52
(3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes .....	55
(4) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project’s effectiveness that would meet What Works Clearinghouse Evidence Standards without reservations .....	56
(5) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.....	56
Conclusion .....	57

## Appendices

1. Resumes
2. Documentation of Status as a National Non-profit Organization and History of the Center for Civic Education
3. Proof of Not-For-Profit Status
4. Letters of Support
5. References
6. We the People curricular programs information
  - a. Overview of the We the People: The Citizen and the Constitution program
  - b. Contents of the high school We the People curricular materials
  - c. Overview of content of state standards
  - d. Sample multiple-choice knowledge test of We the People curriculum
  - e. Questions for simulated congressional hearings

7. We the People professional development program information
  - a. Specifications for summer and academic-year PD programs
  - b. Scholars recommended for videos by state PD directors
  - c. Sample questions to be used in video interviews with scholars
8. Participating states/sites and high-need schools
  - a. State coordinators
  - b. Single and multiple-state sites
  - c. Participation of high-need schools needing improvement in civic education and PD
9. Management procedures and materials
  - a. State funding and procedures for awarding contracts and monitoring compliance
  - b. Budgeting and compliance
10. Evaluation
  - a. Absolute priority 1—Documentation of moderate evidence of effectiveness
  - b. Competitive priority 1—Documentation of strong evidence of effectiveness
  - c. Evaluation and report schedules

## **Introduction and Priorities**

The James Madison Legacy Project is a nationwide program intended to (1) increase the number of highly effective teachers of high-need students through the professional development (PD) of 2,025 teachers, (2) increase the achievement of at least 202,500 students in attaining state standards in civics and government, (3) serve the self-identified PD needs of a minimum of 500 participating schools with significant concentrations of high-need students<sup>1</sup> in forty-six states and the District of Columbia and (4) evaluate the relative effectiveness of the Center's traditional We the People: The Citizen and the Constitution PD model enhanced with online resources and a new blended-learning variation of the traditional model that uses online resources.

The evaluation will involve a rigorous quasi-experimental study to measure the relative effectiveness of the two PD models on teachers' and students' knowledge, skills, and dispositions and students' achievement of state standards. The evaluation will also focus upon identifying the most efficient means of making low-cost, but effective PD in civics and government widely available in the most accessible and useful formats. The Center will then seek to foster the implementation of such PD through its nationwide network of affiliated organizations and promote its expansion and sustainability.

**Addressing priorities.** The Center's traditional We the People PD model and classroom curricular program meet the moderate evidence of effectiveness standard of Absolute Priority 1. The PD model meets the What Works Clearinghouse (WWC) strong evidence of effectiveness

---

<sup>1</sup> Students will be considered "high need" if they are in one or more of the groups listed in Competitive Preference Priority 4 and/or students from Title I schools or schools that qualify for the National School Lunch Program. See Appendix 8c.

standard of Competitive Preference Priority 1.<sup>2</sup> The project will directly address Absolute Priority 3 and Competitive Preference Priorities 2 and 4.

**Absolute Priority 3.** The Center will provide high-quality PD in civics and government through summer institutes, academic-year in-service programs, the establishment of professional learning communities and communities of practice,<sup>3</sup> online resources, and ongoing technical assistance to teachers in schools with high concentrations of high-need students. The focus will be upon assisting teachers to increase student achievement of state standards in civics and government with growth determined by multiple measures of effectiveness.

**Competitive Preference Priority 1.** The Center’s program described herein meets the strong evidence of effectiveness criteria because its essential elements are aligned with those of the Facing History and Ourselves program, which meets those criteria.<sup>4</sup>

**Competitive Preference Priority 2.** The results of the study of the relative effectiveness of the two models of PD will further the identification of strategies for providing cost-effective, high-quality PD to teachers of civics and government throughout the nation through the innovative and sustainable use of technology and Open Educational Resources.

**Competitive Preference Priority 4.** The Center’s network of state coordinators invited to take part in the proposed program have identified schools to participate that have high concentrations of students<sup>5</sup> included under this competitive preference priority. A review of their responses, tabulated in Appendix 8c, will reveal that they have included schools that meet these criteria. In

---

<sup>2</sup> See Appendices 10a and b.

<sup>3</sup> The term *professional learning community* in this proposal refers to the group of teachers participating in one of the single or multiple state sites. The term *community of practice* refers to all who communicate through the Center’s open online Civics and Government Forum.

<sup>4</sup> See Appendix 10b for evidence of the alignment of the essential elements of the two programs. See Appendix 6a for specifications of the Center’s PD programs.

<sup>5</sup> These are (a) students served by Rural Local Educational Agencies, (b) students with disabilities, (c) English learners, (d) students in Lowest-performing Schools, (e) students who are living in poverty and are served by schools with high concentrations of students living in poverty, (f) Disconnected Youth or migrant youth, and (g) students who are members of federally recognized Indian tribes. See Appendix 8c.

addition, the ultimate goal of the program is to improve the academic outcomes of these students and foster improvements in their learning environments. The PD and curricular programs to be implemented have been demonstrated to improve academic outcomes and emphasize classroom interaction, teamwork, and the setting and achieving of mutual academic goals. These experiences foster such dispositions as tolerance and a concern for the rights and welfare of others, which are conducive to productive learning environments (Owen 2015).<sup>6</sup>

### **A. Significance**

#### ***(1) The significance of the proposed project on a National Level***

The proposed program addresses the well-recognized and documented need for the improvement of education in civics and government in our nation's schools and the importance of PD in meeting this need.<sup>7</sup> It proposes the implementation of a nationwide project and a study to identify cost-effective means of providing widely available PD programs useful in enhancing the knowledge and skills required of teachers to promote high-need and other students' attainment of state standards in civics and government.

**Evaluating alternative models of PD in civics and government.** The Center's traditional PD program<sup>8</sup> includes face-to-face interactions with scholars and mentor teachers during summer institutes and follow-up workshops during the academic year. Research has indicated the effectiveness of this approach in terms of both teacher and student gains in knowledge, skills, and dispositions (Owen 2015). However, traditional PD is costly and therefore difficult to implement on a large scale. A hypothesis underlying this program is that a blended learning model in which mentor teachers lead PD programs using online, videotaped scholarly interviews will produce results comparable to the traditional programs that include face-to-face interactions

---

<sup>6</sup> See Appendix 10a for "Active Learning and the Acquisition of Political Knowledge in High School."

<sup>7</sup> See page 10ff.

<sup>8</sup> For the specifications for summer institutes and follow-up workshops, see Appendix 7a.

with scholars. These interviews will be focused upon the content of the Center’s high school–level *We the People: The Citizen & the Constitution* text.<sup>9</sup> They will include two hours of taped interviews on the content of each of the six units of the text divided into topical segments that are five to seven minutes in length.<sup>10</sup> Each segment will be followed by mentor-led group discussions and online exercises testing for retention and understanding. The Center expects that the blended learning model<sup>11</sup> will be sufficiently effective to justify its use in place of the traditional model in situations where resources for PD are very limited or geographical distance makes access to face-to-face programs with scholars difficult.

During Year 1 the Center will develop the blended-learning program with its interactive online resources that will be field-tested during Year 2 in eighty randomly assigned schools. The results will be compared with the results of the Center’s traditional PD program that will be used in eighty other randomly assigned schools. The research will determine the relative effectiveness of these programs in gains in teachers’ and students’ knowledge, skills, and dispositions, including students’ attainment of state standards.

If the Year 2 evaluation shows that the blended model results in significant teacher and student growth to justify its replacing or being a substitute for the traditional model when cost is a concern, site coordinators may choose to implement either model during Year 3. And, its online material will be made available for widespread use as an Open Educational Resource. The online material will include the videotaped interviews with scholars and other interactive online features, such as (1) forced-choice questions with immediately available answers and relevant information regarding them and (2) open-ended questions that can be used in communication

---

<sup>9</sup> See Appendix 6b for the contents of the *We the People* curricular materials.

<sup>10</sup> For an example of topical questions to be asked the scholars, see Appendix 7c.

<sup>11</sup> Specifications for the blended-learning summer institutes and follow-up workshops are included in Appendix 7a.

with mentor teachers and other participants. The online features will be useful in enabling interaction among teachers, mentor teachers, scholars, and others in professional learning communities in each site and a nationwide community of practice. If the evaluation of the blended-learning model in Year 2 indicates it is not effective enough compared with the traditional model to justify its use and/or needs improvement that cannot be accomplished in time for implementation in Year 3, the traditional model will be implemented in Year 3 and, if warranted, the blended model will be revised during that year for field-testing in a subsequent year.

If research shows that the blended learning model is effective, this will enable PD in civics and government to be provided at minimal cost to a large number of teachers each year, and the online material can be provided to any teacher with Internet access. The material also will be placed as an Open Educational Resource on the Center's website and complemented by an online Civics and Government Forum that will support a nationwide community of practice. A regular moderator will proactively engage teachers by posting material and discussion questions. The site will also provide online curricular materials aligned with each states' standards for use in K-12 classrooms. The Center and its state coordinators and mentor teachers will promote the use of these Open Educational Resources and participation in the Civics and Government Forum through presentations to local, regional, and national gatherings of social studies teachers; newsletters; the Center's website; social media; and search engine marketing. (For details on the blended learning model and online resources, see page 23ff.) The resultant collegial exchange of ideas, experiences, best practices, resources, and results of research and evaluation will enhance teachers' knowledge and practices and have the potential to contribute to the advancement of

teacher and school leadership theory through lessons learned during the implementation and evaluation of the programs.

**The importance of highly effective teachers for high-need students and the need for PD.**

Given the need for improved civic education, the approach most likely to have immediate impact is making effective PD available to teachers. Studies have shown that the influence of the quality of teachers on student performance is more important than the race or class of students or school characteristics (Nye, Konstantopoulos, and Hedges 2004; Rivkin, Hanushek, and Kain 2005; RAND 2012). Furthermore, studies have shown that high-need students benefit more from highly effective teachers than advantaged students (Nye, Konstantopoulos, and Hedges 2004; Kahne and Middaugh 2008). One of the essential qualifications for a teacher to be highly effective is a sound background in the subject matter to be taught as well as experience and skill in the use of effective pedagogy (Van Driel and Berry 2012; Darling-Hammond 1999).

Unfortunately, schools with high concentrations of high-need students are 77 percent more likely than affluent schools to be taught by teachers without degrees in the subject matter they are teaching (Jerald and Ingersoll 2002). The unequal distribution of quality teachers is perhaps the most urgent problem facing American education, say Murnane and Steele (2007). Minority students and those living in poverty are disproportionately assigned to teachers with the least preparation and the weakest academic backgrounds (Murnane and Steele 2007). Such findings clearly indicate the need for PD programs for teachers of high-need students.

**Evidence of a national need to improve the instruction of high-need and other students in civics and government.** The most recent National Assessment of Educational Progress (NAEP) Civics Assessment revealed that only about 25 percent of fourth-, eighth-, and twelfth-grade students performed at or above the proficient level (NCES 2011); the fact that 75 percent of the

students scored at the basic or below-basic levels is a cause for concern in a polity in which the people are sovereign. This clearly indicates the need for the improvement of civic education. This need is especially urgent in schools with high concentrations of high-need students, where attention to civics and government is often overshadowed by a focus on mathematics and language arts. High-need students in particular are disadvantaged in the current system since they have less access to quality civics instruction, and current offerings do not always meet their particular needs. Research findings from a study of California high school seniors show that students with parents of higher socioeconomic status receive more classroom-based civic-learning opportunities (Kahne and Middaugh 2008). The study supports the concern that schools may exacerbate inequality and the “civic empowerment gap” (Levinson 2010) by not providing equal civic preparation to students most in need of the civic knowledge, skills, and the dispositions required to participate competently and responsibly in the political life of their communities and nation.

**National significance.** The national need to further the historic civic mission of public education in the United States is of particular significance at a time when public trust in government remains near historic lows (Pew Research Center 2014) and the midterm election turnout in 2014 was the lowest in seventy years (Pillsbury and Johannesen 2015). A major goal of this program is to address these problems by fostering significant gains in teachers’ and their students’ civic knowledge, skills, and dispositions, which should enhance their capacity and inclination to participate competently and responsibly in the political system. Systematic reviews of research demonstrate that civic education curriculum and pedagogy result in cognitive learning, increases in intellectual and participatory skills, and improved academic achievement (Deakin Crick et al. 2005). Studies also indicate that civic education coursework increases students’ future levels of

voting as well as other forms political participation (Bachner 2010; Crawford 2010). As compared to other young Americans their age, We the People program alumni had higher levels of voting in the 2004 presidential election, volunteering in political campaigns, participation in marches and demonstrations related to national and local issues, and other aspects of political participation (Center for Civic Education 2005). The achievement of these results will be furthered by the provision of high-quality open educational resources for PD to all teachers of civics and government in the country and other interested parties with access to the Internet. All of the Center's state coordinators and others who have taken part in the development of this proposal have testified to the need to improve civic education in their schools and the potential utility of such PD resources.<sup>12</sup>

***(2) Potential contributions to the development and advancement of teacher and school leadership theory, knowledge, and practice.***

The research described in this proposal is designed to use rigorous methods to advance knowledge of the effects on teacher and student knowledge, skills, and dispositions of the use of online resources in a blended learning program. Research to determine the relative merits of these approaches in contrast to the Center's traditional model of PD on participants' acquisition of content knowledge will be of great practical use to the field. The various uses of the online resources, if they are found to be suitably effective, are far less expensive and therefore more easily replicated on a large scale than the traditional model noted above. In addition to their use in blended learning programs, it is anticipated that the resources will be useful in self-directed tutorials and in classrooms; for example, the videos of short scholarly presentations on key topics and related interactive forced-choice and open-ended exercises.

---

<sup>12</sup> See Appendix 4 for letters of support from state leaders attesting to the need for the improvement of civic education in their schools.

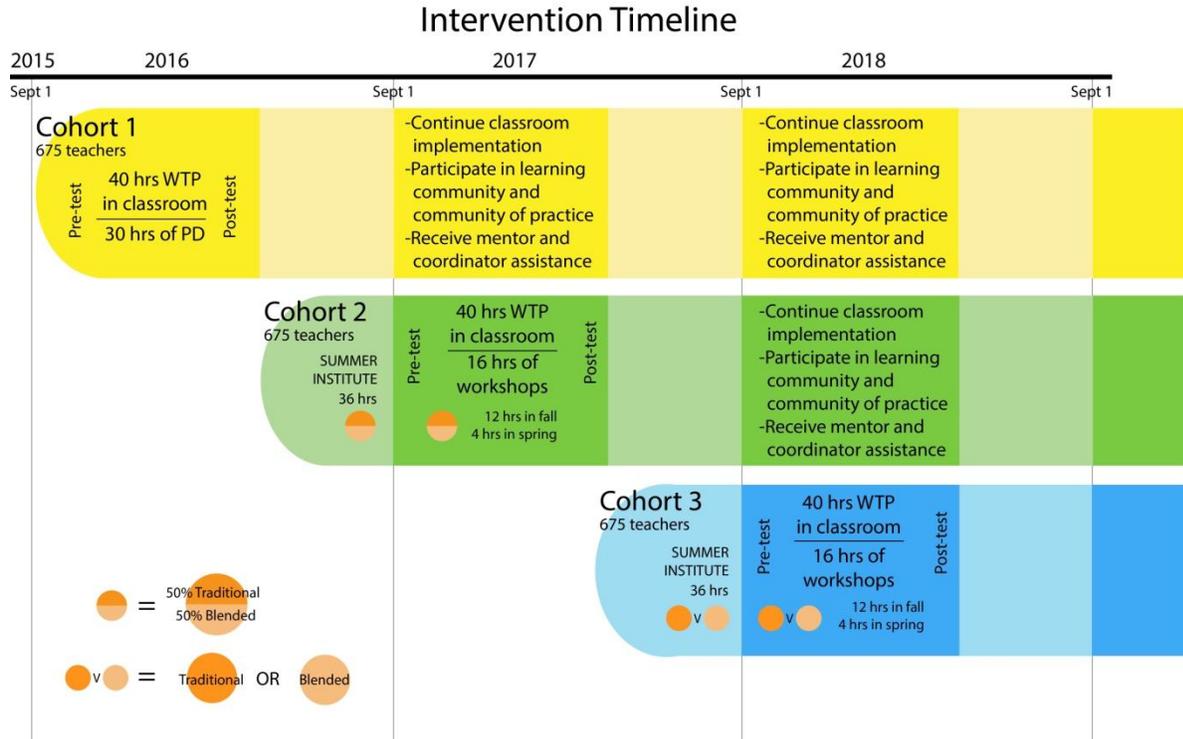
Assessment of the effectiveness of teachers will be based primarily upon their students' acquisition of the content knowledge, skills, and dispositions required for them to meet state standards. An independent research study (see Section E) conducted by a team from Georgetown University will assess teachers' content knowledge and their use of productive forms of pedagogy before and after their completion of the PD programs. Teachers' knowledge of the content in state standards will be compared with similar tests given to their students. As described under the impact evaluation, the results will be correlated to confirm or counter current research findings of the effects of teachers' knowledge of content on student outcomes. Findings will have significant implications for PD and classroom instruction.

**Advancement of teacher and school leadership knowledge and practices.** For more than forty years the Center has been helping to develop and assist academic leaders. For example, over the course of three decades the Center's national network has included more than 250 coordinators at the state level, 2,000 coordinators at the congressional-district level, and 90,000 teachers. In addition, it now includes a PD cadre of more than 250 highly trained and experienced mentor teachers, 100 scholars expert in the presentation of content from their disciplines that is most useful for teachers of civics and government, and more than 2,000 volunteer professionals from public- and private-sector organizations, including practitioners of politics and government experienced in the theory and day-to-day operations of governmental institutions.

This extraordinary network of highly trained and skilled professionals provides a base of support upon which the proposed program will rely. The program will expand this resource by asking administrators of participating schools to identify and support the participation of teachers who are or have the potential to be mentor teachers for their peers. Whenever possible, mentor teachers will be joined in the program by one or more other teachers from their schools. These

teachers will be selected for their expertise and teaching skills in their own classrooms and their capacity to collaborate with other teachers to extend their own learning, advance successful school improvement efforts through PD, and support shared vision and values. It is expected that many teachers, after participating in PD, will become Center mentor teachers. The addition of approximately fifty mentor teachers to the Center's network will expand its base of colleagues skilled in implementing, sustaining, and improving classroom practice in civics and government and providing PD to their peers. The estimated 2,025 teachers, most of whom will be new to the Center's network, will benefit from the Civics and Government Forum to be established on the Center's website. A moderator selected from among the mentor teachers will proactively engage teachers by posting material and discussion questions. The resultant collegial exchange of ideas, experiences, best practices, resources, and results of research and evaluation will enhance teachers' knowledge and practices and have the potential to contribute to the advancement of teacher and school leadership theory through lessons learned during the implementation and evaluation of the programs. Participation in this nationwide community of practice will be open to other practitioners and interested parties.

**(3) Importance and/or magnitude of results—especially improvements in teacher and student achievement**



**Magnitude of results.** During the first academic year (Year 1) the program will provide its traditional onsite PD to a minimum of 675 teachers in forty-six states and the District of Columbia (Cohort 1). An additional 675 teachers (Cohort 2) will take part in the traditional and blended learning summer PD institutes to be held in June and July of Year 1 and follow-up workshops to take place in Year 2. At the end of Year 2 and during academic Year 3, an additional 675 teachers (Cohort 3) will take part in either the traditional or blended learning program depending upon the results of evaluation of these models as noted above. A total of 2,025 teachers will comprise all three cohorts. Each year these teachers will provide their students a minimum of forty class periods of instruction focused upon helping them achieve state standards in civics and government. By the end of the three-year period at least 2,025 teachers will have provided 202,500 high-need students the instruction required to meet their states’ standards in civics and government.

At the end of Year 3, if, as anticipated, the blended learning PD program with its online resources is found to be effective, it will be demonstrated at a conference in June 2018 focused upon the widespread dissemination of the PD program and steps to be taken to ensure its sustainability. The conference will be attended by three-member teams from each state composed of a state coordinator and other educational leaders who have the capacity to assist in promoting the widespread awareness of the new resources in their states and the implementation of PD programs using them. Planning will focus upon, for example, exhibits and program demonstrations at annual conferences of state and local affiliates of the National Council for the Social Studies (NCSS), dissemination of information about the availability of the online resources to PD departments of state and local education agencies and teacher-training institutions, and dissemination of the information to civil-society groups that promote educational programs in civics and government, such as state and local bar associations. It is also anticipated that state coordinators and mentors who have participated in the program will implement the PD program using state and local resources available to them and provide technical assistance to others interested in using the online resources.

In addition, during and after the grant period, the PD resources and ongoing technical assistance will be featured and made available on the Center's website for all teachers and schools in the Center's national network and the nation at large. Teachers will be required to register to use these resources. State coordinators will follow up with them to provide further support during the year and assist them in implementing the We the People program and taking part in its district and state-level competitions. The Center's website receives more than 30,000 visits each month, totaling 370,000 visits annually. It is not possible to estimate at this early stage how many people

will take advantage of these online resources. However, the website will have the capacity to provide the resources to every teacher of civics and government in the country.

Another important outcome of the PD program, as noted above, will be increasing the experiences, expertise, and number of participating mentor teachers in the Center's programs. This enhanced leadership capacity will be useful in the expansion of the program at state and local levels and contribute to its sustainability.

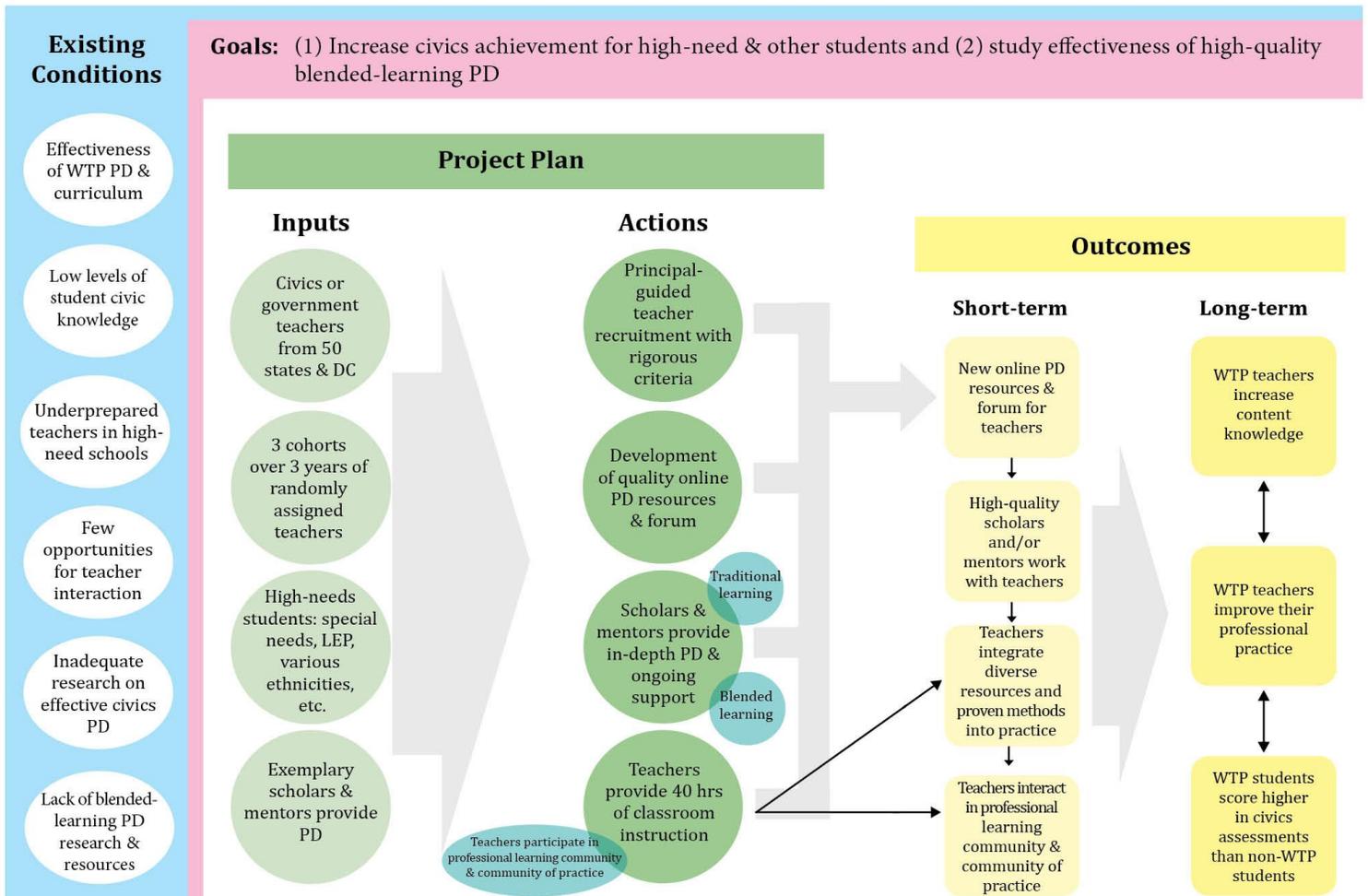
**Importance of results.** The program will increase by 2,025 the number of highly trained teachers capable of fostering high-need and other students' attainment of state standards. This alone will be an important achievement. The availability of the blended learning program with its online resources, in addition to the Civics and Government Forum, has the capacity to greatly increase this number. In addition, research has shown that the Center's civic education programs foster attitudes of political empowerment that lead to increased student participation in the political life of their communities, such as voter registration drives and participation in civic events (Tolo 1998; Vontz 2010; Fairbank et al. 2009). There is evidence that when students become engaged in such activities and the study leading up to them, their academic achievement, attitudes toward school, and attendance rate improve (Anderson et al. 1991; Weiler et al. 1998; Loesch-Griffin et al. 1995; Follman 1998). This is particularly important in the case of high-need students.

Increasing the political participation of well-informed, effective, and responsible citizens is an important goal of the Center's programs and an anticipated and important result of the proposed program. In regard to high-need students, the problem of low participation by 18- to 29-year-olds from such high-need populations in the political process is well documented (CIRCLE 2013). To

foster not only the academic achievement and retention in school of such students, but also their capacity and disposition to become civically engaged in the political life of their community furthers the realization of the ideals of democracy. It helps to alleviate the problem of underrepresented and underserved elements of the society, and therefore promotes equality of opportunity and a more just society—an outcome of considerable national significance.

## B. Quality of the Project Design and Services

### Logic Model



***(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, aligned, and measurable***

**Program goals, objectives, and outcomes.** The *principal goals* of the program are (1) to increase the achievement of high-need and other students on objective tests and other measures of the attainment of state standards in civics and government and (2) to study the feasibility and effectiveness of using high-quality online PD resources in blended learning programs. The *principal objectives* to be met to attain these goals are (1) the development of highly effective teachers responsible for instruction in civics and government, (2) implementation by these teachers in their high-need classrooms of the Center's We the People: The Citizen and the Constitution program, which has been demonstrated to be effective in increasing student achievement of state standards, and (3) the development and field testing of a blended learning PD program enhanced by online resources placed on a highly interactive platform.<sup>13</sup> The *principal outcomes* of the program being sought are (1) 2,025 teachers to be determined as highly-effective instructors of high-need and other students based upon multiple measures of student growth, (2) 202,500 high-need and other students with significantly increased scores on objective tests and other measures of their attainment of state standards in civics and government,<sup>14</sup> and (3) the widespread availability of high-quality blended learning PD and its online PD resources.

The following table describes the activities to be undertaken to facilitate the attainment of the above goals and objectives of the program.

---

<sup>13</sup> To see the capacities of this platform, which can be used on desktops, laptops, tablets, and mobile devices, sign up for one month's free access to the *We the People* high school ebook at <https://motuspublishing.com/shop/wethepeople/28-day-trial-level-3/>

<sup>14</sup> We expect these numbers will be increased significantly during the third year of the program when the online professional resources will be made available on the Center's website and information about them widely circulated.

**Table 1: Alignment of Objectives to Outcomes**

<b>Objective 1: The development of highly effective teacher-leaders responsible for instruction in civics and government</b>		
<b>Activity</b>	<b>Output</b>	<b>Outcome</b>
Development of multiple measures of the effectiveness of the program on teacher outcomes	Teacher pre- and post-intervention survey instruments; classroom observation and semi-structured teacher interview rubrics	Assessment tools are available to measure impact of PD on teachers' subject-area knowledge, classroom pedagogy, and professional engagement
Annual meeting of state-level site coordinators for orientation, planning, and assessment (Years 1, 2, and 3)	47 state coordinators and 47 mentor teachers prepared to implement and monitor the program	Increased ability of state-level coordinators to manage high-quality PD incorporating new models
School administrations approve participation and select teachers to participate, in school-based teams when possible (Years 1, 2, and 3)	A minimum of 675 teachers and 500 schools affiliated with 25 single and multiple-state sites participate each year	Increased number of schools serving high-need students participate in PD in civics and government; increased number of schools taking a site-based team approach to PD in civics and government
30+ hours of traditional PD provided to teachers during the academic year (Year 1)	675 teachers trained	Increased knowledge of content and pedagogy in civics and government among teachers
National three-day training of trainers workshop for teams of state coordinators and mentor teachers, emphasizing new online resources, communities of practice, and evaluation tools (Years 1, 2, and 3)	47 state coordinators and 47 mentor teachers, totaling 94	Increased effectiveness of state-level leaders and mentor teachers in providing training in civics and government content and pedagogy
25 host sites provide summer institutes, each providing 36 hours of instruction for an average of 27 teachers totaling 675 per year (Years 1, 2, and 3)	2,025 teachers trained	Increased knowledge of content and pedagogy in civics and government among teachers
Research focused upon a subset of the schools taking part in the	For Cohort 1, 80 participating schools will be	Quantitative and qualitative information on the impact of

PD program (see “E. Quality of the Project Evaluation,” below, for explanation of the research design)	randomized and divided into experimental and control groups. For Cohorts 2 and 3, 120 schools will be randomized and divided into two experimental and one control group	alternative models of PD on the attainment of project goals (see “E. Quality of the Project Evaluation,” below)
Annual PD workshops provide 16+ hours of instruction during the academic year (Years 2 and 3)	1,350 teachers have 16 hours of instruction	Increased knowledge of content and pedagogy in civics and government among teachers
Ongoing professional support provided to teachers through the Civics and Government Forum	2,025 + teachers participate in online forum	Increased instructional and leadership capacity among civics and government teachers
Culminating PD dissemination and sustainability workshop for two-member teams of state coordinators and mentor teachers from 46 states and District of Columbia (Year 3)	94 state coordinators and mentor teachers plan for the post-grant dissemination of the PD programs and the development of support to sustain them after the end of the grant period. <i>Note: planning for sustainability will be a topic included in the three prior meetings of this group.</i>	Leaders in each state have the resources and capacity to provide effective PD to all civics and government teachers in their states at low cost
<b>Objective 2: Implementation of the We the People curricular program in high-need classrooms</b>		
<b>Activity</b>	<b>Output</b>	<b>Outcome</b>
Development of multiple measures of the effectiveness of the program on student outcomes	Survey instruments covering student knowledge, skills, and dispositions and classroom climate perceptions; classroom observation rubric	Assessment tools are available to measure student acquisition of civics and government content linked to state standards, civic skills and dispositions, and perceptions of classroom climate and instructional methods
40 hours of high-quality classroom instruction in civics and government each year	202,500 students participating over three years	Statistically significant increases in growth of student attainment of state standards in civics and government

Sites provide support to 2,025 teachers during classroom implementation	4,500 follow-up calls and/or meetings with teachers	Effective implementation of the We the People: The Citizen and the Constitution program in classrooms
Research focused upon a subset of the schools taking part in the PD program (as specified in “E. Quality of the Project Evaluation,” below)	80 schools (Cohort 1), 120 schools (Cohort 2), and 120 schools (Cohort 3) take part in the evaluation.	Quantitative and qualitative information on the impact of the program on teachers and students (see “E. Quality of the Project Evaluation,” below)
Review of formative evaluation results and refinement of program implementation, as needed	Six interim and full-cohort evaluation reports; 12 quarterly webinars for state coordinators and other stakeholders	Improvements in program implementation
<b>Objective 3: Development and field-testing of a blended learning program enhanced by online resources on an interactive platform</b>		
<b>Activity</b>	<b>Output</b>	<b>Outcome</b>
Development of online resources useful for the PD of teachers and student learning (Year 1)	12 hours of video interviews with scholars; 12 sets of interactive exercises and discussion questions; related reference materials indexed by topic	Online PD resources in civics and government developed through this program are available to all educators throughout the country
Utilization of online blended learning resources during summer institutes and academic-year PD for a subset of teachers (Years 2 and 3)	338 teachers trained through blended learning in Year 2 and, if the model is successful, 675 teachers trained through blended learning in Year 3	Data-based analysis of the effectiveness of the new blended learning model of PD for civics and government teachers
Refinement of online resources based on field-test of blended learning model (Year 3, as determined by evaluation results)	New or revised videos, exercises, and other online resources available on website	Improvements to online resources based on evaluation results

***(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students***

**Academic content related to state standards.** The Center has completed a review of the content of each of the states' standards in civics and government;<sup>15</sup> civics strands in the standards of other disciplines, such as history and the Common Core State Standards for English Language Arts & Literacy; the College, Career, and Civic Life Framework for Social Studies State Standards, which includes a strand in civics and government; the Center for Information and Research on Civic Learning and Engagement (CIRCLE) report on state civic education requirements (Godsay et al. 2012); and the study of state history standards by the Thomas B. Fordham Foundation (Stern and Stern 2011). The review of state standards has revealed that the Center's We the People curricular materials are aligned with more than 84 percent of the content contained in the standards of all of the states.<sup>16</sup> The Center and the coordinators of state programs will enhance these materials to include 100 percent of each state's standards content.

**Evidence of effectiveness of teachers' use of Center curricula to meet state standards.**

A study of the We the People PD and curricular programs that meets the WWC criteria for moderate evidence of effectiveness was conducted in 2014–15 by Professor Diana Owen of Georgetown University. Twenty-one civics/social studies/U.S. government teachers from fourteen high schools in Indiana that vary in size, location, and type participated in the research. The study compared the effectiveness of teachers with and without We the People PD training in imparting civic knowledge, dispositions, and skills. We the People–trained instructors, whether they were teaching a We the People or a traditional civics or social studies class, were more

---

<sup>15</sup> See Appendix 6c.

<sup>16</sup> See Appendix 6c for an overview of the content of state standards in civics and government and the content covered by the Center's We the People curricular programs.

successful in conveying civic knowledge and orientations than their counterparts. Students in classes taught by We the People teachers evidenced significantly greater gains in knowledge of government and politics at the conclusion of the course than other students. They demonstrated significantly greater inclinations than students of teachers without We the People PD to discuss politics, express opinions, follow and critically evaluate political issues and news coverage of government, entertain a career in government, and consider running for office. They also were significantly more likely to anticipate that they will get involved in their community, participate in elections, and vote when they came of age. Upon completion of the We the People curriculum, 44 percent of students reported that they were “a lot more inclined” to take part in government and politics than before they took the course compared to 37 percent of students who took a traditional civics class with a We the People teacher and 16 percent of students whose instructors did not have We the People PD. In addition, the study found that We the People–trained teachers were the most likely to foster an open and respectful classroom environment that positively contributes to the acquisition of political knowledge and civic dispositions (Campbell 2005). In addition to the above study, the Center has sponsored numerous independent studies of the effects of the We the People program on student growth that have findings consistent with those of the 2014–15 study. For example, in 2011 Owen found that We the People students and alumni know significantly more about American government than the general public, including those who have taken a basic civics course as well as those who have taken “enhanced” civics courses offered by other organizations. We the People alumni, some of whom have been out of high school for more than two decades, retain knowledge about government and exhibit higher levels of knowledge than the general public. Such findings are consistent with earlier studies that showed that the program’s students outperformed their peers on objective tests of basic

knowledge in civics and government and even outperformed university students in political science classes (see Owen 2015, 2011; Eschrich 2010, 2012; Hartry and Porter 2004; Turnbill et al. 2007; and ETS 1988, 1991a, 1991b; these studies are available in their entirety at [civiced.org/resources/research/researchevaluation/re-we-the-people](http://civiced.org/resources/research/researchevaluation/re-we-the-people)).

A study evaluating teacher and student outcomes using randomized controls by Barr et al. (2015) meets the WWC strong evidence of effectiveness standard and provides support for the type of teacher PD the Center proposes. It assesses the effectiveness of the teacher PD program for the curriculum Facing History and Ourselves, where teachers attend a four- or five-day seminar and a follow-up meeting similar to the Center's proposed summer institute and follow-up workshops during the school year. The study targets a student sample of ninth- and tenth-graders in underperforming schools from various sites across the United States that is comparable to the population the Center's program addresses. Findings indicate statistically significant favorable impacts of the Facing History PD program on political dispositions and skills, including political tolerance, civic efficacy, historical understanding, and an open classroom environment.

**Comprehensiveness of the effort to improve standards-based teaching and learning in civics and government.** The Center has been implementing standards-based PD and curricular programs in civics and government since its inception at the University of California, Los Angeles, in 1965. The network of state coordinators, mentor teachers, scholars, members of government and civil-society groups that focus upon government to take part in the proposed project is a subset of the far-larger national implementation network of the Center's We the People and other PD and curricular programs. For more than two decades the We the People network has provided teachers the PD and curricular resources required to help students attain the rigorous academic standards set forth in the *National Standards for Civics and Government*,

published by the Center in 1994. The *National Standards* provided the basis for the National Assessments of Educational Progress in Civics and Government in 1998, 2006, and 2010 and the revision of the General Education Development Test. They also have strongly influenced the civics strands in many of the state standards in social studies and in civics and government. The Center also played an active role in the development of the civics and government strand in the College, Career, and Civic Life (C3) framework that represents the Common Core State Standards in the social studies. Therefore, the proposed program will be set in the context of a decades-long and ongoing comprehensive effort of the Center and its associates to improve teaching and learning in support of rigorous academic standards for students. Furthermore, the Center's broader network and its ongoing national efforts to promote civic education provide a fertile ground for expanding the dissemination of the proposed program.

***(3) The extent to which the training or professional development services to be provided by the proposed project will be of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services***

**Quality of the PD models to be implemented.** The Center has always placed a priority upon ensuring the high quality of its programs by drawing upon the assistance of highly qualified scholars in the fields of political science, political philosophy, political history, constitutional law, and education. The contributions of these scholars have been enhanced by the participation of master teachers, social studies supervisors, and public- and private-sector practitioners in government and law. The Center will continue to draw upon such expertise in the development and implementation of this program to ensure its high quality. Such participation has resulted in the Center's PD and curricular programs being widely respected, including an endorsement by the National Staff Development Council (NSDC), for their substantive validity, usefulness to teachers and students, and nonpartisan approach.

## **PD models to be implemented and evaluated**

As noted above, the Center will implement and assess the effectiveness of traditional and blended PD models during this project.<sup>17</sup> The Center's traditional onsite PD model will be implemented during Years 1 and 2 of the program and during Year 3 if the evaluation of the blended learning model in Year 2 reveals needs for improvement that cannot be accomplished in time for implementation in Year 3. The principal measure of the impact of these models on teacher effectiveness will be determined primarily by a study of student growth in attaining state standards in civics and government. Teacher performance on such tests also will be studied.<sup>18</sup>

**(a) Traditional onsite model.** The Center's onsite program involves summer institutes with thirty-six hours of instruction in the content and pedagogy of the *We the People* curricular program. The institutes culminate with a simulated congressional hearing, during which teams of teachers make four-minute presentations on constitutional issues they have studied and respond to six minutes of questioning by scholars serving as judges. This model of performance-based assessment is a method teachers are encouraged to use with their students.<sup>19</sup>

During the thirty-six hours of instruction, scholars from relevant disciplines present and discuss with teachers the content of the six units of the *We the People* curricular program.<sup>20</sup> They are assisted by mentor teachers who help their peers translate content into forms accessible to their students and explore with them useful pedagogy, supplemental curricular materials, and means of evaluation. The Center also encourages those responsible for implementing its PD programs to include presentations and discussions by people from the public and private sectors who are

---

<sup>17</sup> See Appendix 7a for more information on these models.

<sup>18</sup> See Appendix 6d for a sample multiple-choice knowledge test of the *We the People* high school curriculum and Section E, below, for information on the multiple measures of effectiveness to be used.

<sup>19</sup> See Appendix 6e for an example of the questions used in these hearings. To see an example of outstanding student performances in hearings from the Center's national competition, see <https://www.youtube.com/watch?v=g-Io6RKoFJk>

<sup>20</sup> To see the table of contents for a *We the People* textbook, see Appendix 6b.

actively engaged in politics and government so that teachers gain firsthand accounts of the realities of the political process.

The summer institutes will be followed by twelve hours of workshops in the fall and four hours in the spring implemented by the mentor teachers using the mix of scholarly and practitioner resources noted above. Holding the workshops during the year will support teachers as they implement *We the People* in the classroom, enabling them to share ideas and experiences and enhance their participation in their site's professional learning communities. These programs will be enhanced by presentations of the online resources described below, and participants will have access to them thereafter.<sup>21</sup>

**(b) The blended learning model.** The blended learning model will be developed in Year 1 and implemented in Year 2. It will be implemented in Year 3 if the research justifies its further use. The principal difference between the blended and traditional models will be the virtual replication of scholar presentations during the summer institutes and academic-year workshops. The Center will identify the most articulate, knowledgeable, and PD-experienced scholars<sup>22</sup> who are specialists in the content of each of the six units of the *We the People* curriculum and videotape twelve highly interactive one-hour video interviews with them—two hours for each of the six units of the *We the People* curriculum. Each video will be divided into approximately five- to seven-minute segments focusing on the central topics of the lessons in each unit.<sup>23</sup> Each video segment will be followed by interactive, online, objective exercises to enable viewers to self-check for their understanding and retention of the material as well as their capacity to apply

---

<sup>21</sup> Specifications for workshop sessions are included in Appendix 7a.

<sup>22</sup> See Appendix 7b for a partial list of scholars recommended by state coordinators.

<sup>23</sup> See Appendix 7c for sample interview questions. For videos of scholars who have taken part in Center programs, see <https://www.youtube.com/playlist?list=PLB307E9D00D0F48F4>.

their learning. Each segment also will be followed by open-ended questions that can be used in onsite or online group discussions of the content presented. Discussions will provide opportunities to check for understanding of content and explore issues raised by the scholars' presentations.

Mentor teachers will use the videotaped interviews and accompanying online material to present the content of the We the People curriculum. As in the traditional model, they also will help their peers translate content into forms useful for their students and explore with them useful pedagogy, curricular materials and other resources, and means of evaluation. The institutes will culminate with teachers participating in a simulated congressional hearing as described in the traditional model noted above.

The online resources also will be useful (1) for self-directed tutorial or peer-to-peer cooperative study by teachers, students, and the general public, (2) for classroom instruction using the short, videotaped scholar interviews and related exercises to stimulate discussion, and (3) as an indexed resource on key topics in civics and government useful for teachers, students, and the general public.

Teachers trained using the online resources in the blended learning and traditional programs also will be trained in effective use of digital tools in teaching and learning and how to engage in an online community of practice facilitated by mentor teachers to foster civics- and government-specific peer mentoring.

**Research findings regarding PD that support the Center's approach.** As noted above, the essential elements of the Center's PD program are closely aligned<sup>24</sup> with those of the Facing

---

<sup>24</sup> See Appendix 10b for a chart aligning the essential elements of the two programs.

History program that research has found meets the WWC standards for strong evidence of effectiveness. In addition, the Center's program is aligned with research that reveals that the more effective PD programs include at least the following five critical components.

**(1) Specific content focus.** PD is more likely to impact teachers' knowledge and skills and to increase student achievement when it focuses on teachers' knowledge of specific content, how students learn that content, and how to teach that content effectively (Yoon et al. 2006). The specific content to be addressed is the Center's highly successful We the People curriculum, which the Center's research has revealed is aligned with 84 percent of the content of the standards of all the states. Prominent scholars with expertise in the content of the curriculum and highly skilled mentor teachers with years of expertise in the content and related methodology will play a prominent role in the summer institutes, academic-year workshops, professional learning communities in each state, nationwide community of practice, and provision of ongoing technical assistance.

**(2) Active learning.** Teachers, like other adults and young students, learn better when they are actively engaged. The We the People curriculum provides for highly interactive experiences both for teachers and their students. It does this by calling for group-work and simulations of political processes and procedures, such as congressional hearings. The inquiry method is fundamental to We the People, and each unit and lesson of the curriculum is framed in terms of questions, such as, "What is the role of Congress in American constitutional democracy?" Active-learning PD activities provide ample opportunities for teachers to observe each other and share ideas and experiences.

**(3) Sufficient intensity and duration.** An extensive review of research literature on teacher in-service in 2009 by Linda Darling-Hammond and her colleagues found that in-service programs

of thirty to one hundred hours over a six-month period positively influenced student achievement. PD with longer duration correlates with changes in teacher practice and with positive effects on student achievement (Yoon et al. 2007). Yoon and colleagues found PD with an average of forty-nine hours had a positive effect on student achievement. Also, PD with follow-up is more likely to have an impact on student learning (Blank and de la Alas 2009).

During Year 1 each teacher will receive thirty-one hours of the Center's traditional PD during the academic year. During Years 2 and 3 teachers taking part in the traditional or blended learning onsite PD programs will receive thirty-six hours of face-to-face instruction in the summer institute; sixteen hours in workshops during the yearlong follow-up programs, totaling a minimum of fifty-two hours; and ongoing technical assistance from mentors, state coordinators, and other local resource persons and the Center.

The Center's successful, onsite, traditional summer-institute model<sup>25</sup> includes twelve hours of presentations and discussions of content in civics and government led by scholars in political science, political philosophy, constitutional law, and history. This is complemented by (1) twelve hours of sessions led by experienced mentor teachers who focus on the (a) translation of the content presented by scholars into effective learning opportunities for students, (b) presentation of *We the People* and related curricular materials useful in helping high-need and other students master state standards in civics and government, and (c) use of multiple means of evaluation to measure changes in student knowledge and intellectual and participatory skills and dispositions in accordance with their state's standards; (2) eight hours of teacher research in five-member teams in preparation for participating in a culminating simulated congressional hearing on the Constitution; (3) a four-hour session during which teams of teachers present four-minute

---

<sup>25</sup> For more details, see Appendix 7a.

prepared statements on questions about the Constitution before three-member panels of judges and respond to eight minutes of questions about their presentations; and (4) teachers' reflections upon their PD experience.

In addition to the more formal learning described above, PD will be enhanced by the practice of forming professional learning communities of participating teachers in each site whose collaboration will be facilitated by one or more mentor teachers. Such professional interaction should significantly increase the probability that teachers' instruction will be enhanced and student growth will follow. Teachers' knowledge and skills also should be improved by participation in a nationwide community of practice facilitated by the Civics and Government Forum on the Center's website.

**(4) Coherence.** Coherent PD aligns to state and district standards. Research finds coherence is related to gains in teacher knowledge and skills (Desimone et al. 2002; Garet et al. 2001; Wei et al. 2009). The content of the summer institutes and academic-year workshops has been designed based on a thorough analysis by the Center of the content of each state's standards in civics and government and civics strands in the standards of other disciplines, such as history and English–language arts, as well as the C3 framework for social studies.

**(5) Group participation.** When teachers participate in PD with their colleagues, they are more likely to change their practices (Desimone et al. 2002; Porter et al. 2000; Yoon et al 2006). Teachers in each PD site will work cooperatively in planned activities during the summer institutes, academic-year workshops, and in professional learning communities. They will be expected to collaborate in the implementation of the instructional and evaluation programs in their schools, in critiquing the program and providing suggestions for improvement, and in the

development of community resources to complement the implementation of the program in their classrooms.

**Selection of teachers.** Teachers from participating high-need schools will be selected and/or approved for participation by their administrators using criteria based upon a summary of research on teacher development published by Edutopia (Vega 2013). The following is an adaptation of these criteria and additional criteria to be used in this program. Whenever possible, teams of two or more teachers from a school will be selected. To qualify, teachers must (a) have a vision of academic success for all students based upon high expectations, (b) provide a safe and cooperative climate for learning, (c) promote and be engaged in continual professional learning with their peers, (d) promote collaborative inquiry and practices that improve student learning, (e) promote competent and responsible civic engagement in political life, and (f) cultivate leadership among their peers, staff, and community partners. As noted above, administrators will be asked to include mentor teachers or those with the capacity to become mentors.

**Evidence of effectiveness of the Center's PD programs.** In addition to the 2014–15 study by Georgetown University, there is abundant evidence that the Center, a recipient of more than \$300 million in grant funding from numerous public- and private-sector sources since 1965, has demonstrated the capacity to successfully administer the implementation of effective nationwide PD and curricular programs. For example, a 2011 report entitled, “Professional Development as a Tool for Improving Civic Education,” by Diana Hess and John Zola, identifies the Center’s Project Citizen PD program as an “exemplar of high-quality PD” (Hess and Zola 2011). The report also states there is “strong evidence” that this PD program “has powerful and lasting effects” (Hess and Zola 2011).

Additionally, the Center's staff-development models have been identified as exemplary by the NSDC, which has accorded this recognition sparingly to social studies programs. The Center's We the People: The Citizen and the Constitution PD model was identified by the NSDC as exemplary at the elementary, middle, and high school levels. The Center's We the People: Project Citizen PD model was selected at the elementary and middle school levels (Levstik and Tyson 2008).

The results of the NSDC's research suggest three things: (1) there are relatively few PD programs in any subject area that meet its minimum criteria, (2) there are even fewer PD programs in social studies that meet its minimum criteria, and (3) the Center's traditional We the People PD model appears to be effective across grade levels while focusing specifically on civic education. In 2002, in "What Works in the High School: Results-Based Staff Development," the NSDC praised the We the People PD model:

We the People: The Citizen and the Constitution has a positive impact on students' knowledge of constitutional democracy, the U.S. Constitution, and the Bill of Rights. The strength of the program is its combination of teacher PD, readily accessible student resource materials, and opportunities to demonstrate students' learning. (Killion 2002)

**State-level PD support.** During the academic year, teachers' implementation of the We the People curricular programs in their classrooms will be managed and monitored by their state coordinators who will also be responsible for the provision of support services either directly or by others. These could include mentors, scholars, and other participants from the public and private sectors in their communities, such as representatives of local, state, and federal governmental agencies; the legal profession; and the courts. Throughout the academic year such services will be provided during scheduled workshops and site visits and in the interim by direct communications, such as emails, newsletters, and social media. Communications will include reports on lessons learned and best practices. State coordinators, mentors, and others supporting

the program will also be available to teachers as the need arises. All such support will be focused upon assisting teachers to provide a minimum of forty hours of high-quality instruction in the We the People curriculum for their students, culminating with students participating in a simulated congressional hearing. Mentor teachers and state coordinators will provide assistance in arranging for such hearings and recruiting suitable people from the community to serve as judges.

All of the state coordinators and mentors participating in the proposed program have years of experience and demonstrated expertise in implementing the programs in their schools, monitoring their progress, and providing such support services as those noted above.

**Center PD support.** The Center has decades of experience in implementing PD and curricular programs through a network of coordinators in every state and congressional district. Its staff is experienced in assisting state coordinators in the planning and implementation of their programs, monitoring compliance with program requirements and federal regulations, and assisting in program evaluation. Some of the specific steps the Center will take to facilitate the efficient functioning of the program include (1) annual site directors' planning conferences attended by state coordinators and mentor teachers; (2) mentor in-service workshops focusing upon their ongoing roles and responsibilities in summer institutes and academic-year programs, including facilitating the establishment and maintenance of professional learning communities of teachers and the nationwide online community of practice; (3) site visits to states and schools; (4) the distribution of quarterly progress reports to state coordinators and bimonthly newsletters to all participants; and (5) the maintenance of the online Civics and Government Forum.

***(4) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.***

In the *Teacher Shortage Areas Nationwide Listing* (U.S. Department of Education 2014), no states are currently reporting regional or statewide shortages of civics and government teachers. However, a 2013 national survey of civics and government teachers by CIRCLE indicates that many teachers feel underprepared to teach students the knowledge and skills required for high-quality civic education (Godsay and Sullivan 2014).

Of the teachers surveyed, only 35 percent had been political science or government majors in college. While a number of others had taken a course that covered American politics and/or a social studies methods course, fewer teachers indicated having experience practicing in a K–12 classroom where students discussed politics or current events or taking a course themselves in which current issues were debated or discussed. A report on the survey states that “in general, the data indicates that civics/government teachers may not have much hands-on experience involving discussion or debate of current issues or politics, either as teachers or participants” (Godsay and Sullivan 2014).

In addition, once they are in the classroom, many civics teachers have limited opportunities for PD to improve their subject-matter competence and skills in using effective pedagogy. Less than half of civics and government teachers in the CIRCLE survey reported having intensive PD training or support through coaches or mentors (37.9 percent) or had participated in a multi-day training program (44.5 percent). The annual number of hours civics and government teachers participate in PD varies greatly. In the 2011–2012 National Center for Education Statistics Schools and Staffing Survey, 26.4 percent of civics and government teachers indicated spending *eight hours or less* on PD in the past twelve months (National Center for Education Statistics 2015).

A number of studies have shown that teachers' academic background, preparation for teaching, certification status, and experience significantly affect their students' learning gains. A 2012 Stanford study found that districts serving the highest proportions of minority and low-income students have about twice as many uncredentialed and inexperienced teachers as do those serving the fewest (Adamson and Darling-Hammond 2012). At the same time, controlling for student characteristics, the research demonstrated that teacher qualifications are related to overall student achievement (Adamson and Darling-Hammond 2012). Students' exposure to promising practices in civic education pedagogy identified by the Civic Mission of Schools report—including discussing current events, debating current issues, and participating in simulations of democratic processes and procedure—was associated with higher scores on the 2010 NAEP Civics test at the eighth- and twelfth-grade levels for all groups (Kawashima-Ginsberg 2013). In both the eighth and twelfth grades, Hispanic students, students with lower levels of parental education, and students eligible for the free or reduced-lunch program (indicating lower socioeconomic status) were less likely to experience current events discussions, debates, and simulations compared to other groups. Improving teacher quality is thus all the more critical in schools serving high-need students.

*(5) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals*

**Selection of schools with high concentrations of high-need students.** State coordinators have identified schools with high concentrations of high-need students. They have included schools with students served by Rural Local Educational Agencies, students with disabilities, English learners, students in Lowest-performing Schools, students who are living in poverty and are served by schools with high concentrations of students living in poverty, Disconnected Youth or migrant youth, students who are members of federally recognized Indian tribes, and students

from racial and ethnic minority groups.<sup>26</sup> The experimental and control group schools will be randomly drawn from this group as noted in Section E, below.

### **C. Quality of the Management Plan and Personnel**

***(1) The qualifications, including relevant training and experience, of the project director, key project personnel, and project consultants or subcontractors***

**Personnel.** The proposed project will be managed by the senior leadership of the Center, which has had broad and significant experience since 1965 in the development, implementation, coordination, and evaluation of nationwide programs in civics and government. This has included extensive experience in intensive PD, from short-term workshops to four-week, university-based residential institutes. It has also included leading roles in the development of curricular frameworks, standards, and evaluation instruments for the state of California since the late 1960s, the development of the *National Standards for Civics and Government*, and the development of the framework and test items for the NAEP Civics Assessments. Principal staff to participate are as follows. Their resumes may be found in Appendix 1.

<b>Key Personnel or Consultant</b>	<b>Qualifications</b>
Charles N. Quigley, Executive Director	Mr. Quigley is broadly recognized as one of the most prominent curriculum and program developers in the field. He is the author and editor of many textbooks, curricular materials, e-publications, and articles on civic education. He is the creator of <i>We the People: The Citizen and the Constitution</i> , <i>Project Citizen</i> , the <i>CIVITAS</i> Model Civic Education Curriculum Framework, the <i>National Standards for Civics and Government</i> , and the Civitas International Programs. He has served as a senior consultant and organizer for numerous civic education reform efforts, including two White House conferences, four Congressional Conferences on Civic Education, and the National Commission on Civic Renewal. He will direct the James Madison Legacy Project.

---

<sup>26</sup> See Appendices 4 and 8c.

John Hale, Associate Director	A former program officer at the NEH, Mr. Hale has directed numerous institutes and scholarly conferences, both in the United States and overseas, including the National Academy for Civics and Government. He has co-authored and edited many Center texts and other curricular materials. He is a member of the Steering Committee of the California Campaign for the Civic Mission of Schools. He will work on all elements of the program, including the PD institutes, and will have the principal staff responsibility for the project’s research and evaluation efforts.
Robert Leming, Director, We the People	For the past seventeen years Mr. Leming has managed the national network implementing We the People at the upper elementary, middle, and high school levels in every state. He began and continues to direct the Center’s national efforts to develop and conduct high-quality onsite PD institutes, workshops, and seminars for teachers throughout the nation, including the Center’s High-Need Initiative and Civil Rights Institutes. He has directed online PD courses from the Center in conjunction with Kansas State University. In this project, he will be the principal administrator of the state network, will assist the state coordinators with their institutes, and will help develop the Center’s online PD resources.
Mark Molli, Associate Director	Mr. Molli has served for 25 years as the director of strategic and daily operations for the Center’s Washington, D.C., office. He works with Mr. Quigley and others on the staff and with the national network to develop resources and implement programs. He manages the Center’s efforts to provide support for its programs, provides public information, and delivers presentations on the programs. He has co-managed and presented at numerous major conferences in the United States and overseas, where he has also provided in-service training. He will work with Mr. Leming and other staff to manage the project’s implementation in the states. Being based in Washington, he will also work with the research team from Georgetown University, and with Mr. Hale to manage the research and evaluation efforts.
Diana Owen, Georgetown University	Diana Owen, a political scientist at Georgetown University, will lead the team conducting the program’s research and evaluation efforts. She teaches in the Communication, Culture, and Technology graduate program and has also served as the director of the American Studies Program. Her areas of expertise are political psychology/sociology, American government and politics, and research methodology. She has conducted studies funded by the Pew Charitable Trusts and other sources on civic education, student learning, and youth political and civic engagement. She is the author of numerous books, book chapters, and journal articles in the fields of civic education and engagement, media and politics, political socialization, elections and voting behavior, and political psychology/sociology. She has prepared major evaluation

	<p>reports, including <i>A People Looking Forward: Action and Activation for Partnership</i> (with Ignatius Bau for the President’s Advisory Commission on Asian Americans and Pacific Islanders) and <i>An Evaluation of the Influence of the New Voters Project on Opinion Leaders’ Attitudes about Youth as a Political Constituency</i>. Her current research explores the relationship between civic education and political engagement over the course of citizens’ lives, new media’s role in politics, and digital media literacy for civic education.</p>
<p>Gregory Bernstein, Arizona State University</p>	<p>The Center’s former general counsel, administrator, and contributing writer, Mr. Bernstein is now associate professor and assistant director of film at Arizona State University. He received his law degree from UCLA and was executive editor of the <i>UCLA Law Review</i>. He also holds master’s degrees in film direction and public administration. He has served as a business and legal executive at entertainment corporations, taught and lectured at USC and Chapman University, and helped lead the Writers Guild of America. An accomplished writer, producer, and director, Bernstein co-authored <i>The Conspirator</i>. Included in his duties at the Center were direction of the Center’s media development, website, video production, and online applications. His scholarly and legal background, thirty years of experience in producing and writing films and negotiating film agreements, and his familiarity with the content of the We the People program highly qualify him to direct the development and filming of the interviews with scholars. He will also serve as the off-camera interviewer.</p>
<p>Maria Gallo, Director, Professional Development</p>	<p>Ms. Gallo works with Mr. Leming to direct the Center’s PD efforts and presentations of Center curricula at the national and state levels. As the director of the School Violence Prevention Demonstration Program she managed a network of program sites across the country that provided civic education as a means of preventing school violence through an intensive course for the full academic year, reaching more than 500,000 students. She has led the Center’s Native American Initiative. She developed and guided the PD programs for each of the sites as well as Training of Trainers Institutes. In this project she will work with other staff to develop the structure and faculty of the PD institutes and manage the implementation of the institutes.</p>
<p>Mark Gage, Director of Curriculum, Publishing, and Digital Content</p>	<p>An experienced author and editor of print and electronic curricula, project manager, and digital content manager, Mr. Gage has ensured the timely and accurate production of numerous textbooks, e-books, websites, podcasts, marketing materials, and academic journals. He will work with the director of information technology to produce the online components of the blended learning platform, edit the Open Educational Resources, and create a dissemination campaign to promote these resources.</p>

<p>Erin Smith, Assistant Director, We the People</p>	<p>Erin Smith co-manages the Center’s national network of state civic education programs. Her responsibilities include the annual We the People National Finals and National Invitational events for students in Washington, D.C. She also assists in administering Center institutes, including the National Academy for Civics and Government. She has also served as program director with the Pablove Foundation, a pediatric cancer nonprofit that supports programs for families. In this project she will assist Mr. Leming in administering the state network and institutes, and direct the support staff in handling the many contracts and program reports from the sites and assuring their compliance with federal regulations.</p>
<p>Alissa Irion-Groth, Assistant Director, Civitas Programs</p>	<p>Ms. Irion-Groth works in collaboration with other Center staff to manage all programmatic and financial aspects of large- and small-scale grant-funded programs in the United States and internationally. In her more than ten years at the Center, she has served as a program officer and compliance officer on grants funded by the U.S. Department of Education, State, and USAID. For the Civitas International Civic Education Exchange Program she oversaw planning, proposals, contracting, implementation, evaluation, and closeout for an annual budget of over \$5 million and more than ninety subcontracts. This included coordination and contracts with site coordinators from twenty-nine U.S. states. In this project she will serve as a program officer and will work with Ms. Smith and Mr. Leming to facilitate communication, administer subcontracts, and provide support to state program sites.</p>
<p>Jim Heredia, Director, Fiscal Affairs</p>	<p>Mr. Heredia has more than 35 years of experience in Federal Grant Management. He has monitored compliance, both programmatic and fiscal, with grants and sub-awards ranging from \$5-25 million per year. His principal responsibility in this project will be to make certain that federal funds are spent judiciously and in accordance with regulations.</p>
<p>Greg Synnott, Director, Information Technology</p>	<p>Mr. Synnott is an accomplished information technology director, Web developer, and e-book creator with degrees in Management Information Systems and Accounting. He will work on the creation of all of the IT aspects of the project, including the blended learning website and Open Educational Resources. He will be the principal developer, coordinate external resources, and provide technical support.</p>
<p>Umesh Naidu, Accounting Coordinator/ Systems Administrator</p>	<p>Mr. Naidu has more than thirteen years of experience in federal grant management. His main focus will be to set up IT and accounting tools. For this project he will assist the director of IT to administer the computer network and manage the databases necessary for effective grant performance within the national network. He will disburse, monitor, and report on all grant expenditures, including the sub-awards, in a timely fashion.</p>

## **Project consultants and subcontractors: Center network participants**

**State coordinators, mentor teachers, and scholars.** The programs in each of the states will be implemented by experienced state coordinators with the assistance of mentor teachers and scholars from the Center's national network.<sup>27</sup>

**Participating teachers.** As noted above, in each state teachers will be selected from schools with high concentrations of high-need students. (See page 28 for the criteria and procedures to be used in selecting teachers.)

**Research and evaluation.** Formative and summative evaluation and research related to the program goals and objectives will be undertaken by a team from Georgetown University that will gather information from state coordinators and teachers who will provide information on all program activities. (For more detail, see Section E.)

***(2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks***

**National-level implementation of proposed PD program.** Because funding will not be available until after July 2015, the Center will not be able to implement its usual PD schedule, which begins with a summer institute followed by academic-year workshops. So, Year 1 will begin with thirty hours of traditional PD<sup>28</sup> during the academic year for 675 teachers located in forty-six states and the District of Columbia. They will reach approximately 22,500 students during this first academic year of the program. The Center's usual PD schedule will begin at the end of Year 1 with thirty-six-hour PD institutes for a minimum of twenty-five teachers in each of twenty-five single- or multistate<sup>29</sup> sites, including teachers from forty-six states and the District of Columbia, followed by sixteen hours of workshops during the academic year, totaling fifty-

---

<sup>27</sup> See Appendices 8b and 4 for a list of the participating states and their letters of support.

<sup>28</sup> See Appendix 7a for specifications for this program.

<sup>29</sup> See Appendix 8b for a list of the single and multi-state sites.

two hours of PD. During Year 2 the new cohort of 675 teachers will also reach approximately 22,500 students, and this pattern will continue in Year 3. Participation in some institutes will be limited to teachers from one state. In others participation will include teachers from states adjacent to a host state site. Each year, teachers will provide students a minimum of forty class periods of instruction focused on helping them achieve state standards in civics and government totaling 2,025 teachers reaching approximately 202,500 students.

Once developed, guidelines for implementing the blended learning and online models of PD and access to their online resources will be made available through the Center's nationwide network of state and congressional-district coordinators and to all other interested parties. Information about the availability of these resources will be distributed widely through the Center's networks and by affiliated organizations, such as the Civics Renewal Network and the NCSS and its state and local affiliates.

**Major management goal.** The major management goal will be to conduct the nationwide program in an effective manner to ensure that the program is implemented as planned. This will include management of the professional development, classroom implementation, and research and evaluation activities. The Center will launch the proposed program, provide technical assistance for its implementation, monitor its implementation, and use formative evaluation information to keep it on track. The Center will also work with the research and evaluation team to facilitate the gathering of data from the field required for the timely completion of its tasks.

**Major task assignments of Center staff.** The Center's practice is for all major tasks to be undertaken by teams of staff and associates with one person being a team leader. The following chart sets forth the responsibilities of the team leaders and time frame for each of the key program milestones that align with the program objectives and activities in Table 1.

**Table 2: Management Plan**

<b>Objective 1: The development of highly effective teacher-leaders responsible for instruction in civics and government</b>		
<b>Milestone</b>	<b>Lead Responsible Party</b>	<b>Timeline (September 2015 to August 2018)</b>
Recruitment of 47 state coordinators and 500+ school systems	Leming	Completed for 46 states and District of Columbia
Management of all aspects of the project evaluation	Hale	September 2015–August 2018
Development of multiple measures to determine the effectiveness of program on teacher outcomes	Hale, Georgetown University	Sept.–Nov. 2015
47 state coordinators submit proposals and sign contracts	Irion-Groth, Smith	September 2015, 2016, 2017
47 state coordinators prepared for annual implementation and assessment	Leming	Sept. 2015, 2016, 2017
Appointment of teachers from 500+ schools	School administrators	Sept. 2015, 2016, 2017
30+ hours of traditional PD provided to teachers during the academic year in Year 1	State coordinators	Sept. 2015–June 2016
94 state coordinators and mentor teachers acquire new skills and plan for implementation (national training of trainers workshop)	Leming	March 2016, 2017, 2018
25 sites host summer institutes providing 36+ hours of PD to 675 teachers each year	State coordinators, mentor teachers	June–July 2016, 2017, 2018
16+ hours of follow-up PD workshops provided to 675 teachers during the academic year in Years 2 and 3	State coordinators, mentor teachers	Sept. 2016–June 2017; Sept. 2017–June 2018
2,025 teachers participate in online Civics and Government Forum	Leming, mentor teachers	March 2016–August 2018
Review of formative evaluation reports and adjustment of program implementation to ensure effectiveness	Hale, Georgetown University, state coordinators	February and July 2016, 2017, 2018
141 state coordinators and mentors from 46 states and D.C. prepared to use online resources to support civics and government instruction	Leming	July 2018
<b>Objective 2: Implementation of the We the People curricular program in high-need classrooms</b>		
<b>Milestone</b>	<b>Responsible Party</b>	<b>Timeline</b>
Development of multiple measures to determine the effectiveness of program on student outcomes	Hale, Georgetown University	Sept.–Nov. 2015
Provision of a minimum of 40 class	Teachers	September 2015–June 2016;

periods of instruction in civics and government to 33,750 (Year 1), 67,500 (Year 2), and 101,250 (Year 3) students		September 2016–June 2017; September 2017–June 2018
Sites provide support to 675 teachers each year during classroom implementation	State coordinators, mentor teachers	September 2015–June 2016; September 2016–June 2017; September 2017–June 2018
Review of formative evaluation reports and adjustment of program implementation to ensure effectiveness	Hale, Georgetown University, state coordinators	February and July 2016, 2017, 2018
<b>Objective 3: Development and field-testing of a blended learning model PD program enhanced by online resources on an interactive platform</b>		
<b>Milestone</b>	<b>Responsible Party</b>	<b>Timeline</b>
Development of 12 hours of online video interviews of scholars and related materials	Quigley, Bernstein	September 2015–February 2016
Development of other online resources and references for teacher PD and student use	Quigley	September 2015–February 2016
338 teachers trained in the blended learning model in Year 2	State coordinators	June 2016–June 2017
Revision of online resources in response to evaluation results	Quigley	March–June 2017
If proven effective, 675 teachers trained in the blended learning model in Year 3	State coordinators	June 2017–June 2018
If an improved blended learning model would be promising, revision of the blended learning model during Year 3	Quigley	June–December 2017

***(3) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation***

The Center has been designing and implementing successful and cost-effective national programs since 1965 and has had considerable experience in estimating the personnel and budget resources that are reasonable to achieve program goals, including project evaluations. In regard to the proposed program, the Center has consulted with the participating state coordinators, mentor teachers, scholars, and others in its national network and senior scholars at Arizona State University and Georgetown University in the development of the proposal and its budget. This consultation has focused on the specification of responsibilities and allocation of adequate funds

to the Center, the state sites,<sup>30</sup> Georgetown University, and Arizona State University. This consultation has also addressed the assignment of personnel required to fulfill obligations under the program. As a result, the management plan and budget include sufficient personnel and financial resources to enable the Center and its state affiliates and other contractors to successfully fulfill the obligations set forth in this proposal and its appendices.

#### **D. Sustainability**

***(1) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance***

The Center's capacity to yield results that extend beyond a period of Federal financial assistance has been amply demonstrated by recent events. From 1986 to 2010 the Center's nationwide We the People program was a fully authorized program created and supported by act of Congress, first through the Commission on the Bicentennial of the U.S. Constitution and then through the U.S. Department of Education. Over this period, annual funding for the program grew from an initial \$2.5 million to \$16.5 million, and the program reached approximately 3 million students and their teachers each year. In 2010 a bill passed by Congress included a provision that expanded the definition of "earmarks," which precluded Congress directing funding to anything other than governmental agencies. This abruptly eliminated federal funding for the We the People Programs as well as other national programs, such as the National Writing Project and the National Board for Professional Teaching Standards. Since that time the We the People curricula have continued to be taught in every state with public and private sources of funding.

Participation in the annual culminating National Finals competition has actually increased, with the support of more than \$2 million raised annually. Last year's National Finals included 1,200

---

<sup>30</sup> See the Budget Narrative and Appendix 9a for the formula to be used to allocate funds to the state sites, the contractual procedures to be used in making those allocations, and procedures for monitoring states' compliance with the terms of their contracts.

students and their teachers and 1,400 family members and friends accompanying them to the competition, which was held at George Mason University and in congressional hearing rooms on Capitol Hill.

This sustained support for the program exists because since the inception of the We the People program in 1987 the Center has laid the foundation for state and local support by identifying and working with state coordinators who have the capacity to augment Center funding with state and local resources to enhance their programs and lay the groundwork for sustaining them if federal funding were to be cut. Most coordinators are based in public- and private-sector organizations with ongoing missions to provide PD and curricular programs in civics and government at pre-collegiate levels. Their programs typically are funded with state and local resources that are independent of support historically provided to them by the Center. For example, in twenty-one states programs are affiliated with state bar associations that provide resources. In seven states (and growing) funding has been provided by state legislatures. In other states the program is located in universities and nonprofit organizations. When implementing Center programs, state coordinators have often matched funding from the Center with their own funding and in-kind contributions that have ranged from three to eight dollars for every dollar received from the Center. Today, state coordinators continue to implement the We the People program across the country. Four states temporarily have no coordinators, and the Center is actively recruiting new leaders to take their places. Although these states lack coordinators, teachers in them who have been part of the program continue to use it in their classrooms. Despite the widespread continuation of the program, its maintenance and growth in many places has been hampered by the lack of funding for PD and free classroom materials. The proposed program will go a long way toward rectifying that deficiency.

Support under the SEED program will provide for expansion of current PD activities in every state by making the online resources for blended learning programs and online courses available to all. Every state coordinator will be aided in such efforts by the “human capital” generated over the past twenty-eight years. This capital is composed of experienced mentor teachers and other classroom teachers, administrators, and alumni available to implement and expand the program. Receptivity to their efforts will be enhanced by the schools’ continuing obligation to prepare their students to meet state standards in civics and government.

All participating school districts and their teachers as well as schools and teachers throughout the country will have continued access after the grant period to the online PD resources. The mentor teachers and others trained in the use of these resources will facilitate their ongoing use in helping teachers responsible for instruction in civics and government help their students attain state standards for years to come.

The Center and its state coordinators and mentors will have the ongoing capacity to provide technical assistance and manage the nationwide community of practice. The Center will also be able to provide continued funding for PD through its current revenue-sharing agreement with the states from sales of its curricular materials. The Center’s website will continue and expand its offerings of online PD resources, open-source curricular materials aligned with state standards, and other resources for students and teachers.

The Center’s past experience has shown that trained teachers who have implemented curricular programs in their classrooms continue to do so with available school resources. Their continued practices will be facilitated by the online resources available from the Center for their further PD and classroom use and from successful classroom experiences. Continued participation in the

community of practice will foster the continuation of their provision of effective instruction in civics and government.

Finally, after the grant period, the Center will continue to develop, evaluate, and expand its capacity to maintain the Civics and Government Forum and to provide other online resources through its website—such as online PD courses, webinars, interactive curricular materials, and resource materials—making them available to the field using its own resources.

***(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations***

**Findings useful to others.** The findings of the relative effectiveness of the two models of PD should be of use to all interested parties in providing PD not only in civics and government, but in other subjects as well. If the blended learning model is effective, it will assist in filling the need for widely available and low-cost PD. The findings of both formative and summative evaluation of all major aspects of the program will be made available to other agencies and organizations on the Center's website. At the end of each year, the Center and the Georgetown researchers will disseminate a report on lessons learned that should be useful to others engaged in PD and the promotion of student attainment of state standards.

**Products useful to others.** All major elements of the traditional and blended learning models, along with instructional manuals useful for their implementation, will be made available on the Center's website to all interested parties. They will include the videotaped interviews with scholars and related online interactive exercises keyed to the We the People curriculum; print and videotaped material on effective pedagogy; We the People and other curricular materials aligned with state standards; and objective tests and other measures to be used in determining teacher and student acquisition of knowledge of content, intellectual and participatory skills and

dispositions, and pedagogy. The Georgetown research team will report on their study, describing their methodology, multiple means of evaluation, instruments used, and findings.

***(3) The extent to which the applicant will disseminate information about results and outcomes of the proposed project in ways that will enable others, including the public, to use the information or strategies***

The Center will work with the Georgetown researchers and state coordinators to develop a comprehensive report to the Department of Education on the results, outcomes, and strategies of the program each year.

These reports will include data from all sources, summarizing progress toward objectives, effectiveness of implementation, and unanticipated effects of the project. Annual reports will be synchronized with federal reporting deadlines and will provide data for federal performance indicators. Reports will include an executive summary that can be readily shared with all interested parties and the public through the Center's web site and database of 70,000 educators.

Information about key elements, significant features of the PD models and evaluation methods and analyses will be described in sufficient detail to enable other researchers to modify or replicate the project and experimental study. The final report will summarize the experimental study and magnitude of any effects determined. Project influence at sites, overall conclusions about implementation fidelity, student impact, sustainability ratings, as well as recommendations and considerations for scale-up will be included.

The Center will also actively work to promote the dissemination of the reports through the media of national professional educational organizations, such as the National Education Association, American Federation of Teachers, Council of Chief State School Officers, American Association of School Administrators, National Association of Secondary School Principals, National School Boards Association, Council of the Great City Schools, and the NCSS.

The Georgetown University research director and her team will seek publication of their findings in scholarly journals, such as *The Journal of Political Science Education*, *The Journal of Teacher Education*, and *The International Journal of Teaching and Learning in Higher Education*, and they will encourage other researchers to replicate their studies. They also will present their findings at professional meetings, such as the American Political Science Association Annual Meeting, the Western Political Science Association Annual Meeting, the APSA Teaching and Learning Conference, and NCSS, among others.

Finally, the Center's website will continue to host the Civics and Government Forum, which will be the central place where all participants in the professional learning communities can engage in reflection on the project and suggest new ideas for the improvement of PD in civics and government.

### **E. Quality of the Project Evaluation**

The overarching goals of the project evaluation are (1) to determine if We the People professional development has a demonstrable impact on teachers' subject-area knowledge, their ability to be effective instructors, and their classroom pedagogy, (2) to assess students' acquisition of civic knowledge, skills, and dispositions as a result of taking a civics or social studies class with a We the People-trained teacher, and (3) to assess the program's implementation. An evaluation team led by Diana Owen of Georgetown University will serve as the external evaluator for the project. All elements of the intervention, research, and evaluation will be documented and made available in a form that facilitates replication as described on page 45.

***(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.***

An evaluation of the impact of We the People PD on faculty development and student-learning outcomes will be conducted for all three project cohorts. A combination of quantitative and qualitative methods will be employed. The evaluation will consist of (1) school-level, randomized quasi-experimental studies of the impact of We the People PD on faculty and students; (2) performance tracking of the PD program participants; (3) classroom ethnographies; and (4) teacher interviews.

**Research questions.** The following core research questions will guide the evaluation of the impact of We the People PD on teachers and students:

1. To what extent do teachers gain content knowledge from We the People PD programs?
2. To what extent does We the People PD foster teacher professional engagement, self-efficacy, and satisfaction?
3. Is there a differential impact of the We the People traditional PD versus blended PD on teacher outcomes?
4. Does We the People teacher PD have an impact on student outcomes, including the acquisition of civic knowledge, skills, and dispositions, especially among high-need students?
5. Is there a difference in the performance of students whose teachers have traditional We the People PD compared to those of teachers who have blended We the People PD on indicators of civic knowledge, skills, and dispositions?
6. To what extent do teachers with We the People PD incorporate instructional approaches and practices from the program in their classrooms?
7. To what extent does We the People PD foster a favorable classroom climate?

**Quantitative impact evaluation.** A multi-site, school-level quasi-experimental evaluation will be undertaken of the impact of the traditional and blended models of We the People PD on teacher and student outcomes associated with the project goals. The trial is designed to conform to the WWC group design standards without reservations. Schools from multiple sites across the country will be randomly assigned to treatment groups of teachers participating in either traditional or blended We the People PD and an “as-is” control condition where teachers have no exposure to We the People PD. Study instruments will be administered to teachers and students using an online platform that has been used successfully by the Georgetown team in a multi-site study of We the People teachers and students in Indiana in 2014–15. Teachers will be evaluated on their content knowledge, professional engagement, self-efficacy, satisfaction, and their methods of classroom instruction. Students’ civic knowledge, skills, dispositions, and their perceptions of classroom climate and instructional methods will be evaluated. Student and teacher outcomes in the intervention and “as-is” control groups will be compared to determine if any differences can be attributed to the interventions.

The full, traditional PD program includes a summer institute with thirty-six hours of face-to-face interactions with scholars and mentor teachers and sixteen hours of follow-up workshops during the academic year. The first study cohort will receive thirty hours of traditional PD during the school year rather than the summer institute, providing a comparison with Cohorts 2 and 3, whose teachers will go through the full program. The blended program will be offered during Cohorts 2 and 3 only and is differentiated from the traditional program by the virtual component of the professional development during the summer institutes. Teachers in both conditions will have access to videos of interviews with scholar experts, online resources that they are expected to use with their students, and a face-to-face and online professional learning community.

Schools will be eligible to take part in the evaluation if they have high concentrations of high-need students. One school from each of the individual state sites and two to three schools from each of the multi-state sites will be randomly recruited for each condition in the evaluation. Schools meeting the high-need criteria will be assigned to treatment and control groups using a computer-generated, randomly ordered list. Schools will be eligible for the evaluation if they have a teacher who is instructing civics or social studies classes in both the fall and spring semesters. For Cohort 1, forty schools will be randomly assigned to the traditional PD group and forty schools to the control group for a total of eighty participating schools. Similarly, forty schools will be randomly assigned to each of the traditional PD groups, the blended PD groups, and the “as-is” control groups for Cohorts 2 and 3 (120 schools per cohort; 240 total schools). A total of 320 schools will take part in the evaluation over the course of three years. Past experience dictates that most schools will have one teacher in the program; however, all teachers from a school that is part of the evaluation will be included in the study. Teachers in the control group will be offered We the People PD in the following year.

A baseline survey of Cohort 1 teachers will be administered prior to the start of the academic year in 2015, and follow-up data will be collected after spring semester 2016 classes have finished. Since Cohort 1 teachers will not have gone through a summer institute and will not start their PD program until the fall, students will be surveyed before and after their civics class in the spring semester only. The Cohort 1 data will enable a comparison of the effectiveness of We the People PD with and without the summer institute that will be available to Cohorts 2 and 3.

Baseline measures will be collected from teachers in Cohorts 2 and 3 prior to and following the summer institute in July. A second follow-up will be administered to teachers at the end of the academic year, during which they will have taken part in ongoing PD workshops. Students will

be evaluated during the fall and spring semesters prior to and following their civics class. An additional evaluation of Cohort 2 teachers and students will be conducted in the fall of 2018 in order to assess the ongoing impact of the We the People PD.<sup>31</sup>

It is highly likely that teachers will have more than one civics class each semester, and we will include all of their classes in the study. We conservatively estimate thirty-five students per school per semester will participate, which equates to 2,800 students for Cohort 1 and 4,200 for each of five semesters for Cohorts 2 and 3.

**Performance tracking.** The performance of teachers in We the People PD will be tracked by the research team. Teachers will be evaluated on the degree to which they participated actively in the We the People PD program and implemented what they learned in the classroom with fidelity. Regular tracking of performance will include (1) participation rates in professional development (summer institutes and follow-up workshops), (2) use of We the People materials in the classroom, (3) descriptions of mentor and scholar/teacher support, and (4) frequency of, and participation in, local and online learning communities.

**Qualitative impact evaluation.** The quantitative evaluation will be complemented by classroom observations and semi-structured interviews with teachers taking part in the quantitative impact evaluation. The qualitative analysis is designed to provide in-depth insights into the implementation and effectiveness of the We the People PD program in the classroom and to gain perspectives about the PD from teachers. Through classroom observations, the research team will gain firsthand knowledge of teachers' instructional style, class content, classroom climate, classroom setting, social norms, classroom interactions, and instructional materials. The research team will work from a coding rubric used for classroom observations associated with the 2014–15 study of We the People in Indiana. During Cohort 1, the abbreviated version of the We the

---

<sup>31</sup> See the evaluation schedule in Appendix 10c.

People PD program, the team will conduct ethnographic research in five schools with a goal of refining an effective coding scheme to implement more fully during Cohorts 2 and 3, when teachers are experiencing the full program. Schools will be blocked by region and randomly selected for participation. Members of the research team trained in qualitative methods will visit fifteen schools for each of Cohorts 2 and 3 for a total of thirty schools. In conjunction with the site visits and classroom observations, semi-structured interviews will be conducted with the teachers to discuss their experience with We the People PD and determine the extent to which the program has met its goals.

***(2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.***

**Quantitative data.** The quantitative impact evaluation relies on established, reliable, and previously validated outcome measures in composing the teacher and student survey instruments (e.g., Delli Carpini and Keeter 1996; Niemi and Junn 1998; Torney-Purta et al. 2001; Campbell 2005; Owen, Soule, and Chalif 2011; Owen 2013).

### **Teacher and student measures**

**Civic knowledge** will be assessed for both teachers and students. The scope of the content covers what is required by state standards<sup>32</sup> in civics and government. Items will take into account (1) core values and democratic principles of the United States government as set forth in foundational documents, (2) the impact of early American history on the development of state and federal government, (3) constitutional limits on government institutions, (4) the rights and responsibilities of citizens, (5) the requirements of democratic civic involvement, (6) the institutions of government, (7) political parties, (8) elections, (9) the role of media in a

---

<sup>32</sup> As previously noted, the content of the We the People curriculum encompasses more than 84 percent of content of the states' standards.

democratic society, (10) economic principles as they relate to government, and (11) the relationship of the United States to other nations in world affairs.

### **Teacher measures**

**Teacher professional engagement** will be measured by (1) the frequency and breadth of teachers' formal and informal communication with teachers at their own schools and at other schools, including with teachers in the We the People PD network, (2) the extent of teachers' involvement in peer leadership activities, and (3) the degree to which teachers avail themselves of online materials and professional learning communities, including those offered by We the People.

**Teacher self-efficacy** is the teachers' belief that s/he is able to achieve desirable student learning and engagement outcomes. Self-efficacy is especially relevant for teachers instructing high-need students. Survey items will tap whether or not a teacher feels that s/he can get through to unmotivated students in order to determine if We the People PD enhances self-efficacy among teachers of high-need students.

**Classroom pedagogy** will take into account teachers' use of particular resources in the classroom (e.g., online resources and film), approach to teaching (e.g., lecture, Socratic method, and flipped instruction), incorporation of active-learning elements (e.g., mock congressional hearings and debates), and student evaluation methods (e.g., essay tests and student portfolios).

**Teaching objectives** will measure the extent to which teachers adopt the aims of the We the People PD program, such as educating students about core democratic principles as set forth in the Declaration of Independence and U.S. Constitution and teaching students about how early American history influenced the development of the U.S. government. Additionally, information will be collected pertaining directly to teachers' experience with the We the People traditional

and blended PD programs, including items about the program curriculum, their satisfaction with the PD program experience, and their suggestions for ways that We the People PD and resources might be improved. Teachers in the blended program will be asked about their levels of use and the value of each of the online components. Questions will address the implementation of the We the People program in their school and their perceptions of students' engagement with the We the People curriculum. Background data will be gathered on teachers, including demographic characteristics, their education, the length of time that they have been teaching, how long they have been at their school, their experience teaching civics, and whether they have completed other PD programs.

### **Student measures**

**Civic skills** are the proficiencies that enable people to participate actively and responsibly as democratic citizens. They encompass how efficacious students feel in understanding or engaging in civic and political life. The survey will measure how competent students feel they are to fulfill their responsibilities as citizens, vote, express opinions, and become active participants in politics and their community. Civic skills also take into account students' ability to gather and process information, use the media to follow and engage in politics, and think critically about societal issues.

**Civic dispositions** are orientations related to democratic character formation. Indicators of civic dispositions measure students' political tolerance, concern for the rights and welfare of others, sense of public duty, support for and trust in political institutions and leaders, and participation in the political life of their communities and the nation.

**Classroom climate** indicates how free students feel to express themselves during instructional periods. The student survey will include classroom climate measures of students' perception of

the openness of their classroom to student input, voicing opinions, discussion about political ideas, and respectful teacher-student and student-student disagreements. Additional information about students will be ascertained, including demographic characteristics and grade point average. School-level factors, such as public or private institution, technical or traditional school, region, graduation rates, and socioeconomic status of the surrounding environs, will be incorporated in the analysis as controls.

**Qualitative data.** The data-collection instruments for the qualitative evaluation methods—classroom observations and teacher interviews—will be derived from established studies and prior research conducted by the Georgetown team. In addition to the descriptive information that will be incorporated into research reports, numerical data will be derived from the classroom visit rubrics, and analyzed statistically. The notes from the classroom observations and transcripts of the teacher interviews will be content-analyzed for trends by the research team.

***(3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.***

The timing of the data collection and reporting strategies<sup>33</sup> is designed to provide regular feedback to the Center throughout the program. The evaluations will provide empirical guidance about the viability of the traditional versus the blended PD program, and so the research term will provide frequent updates to the Center, state coordinators, and other key personnel about the performance tracking data and information gleaned from the data collection. Interim and full-cohort reports are timed to coincide with the completion of phases of the quantitative impact evaluation. The Center will host quarterly webinars for state coordinators and other relevant participants to share information and focus on best practices.

---

<sup>33</sup> See Appendix 10c for this information.

***(4) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet What Works Clearinghouse Evidence Standards without reservations.***

The quantitative impact evaluation was designed specifically to meet WWC evidence standards without reservations. The method includes randomized assignment of schools to intervention and control groups. The plan is to assign schools to groups entirely by chance; any differences in assignment probabilities will be adjusted according to the methods specified by WWC. Baseline equivalence will be established prior to the period of study, and statistical adjustments will be made if baseline characteristics do not meet WWC equivalence requirements. Steps will be taken to minimize attrition of students and teachers. A financial incentive will be given to teachers who complete their own evaluations and administer the surveys to their students. Teachers will maintain contact with their mentors and colleagues through their professional development network, which can help identify issues that might arise before a school drops out. The research team will establish contact with teachers, letting them know to anticipate the surveys, providing detailed instructions for administering them to students, and following up with reminders. The sample size and quality are sufficient to maintain the integrity of the data even with an attrition rate of 20 percent, which has been experienced in similar studies (Barr et al. 2015). The study will be monitored carefully for attrition and differential attrition with the potential for bias assessed using WWC standards.

***(5) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.***

The Georgetown research team has considerable experience in the field of civic education, including work on grant-funded projects and evaluations of high-quality civic education programs. The team has conducted high-quality research using rigorous methods as specified by the WWC on time and within budget. The team will be led by Diana Owen and consist of

university faculty and graduate students with the requisite analytical and empirical skills. The team has access to the necessary resources (space, computers with required software, etc.) to accomplish the specified tasks. Members of the team will be granted leave time as necessary to conduct the evaluation for the Madison project. The evaluation budget was calculated based on the personnel required and estimated time to accomplish each evaluation task, and is sufficient.

### **Conclusion**

As James Madison and others have noted, the fundamental importance of a sound civic education for a democracy cannot be overstated. Students must learn that citizens in a democracy need to be the masters, not the servants, of government. They must learn that in Lincoln's words governments are to be "of the people, by the people, and for the people." Teachers must be well equipped to foster among students the knowledge, skills, and disposition to become civically engaged in the political life of their community to further the realization of the ideals of democracy. To focus upon high-need students, as this program intends, is to help alleviate the problem of underrepresented and underserved elements of the society and therefore promote equality of opportunity and a more just society.