Civic Learning: A Gateway to Common Core, Danielson, and the Illinois 5Essentials

Janice Belzowski, Civic Learning Manager
Robert R. McCormick Foundation Civics Program
Civic Learning: A Gateway to Common Core, Danielson, and the 5Essentials

- Build the capacity of attendees to make a case for civics as a means of strengthening the overall educational mission of their schools
- Align best practices in civic learning with Common Core, Danielson, and the Illinois 5Essentials
- Introduce the C3 Framework, provide resources and links
- Highlight the work of the Illinois Civic Mission Coalition to strengthen high schools’ civic learning programs through the Democracy Schools Initiative
Civic Learning: A Gateway to Common Core, Danielson, and the 5Essentials

• Build the capacity of attendees to make a case for civics as a means of strengthening the overall educational mission of their schools
• Align best practices in civic learning with Common Core, Danielson, and the Illinois 5Essentials
• Introduce the C3 Framework, provide resources and links
• Highlight the work of the Illinois Civic Mission Coalition to strengthen high schools’ civic learning programs through the Democracy Schools Initiative
Civic Learning: A Gateway to Common Core, Danielson, and the 5Essentials

- Build the capacity of attendees to make a case for civics as a means of strengthening the overall educational mission of their schools
- Align best practices in civic learning with Common Core, Danielson, and the Illinois 5Essentials
- Introduce the C3 Framework, provide resources and links
- Highlight the work of the Illinois Civic Mission Coalition to strengthen high schools’ civic learning programs through the Democracy Schools Initiative
Civic Learning: A Gateway to Common Core, Danielson, and the 5Essentials

- Build the capacity of attendees to make a case for civics as a means of strengthening the overall educational mission of their schools
- Align best practices in civic learning with Common Core, Danielson, and the Illinois 5Essentials
- Introduce the C3 Framework, provide resources and links
- Highlight the work of the Illinois Civic Mission Coalition to strengthen high schools’ civic learning programs through the Democracy Schools Initiative
The civic mission of schools

• The benefits of high-quality, school-based civic learning opportunities:
  o Promotes civic capacity, connections, and commitments
  o Bridges the “democracy divide”
  o Builds 21st Century competencies
  o Improves school climate
  o Reduces the drop-out rate
Reduces the drop-out rate

What Dropouts Believe Would Improve Students’ Chances

- Opportunities for real-world learning (internships, service learning, etc.) to make classroom more relevant: 81%
- Better teachers who keep classes interesting: 81%
- Smaller classes with more individual instruction: 75%
- Better communication between parents & school, get parents more involved: 71%
- Parents make sure their kids go to school every day: 71%
- Increase supervision at school: ensure students attend classes: 70%
Strategically-designed curriculum:
No one-size-fits-all approach to civic learning curriculum

Six proven practices that constitute well-rounded civic learning:
1. Classroom instruction
2. Discussion of current events and controversial issues
3. Service-learning
4. Extracurricular activities
5. Student participation in school governance
6. Simulations of democratic processes
Continuous school improvement through civic learning

Five essential supports for student achievement
Common elements for sustained, systemic approaches to civic learning

• The No Excuses framework:
  o Vision and leadership ➔ Effective leaders
  o Strategically-designed curriculum ➔ Ambitious instruction
  o Hiring practices, performance reviews, and professional development ➔ Collaborative teachers
  o School-community relationship ➔ Involved families
  o School climate ➔ Supportive environment
Common elements for sustained, systemic approaches to civic learning

• The No Excuses framework:
  o Vision and leadership ➔ Effective leaders
  o Strategically-designed curriculum ➔ Ambitious instruction
  o Hiring practices, performance reviews, and professional development ➔ Collaborative teachers
  o School-community relationship ➔ Involved families
  o School climate ➔ Supportive environment
Common elements for sustained, systemic approaches to civic learning

- The No Excuses framework:
  - Vision and leadership ➔ Effective leaders
  - Strategically-designed curriculum ➔ Ambitious instruction
  - Hiring practices, performance reviews, and professional development ➔ Collaborative teachers
  - School-community relationship ➔ Involved families
  - School climate ➔ Supportive environment
Common elements for sustained, systemic approaches to civic learning

• The No Excuses framework:
  o Vision and leadership → Effective leaders
  o Strategically-designed curriculum → Ambitious instruction
  o Hiring practices, performance reviews, and professional development → Collaborative teachers
  o School-community relationship → Involved families
  o School climate → Supportive environment
Common elements for sustained, systemic approaches to civic learning

• The No Excuses framework:
  o Vision and leadership ➔ Effective leaders
  o Strategically-designed curriculum ➔ Ambitious instruction
  o Hiring practices, performance reviews, and professional development ➔ Collaborative teachers
  o School-community relationship ➔ Involved families
  o School climate ➔ Supportive environment
The Illinois Civic Blueprint

The Civic Blueprint is designed to give educators, policymakers, parents, and Illinois residents:

- Explanations of proven school-based civic learning practices
- Examples of Illinois high schools, educators, students, and community partners using these approaches
- Recommendations for implementing these approaches in high schools throughout Illinois
- Resources that support schools and communities in promoting civic engagement among Illinois high school students
The Illinois Civic Blueprint

The Civic Blueprint is designed to give educators, policymakers, parents, and Illinois residents:

- Explanations of proven school-based civic learning practices
- Examples of Illinois high schools, educators, students, and community partners using these approaches
- Recommendations for implementing these approaches in high schools throughout Illinois
- Resources that support schools and communities in promoting civic engagement among Illinois high school students
The Illinois Civic Blueprint

The Civic Blueprint is designed to give educators, policymakers, parents, and Illinois residents:

- Explanations of proven school-based civic learning practices
- Examples of Illinois high schools, educators, students, and community partners using these approaches
- Recommendations for implementing these approaches in high schools throughout Illinois
- Resources that support schools and communities in promoting civic engagement among Illinois high school students
The Illinois Civic Blueprint

The Civic Blueprint is designed to give educators, policymakers, parents, and Illinois residents:

- Explanations of proven school-based civic learning practices
- Examples of Illinois high schools, educators, students, and community partners using these approaches
- Recommendations for implementing these approaches in high schools throughout Illinois
- Resources that support schools and communities in promoting civic engagement among Illinois high school students
Common elements for sustained, systemic approaches to civic learning

- The No Excuses framework = Illinois Civic Blueprint, 2nd Edition
  - Vision and leadership
  - Strategically-designed curriculum
  - Hiring practices, performance reviews, and professional development
  - School-community relationship
  - School climate
Strategically-designed curriculum: Danielson Framework connections

"A teacher's skill in questioning and in leading discussions makes a powerful contribution to student learning and is valuable for many instructional purposes: exploring new concepts, eliciting evidence of student understanding, and promoting deeper student engagement" (79).
Strategically-designed curriculum: Danielson Framework connections

• "In a well run discussion, a teacher does not hold center stage but rather encourages students to comment on one another's answers and request further elaboration. In classes accustomed to discussion, students assume considerable responsibility for the depth and breadth of the conversation" (81).

• "Discussions in literature and history can be rich, with students hearing different perspectives on shared information."
Strategically-designed curriculum: Danielson Framework connections

- "In a well run discussion, a teacher does not hold center stage but rather encourages students to comment on one another's answers and request further elaboration. In classes accustomed to discussion, students assume considerable responsibility for the depth and breadth of the conversation" (81).

- "Discussions in literature and history can be rich, with students hearing different perspectives on shared information."
Strategically-designed curriculum: Danielson Framework connections

- Instructional designs must be coherent— all components (outcomes, activities, methods, materials, grouping of students) flow together (57)

- Emphasis should be on thinking and problem solving; permit student choice and initiative; depth over breadth (58)
Strategically-designed curriculum: Danielson Framework connections

- Instructional designs must be coherent—all components (outcomes, activities, methods, materials, grouping of students) flow together (57)

- Emphasis should be on thinking and problem solving; permit student choice and initiative; depth over breadth (58)
Strategically-designed curriculum: Illinois 5Essentials connections

Teacher survey questions:
• To what extent do the following characteristics describe discussions that occur in your target class?
  o Students build upon each other’s ideas during discussion
  o Students use data and text references to support their ideas
  o Students show each other respect
  o Students provide constructive feedback to their peers/teachers
  o Most students participate in the discussion at some point
Strategically-designed curriculum: Illinois 5Essentials connections

Teacher survey questions:
• To what extent do the following characteristics describe discussions that occur in your target class?
  o Students build upon each other’s ideas during discussion
  o Students use data and text references to support their ideas
  o Students show each other respect
  o Students provide constructive feedback to their peers/teachers
  o Most students participate in the discussion at some point
Strategically-designed curriculum: Illinois 5Essentials connections

Teacher survey questions:
• To what extent do the following characteristics describe discussions that occur in your target class?
  o Students build upon each other’s ideas during discussion
  o Students use data and text references to support their ideas
  o Students show each other respect
  o Students provide constructive feedback to their peers/teachers
  o Most students participate in the discussion at some point
Strategically-designed curriculum: Illinois 5Essentials connections

Teacher survey questions:
• To what extent do the following characteristics describe discussions that occur in your target class?
  o Students build upon each other’s ideas during discussion
  o Students use data and text references to support their ideas
  o Students show each other respect
  o Students provide constructive feedback to their peers/teachers
  o Most students participate in the discussion at some point
Strategically-designed curriculum: Illinois 5Essentials connections

Teacher survey questions:
• To what extent do the following characteristics describe discussions that occur in your target class?
  o Students build upon each other’s ideas during discussion
  o Students use data and text references to support their ideas
  o Students show each other respect
  o Students provide constructive feedback to their peers/teachers
  o Most students participate in the discussion at some point
Strategically-designed curriculum:
Possible to meet standards and do innovative things

An arc for inquiry:
• Developing questions and planning inquiries
• Applying disciplinary concepts and tools
• Evaluating sources and using evidence
• Communicating conclusions and taking informed action

http://www.socialstudies.org/c3
http://www.c3teachers.org/
Strategically-designed curriculum:
Possible to meet standards and do innovative things

An arc for inquiry:
• Developing questions and planning inquiries
• Applying disciplinary concepts and tools
• Evaluating sources and using evidence
• Communicating conclusions and taking informed action

http://www.socialstudies.org/c3
http://www.c3teachers.org/
Strategically-designed curriculum: Possible to meet standards and do innovative things

An arc for inquiry:
• Developing questions and planning inquiries
• Applying disciplinary concepts and tools
• Evaluating sources and using evidence
• Communicating conclusions and taking informed action

http://www.socialstudies.org/c3
http://www.c3teachers.org/
Strategically-designed curriculum: Possible to meet standards and do innovative things

An arc for inquiry:
- Developing questions and planning inquiries
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action

http://www.socialstudies.org/c3
http://www.c3teachers.org/
Strategically-designed curriculum: Possible to meet standards and do innovative things

An arc for inquiry:
- Developing questions and planning inquiries
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action

http://www.socialstudies.org/c3
http://www.c3teachers.org/
Strategically-designed curriculum:
Possible to meet standards and do innovative things

- Reading and comprehending complex, expository texts → Civic knowledge
- Listening for understanding about key ideas, diverse perspectives, and points of view → Identify logical conclusions and take positions
- Paraphrase information, articulate complex ideas representing various points of view, and practice civil discourse → Discussions about controversial issues
- Analyze information, deconstruct complex ideas, and articulate arguments in an organized, coherent manner → Writing informative, explanatory, and persuasive texts

http://commoncore.lacoe.edu/documents/preparing_students_civic_education_connections.pdf
Review the materials
The Illinois Civic Mission Coalition

Part of the National Campaign for the Civic Mission of Schools, the Illinois Civic Mission Coalition seeks to restore education to its core purpose – preparing America’s youngest citizens to be informed and active participants in our democracy.
Democracy Schools Initiative

Illinois high school students deserve enhanced opportunities to learn and practice civic engagement behaviors, and the ICMC has created a process by which high schools affirm their commitment to civic learning by seeking recognition as a Democracy School.
What is a Democracy School?

Illinois Democracy Schools are high schools recognized for consciously promoting civic engagement by all students, focusing intentionally on fostering participatory citizenship and placing an emphasis on helping students understand how the fundamental ideals and principles of our democratic society relate to important current problems, opportunities and controversies.
Illinois Democracy Schools

Since 2006, the ICMC has recognized 31 Illinois high schools as Democracy Schools.
Illinois Democracy Schools

In 2011, the Illinois Senate passed a resolution commending current Democracy Schools, encouraging high schools across the state to engage in the civic assessment, and recommending this distinction be placed on school report cards.
Illinois Democracy Schools Recognition

Shawnee Students Honored for Community Involvement
Stevenson’s civic learning focus earns democracy award

By Laura Pavin | For Sun-Times Media | @LauraPavinNews

Stevenson High School is one of only five schools in the state — and the only one in Lake County — to be named an Illinois Democracy School.
Democracy School assessment and application process

By completing an assessment of common elements necessary for a sustained systemic commitment to civic learning, prospective Democracy Schools apply for recognition, funding to support future plans identified in the application, and membership in a formal network of recognized Democracy Schools.
Democracy School Network

ILLINOIS DEMOCRACY SCHOOLS NETWORK
An Initiative of the Illinois Civic Mission Coalition
LATEST ACTIVITY

Share: Blog Post · Discussion · Event · Photos · Video

What are you up to?

Larry Pahl replied to Janice Belzowski's discussion 5 REASONS LEADERS NEED TO ENCOURAGE TEACHER VOICE

"I like the 5 points DeWitt makes. It makes sense to give teachers voice. But administrators, following basic human nature, are reluctant to share and relinquish power. Enlightenment ideas were appealing to Tsarist rulers, but they just couldn't..."

9 hours ago

Kelly Pecak replied to Janice Belzowski's discussion 5 REASONS LEADERS NEED TO ENCOURAGE TEACHER VOICE

"Great article! A lot of change is happening in education and I think teacher voice is essential to making that change effective and long-lasting. Common Core promotes high-level thinking and learning and teachers definitely need a say on..."

10 hours ago

JANICE BELZOWSKI

Sign Out

Inbox

Alerts

Friends – invite

Settings

ANNOUNCEMENTS

SAVE THE DATE! 2014 DEMOCRACY SCHOOLS NETWORK MEETING:

- SATURDAY, OCTOBER 18, 2014
  8:30AM - 12PM (McCormick Office, Chicago)

Democracy Schools Website - Release of the Illinois Civic Blueprint
Civic Learning: A Gateway to Common Core, Danielson, and the 5Essentials

For more information contact:

Janice Belzowski
Civic Learning Manager, Robert R. McCormick Foundation
Direct: 312-445-5172
JBelzowski@McCormickFoundation.org
@McCormickCivics
@JaniceBelz