

# The Civics for All Initiative

## Four Year Implementation Plan

Seattle School District, May 20, 2013

Proposal Draft # \_\_1\_\_

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**Review:** The Civics for All Initiative Has Six Curricular Elements (to be instituted in order below):

- 1) Civics website/Fusion page
- 2) Annual mock elections
- 3) Banners
  - Essential Civics for All Questions - posted in every classroom
  - Political Spectrum - posted in all grades 7-12 social studies classrooms
- 4) Three Civics CBAs in each year of K-12 social studies
- 5) Media literacy emphasis, esp. related to electoral politics and current events.
- 6) PD – Civics Across the Curriculum / Civics Across the Core

### **Four Stage Implementation of the Six Curricular Elements**

Year One 2013-2014 - Load Civics /Fusion page with essential documents/materials  
 Year Two 2014-2015 - Mock elections, Banners  
 Year Three 2015-2016 - CBAs, Media literacy, PD: Civics Across the Core  
 Year Four 2016-2017 - Evaluation, Reflection, Refinement

### **Four Year Implementation Plan: Administrative Processes/Perspectives**

Year One 2013-2014 - "Endorsements, Engaging, Planning, and Preparation Year"  
 Year Two 2014-2015 - "Implementing Mock Elections and Banners"  
 Year Three 2015-2016 - "Implementing Media literacy, CBAs, and PD"  
 Year Four 2016-2017 - "Evaluation, Reflection, Refinement"

#### **4 Year Implementation Rationale:**

The four year implementation plan is a very slow roll out that is designed to give all employees district-wide plenty of time to implement the Civics for All Initiative in a very organized, thoughtful manner which guarantees pedagogical efficacy, maximizes student learning, and sets the foundations for long-term success for all. It allows for **extensive planning in the year before** various planks in the proposal are put into classroom use. The planks that are easiest to implement are done first with the more complex ones done in the following year.

This phased in format allows for fine tuning and sharing of ideas as teachers' comfort levels with the initiative increases. Some teachers are already quite familiar and adept with these basic pedagogical tools and will hopefully help others out.

Finally, by emphasizing the mock election in the first year a clear statement will be heard by all: the Seattle School District places a high value on civics and on democracy! This is a great way to start!

#### **Precis: Civics for All Design, Adoption, Implementation, Evaluation, Refinement**

The Civics for All Initiative was first presented to Nancy Coogan and Anita Morales on March 30, 2011 and to the Seattle School Board on June 15<sup>th</sup>, 2011. Since then, after wide-ranging research and consultation with teachers, numerous education think-tanks, and Seattle school district personnel, the proposal has been refined into its present form.

In the early fall of 2013, the Civics for All leadership seeks to have the 6 plank Initiative formally adopted by the Seattle Public Schools leadership. We seek to have Superintendent Banda offer a formal resolution of support to the School Board asking them to endorse said resolution via a Board vote. We think it is important to engage this elected body in the adoption of this proposal --with a majority vote of support from the school board the implementation process would begin.

When, and if, the proposal is formally adopted, our schools will implement that program and go through a substantive evaluation and refinement process after 4 years.

#### **Picture this:**

*"On Tuesday November 4<sup>th</sup>, 2014 over 49,000 Seattle Public Schools students will participate in the nation's largest ever school district-wide mock election. Over 50,000 young citizen-scholars at 100 plus schools will engage in democracy's most sacred act: VOTING!*

*With thirteen state Senate seats up for grabs and a smoking-hot gun control initiative (1) on the ballot that will provide great student interest and superb lesson plan options, Seattle will make history as 50,000 students across the city talk politics before and after the vote. We will be the first and biggest major urban school district ever to put on such an election.*

*King County Elections and the Secretary of State's office in Olympia have already offered to support the district, including voter registration materials, high-tech computer disaggregated voting information tallies, etc. With likely engagement from the PTSA, the League of Women Voters, and other civic groups, the city will be popping with youthful political interest.*

*Student media, non-profit media, and city/national media will become involved and the civic energy in Seattle will soar. It is going to be a historic time as Seattle fulfills its civic duty by setting an example for the rest of the country by celebrating democratic citizenship education.*

*And in the presidential election year of 2016, when Senator Patty Murray defends her Senate seat as well, the student polls and the city will be hopping indeed!!!”*

Just picture it.

Now, let’s make it happen!!!

*1-The Washington Alliance for Gun Responsibility will sponsor a “2014 Gun Control Initiative”*

### **Year One: 2013-2014 School Year - “Endorsements, Engaging, Planning, and Preparation”**

- 1) September – Union engagement:
  - a. SEA district-wide Survey Monkey poll of member about Civics for All
  - b. SEA Board of Directors vote and probable endorsement
- 2) September – School Board engagement
  - a. Wednesday Sept. 4<sup>th</sup> testimony, by Hutchins, Margit McGuire, and students (if available) to the board to support adoption of Civics for All, and to call a motion for a vote in October.
  - b. Principals’ engagement – Hutchins and McGuire will present to PASS – Brian Vance has agreed to do his best to get us on an early autumn PASS agenda – we will also reach out to them through email
- 3) September & October - District leadership engagement
  - a. Meeting(s) with Heath, Tolley, et al
  - b. Review/fine-tune implementation plans
  - c. Address funding issues – multiple grants are in the works
  - d. Seeking a resolution of support for Civics for All from Superintendent Banda
  - e. School Board receives Banda’s endorsement, votes on resolution of support for it
- 4) **The Civics for All Initiative is adopted!** Cheers and a Deep Sigh of Relief!!!! Back to Work/Implementation
- 5) District Publicity Machine goes into action – Inviting the community to give money, support, and engagement with the Civics for All Initiative
  - a. Regarding money transfers – we are a 501(c)3 – but it will be preferable to move the money through the district or the Alliance for Education, or another way
- 6) Load Civics /Fusion page with essential documents/materials
  - a. This will be quite easy
  - b. Working with Kathleen and with Scottie’s replacement, we will front-load any and all documents, links, etc. that relate to civics and Civics for All onto the already established Fusion page – with Common Core connections as well
  - c. Our primary focus will be on clarity of organization – as such we will have “File Folders” for each of the 6 planks in the Initiative
- 7) Outreach to teachers: heads up about the coming year’s focus: **elections** and banners:

#### Annual mock elections preparation

- 1) Email contact established with principals and social studies department heads

- 2) Preparatory information sent/made available to them – see Appendix for:
    - a. Research rationales on why voting is such a rich pedagogical opportunity
    - b. Voting documents
    - c. Voter’s registration information ( a key component)
    - d. Historic connections- voting and voting rights across time
    - e. Lessons on Initiatives and referendums
    - f. Contact info to key parties like:
      - i. King County Elections – Sherill Huff, director
      - ii. WA Sec. of State – Kim Wyman
      - iii. KidsVotingUSA - Wallace
  - 3) Considering logistics and voting styles:
    - a. Computers or paper ballots – either is fine
    - b. Engaging parent groups, PTSA, LOWVs etc
      - i. Schools should decide early if they want to engage parents/parent groups in the voting process and contact them
  - 4) Notes/letters to Parents – suggestions for engagement
- 8) Outreach to teachers: heads up about the coming year’s focus: elections and **banners**:

#### Working with teachers on Banners: Political Spectrum and Essential Questions

- Essential Civics for All Questions - posted in every classroom
  - Political Spectrum - posted in all secondary social studies classrooms
- A) First step is to get all of the banners ordered – in process now
  - B) Getting banners shipped with hanging materials to schools
  - C) Teachers will be encouraged to have them up by winter break, strongly encouraged by spring break, and up for sure by the end of the year –
    - a. Or janitors do it in the summer? Probably not a good idea!
  - D) Helping teachers with the Political Spectrum is focused solely in the secondary social studies – half of them already have the banner and tons of lesson plans – we will share and build everyone up to %100 capacity asap
  - E) Discuss how to use the Essential Questions and the political spectrum with the election- vis a vis the candidates and the gun control initiative – KILLS TWO BIRDS WITH ONE STONE!
  - F) Discuss long-term planning for year two, especially for how to integrate the essential questions in your syllabi and how to use them to connect past and present in your social studies lessons
  - G) using Essential Questions with the Common Core
  - H) The “*Essential Civics for All Questions*”- are going out to an incredibly diverse set of teachers and grades – we will develop a targeted package of instructional materials to go with each for each area
  - I) When we email out lesson plan ideas, connections to the Common Core will be front and center
  - J) Encourage teachers to do a CBA on the election in preparation for future CBA election opportunities – CRUCIAL!

## Year Two 2014-2015 School Year - "Implementing Mock Elections and Banners"

- 1) **First Annual mock election** – Nov. 4, 2014 - first SPS District-wide election
    - a. **This should be a huge day of celebrating youth in democracy!!!!**
    - b. National press – guaranteed!!!
    - c. this is the major event of the fall, without a doubt. %30 of the prep-work is already done now, and the bulk of the remaining prep-work will have been done in the 2013-2014 school year
      1. A point person will need to be found at each school to be in charge of the operation
  - 2) Let's work to really maximize the historic nature of this event - distribution of voting materials and perhaps fancy ballots from our local boosters, kids contest for designs, etc,
  - 3) **Banners** – as with elections, %90 of the implementation work will have been done the previous year
    1. The key will be to create a supportive environment where teachers share successful methods and uses for the *"Essential Civics for All Questions"*, especially as to how they can be used in the Core
  - 4) Prepping teachers and schools for Year Three 2015-2016 - A) CBAs, B) Media literacy, C) PD: Civics Across the Core
  - 5) A) Prepping for implementation of CBAs in the Core
    - a) Teachers are already familiar with CBAs, and with civics CBAs in the Core in particular, so that helps!
    - b) I will recommend that all teachers consider getting one of their CBAs in the Core done on the fall election – I will commit to making sure this is as turnkey as possible while, at the same time providing tons of diverse approaches and meeting Core needs as well if possible
    - c) I will mail out as much good information and as many examples of good civics CBAs in the Core as I can
    - d) Margit is sending over CBA-like info for the lower elementary grades and Anita has this information as well
    - e) We can also propose that social studies teachers be given PD time or department meeting time or similar to work on Civics CBAs
- B) Prepping for implementation of Media literacy
- a) [Media-literacy](#), especially related to electoral politics, will be a required objective, primarily in social-studies and language-arts classrooms. Current events coverage, from organizations like [CNN Student News](#) (5 min. daily segments available, no cost) and others would occur frequently to merge civic literacy with media-literacy via current events.
  - b) Sharing – SS and LA teachers – via Fusion and email and meetings will share ideas on how they already successfully use media in their classrooms and how they might improve their practice with it
  - c) Best practices and best lessons will be shared and used

- d) I am hoping that a local media non-profit like the UW's CCRE, or Puget SoundOff, or the UW's Common Language Project will get involved once the district formally adopts Civics for All
  - e) Media literacy can be infused at the most basic levels or at very high levels of sophistication depending upon a range of factors. It can also leverage amazing outside resources that *extend beyond the school day* with many local NGOs, like PugetSoundOff.
- C) Prepping for Implementation of PD – Civics Across the Curriculum / Civics Across the Core:
- a) 2.0 PD days in year three, 2.0 in year four, and 1.0 in year five.
  - b) See “PD Day One” proposal below

### **Year Three 2015-2016 - “Implementing Media literacy, CBAs, and PD”**

- 1) Implementation of the **media literacy** program will basically involve taking the plans from the prior year’s work (see above) and involve maximizing their impact in the classroom.
- 2) Same holds true for the **CBAs** – much of the real work of putting together lessons and formats to help all teachers succeed as civics-minded instructors will have taken place in the year prior.
- 3) None-the-less we will remain vigilant about providing clear **CBA** options for teachers as important current events arise and the like – these events invariably provide opportunities to use media literacy skills and find connections to history content in the classroom or to LA work as well.

For PD here is the proposal for Day One:

#### **The Civics for All Initiative: Professional Development, first day**

Tentative proposal for Fall 2015

Logistics:

- a) All schools and staffs will remain in their buildings
- b) All schools will follow the same Activity schedule, with some differences in Common Core text readings for elementary and secondary levels
- c) All staff meeting rooms should be wired to receive real-time Skype presentations

**Activity Schedule:**

**Introduction:**

- 1) Introduce Civics for All idea and give rationale
- 2) Inspirational speech from Justice Sandra Day O’Connor, via Skype
- 3) Motivating words from Superintendent Banda, via Skype

**Morning Session:**

- 1) Defining civics – developing a shared understanding
- 2) Establish rationale for need for citizenship education
- 3) Sharing what we already do successfully civics-wise
- 4) Read excerpts on civics from masters: Aristotle, Jefferson, Parker, et al.
  - a. Using Common Core literacy standards
- 5) Hand out and review examples of inter-disciplinary lessons - e.g. civics in science, civics in special ed., etc.
- 6) Review lessons learned so far

**Break**

- 7) Review the district civics website page/Fusion - show folks the lessons they just used;
- 8) Have small groups create new interdisciplinary lessons with prompts and texts;
- 9) Watch video of great civics lessons in non-social studies classes;
- 10) Review Rationale as link to
- 11) Review pedagogical underpinnings (spiral curriculum and Erickson's stages of development)

**Lunch**

- 12) Watch Annenberg democracy video
- 13) Non-fiction texts and the Common Core;
  - a. examples with TTTT and RA
  - b. finding the right text, developing questions and modes of inquiry, using evidence to build an argument
  - c. Using and inculcating "Civics for All Essential Questions" and the political spectrum into civics lessons;
- 14) Voting and elections - discuss voting options and procedures for November;
- 15) Media literacy and civics - how to infuse into your classroom.

END OF PD day 1.

**Year Four 2016-2017 - "Evaluation, Reflection, Refinement"**

Evaluation of the program's efficacy will be solicited from all essential constituent parties. This will likely be done via an electronic survey but also in face to face discussions amongst key stakeholders.

This process of reflection is, of course, crucial to maintaining and producing the best possible learning experiences for our kids.

If district staff seems to enjoy civics and finds that kids learn more when it is part of their schooling, the sky is the limit for improving and expanding Civics for All.

Two obvious expansion areas include: Service –Learning and Legislative service-learning projects.

## CIVICS FOR ALL

### ESSENTIAL CIVICS QUESTIONS FOR DOMESTIC POLICY:

- 1) How should we define the "Common Good" and how can young people help one another to work for it?
- 2) What role should the government take in our economy and society: active or passive?
- 3) How should power and wealth be distributed in our society and what role should government play in that distribution?
- 4) Do citizens have a duty to dissent against government policies they consider to be unjust or illegitimate?
- 5) What human rights should be protected by the government, and which should people be responsible for protecting for themselves?
- 6) Since patriots put country and the Common Good before self, how can we increase patriotism in our society?
- 7) How should we balance the need for unity with respect for diversity?
- 8) How should we balance individual freedoms with society's need for order and security? In other words, where do your rights end and another's start?
- 9) How should economic progress be balanced with social justice? Are these two ideas necessarily mutually exclusive?
- 10) Should government make up for past wrongs and how can it do so?
- 11) What philosophical standards should be used to determine right and wrong in American politics and society?
- 12) How do governments earn and keep legitimacy (respect)?
- 13) Is democracy compatible with the huge imbalances in wealth that result from our economic system of capitalism?
- 14) What should the role of advocacy and dissent (protest) be in our society and how should we view them? (or "when should we participate in them?" which is better?)
- 15) Does and should government have a responsibility to provide equal opportunity to all citizens?
- 16) What kinds of dissent are (and are not) acceptable for groups to use in protecting citizens rights? Is violent, unlawful dissent ever justified?
- 17) How much influence should religious groups have in determining the decisions our government makes?

#### **Banner Bids for Pol. Spectrum and Essential Civics Questions Banners**

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**From:** "The UPS Store 6129 (Ballard - Seattle)" <print6129@theupsstore.com>

**To:** "Web Hutchins" <webhutchins@comcast.net>

**Sent:** Monday, September 17, 2012 10:25:34 PM

**Subject:** Price Quote Banner

Hi Web,

I know you have put a lot of efforts in this and I hope your proposal goes through.

Below are the price quotes for banners:



**1 - Banner 2 feet long and 10 feet wide (last one your picked up on Sunday):**

- 1 Banner: Retail \$115; discounted price for you \$100 plus \$0.50/grommet
- 50 Banners: Retail \$100; discounted price for you \$75 plus \$0.50/grommet
- 100 Banners: Retail \$90; discounted price for you \$68 plus \$0.50/grommet
- 150 Banners: Retail \$75; discounted price for you \$60 plus \$0.50/grommet

**2 - PREVIOUS BANNER (5 feet long and 3 feet wide):**

- **Thin Paper:**
  - 1 Banner: Retail \$73; discounted price for you \$63 plus \$0.50/grommet
  - 50 Banners: Retail \$63; discounted price for you \$53 plus \$0.50/grommet
  - 100 Banners: Retail \$55; discounted price for you \$45 plus \$0.50/grommet
  - 150 Banners: Retail \$50; discounted price for you \$40 plus \$0.50/grommet
- **Thick paper:**
  - 1 Banner: Retail \$75; discounted price for you \$65 plus \$0.50/grommet
  - 50 Banners: Retail \$65; discounted price for you \$55 plus \$0.50/grommet
  - 100 Banners: Retail \$55; discounted price for you \$50 plus \$0.50/grommet
  - 150 Banners: Retail \$50; discounted price for you \$45 plus \$0.50/grommet

Please feel free to contact me if you have any questions or need more information. I look forward to working with you on this project. Thank you. Ali

**The UPS Store - Ballard**

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