

# Civic Education: Policies and practices across the states

Prepared for the Alaska Legislative Task Force on Civic Education  
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## Informative Documents

1. Guardian of Democracy: The Civic Mission of Schools -  
<http://civicmission.s3.amazonaws.com/118/fo/5/171/1/Guardian-of-Democracy-report.pdf>
2. State Civic Education Policy Framework and accompanying Gap Analysis Tool  
<http://www.ecs.org/state-civic-education-policy-framework/>  
<http://www.ecs.org/state-civic-education-policy-gap-analysis-tool/>
3. Guidebook: Six Proven Practices for Civic Learning  
<http://www.ecs.org/six-proven-practices-for-effective-civic-learning/>

## Civic Learning Competencies

1. Knowledge
2. Skills
  - i. Participatory
  - ii. Intellectual
3. Dispositions

## Six Proven Practices

1. Classroom instruction
2. Discussion of current events and controversial issues
3. Service-learning
4. Extracurricular activities
5. School governance
6. Simulations of democratic practices

### Assessments

1. Multiple-choice tests or surveys
2. Short-answer or essay tests
3. Performance evaluations
4. Portfolios
5. Formative/Summative

### Status of State Policy

1. Civics education initiative
2. Democracy Schools
3. Task forces
4. Assessments/Accountability
5. C3 Framework

### Recommendations for State Policy

1. Consider clarifying the co-equal civic purpose of education at state, district and institutional levels.
2. Implement standards and curricula for education at each grade level - preschool through postsecondary.
3. Within standards and curricula, maximize inquiry-based instruction that results in informed action and demonstration of learning.
4. Integrate of civic learning across all academic disciplines.
5. Provide pre-service licensure/accreditation supports to prepare all teachers as civic educators.
6. Provide professional development supports to ensure all teachers' continued development as civic educators.
7. Use assessments of student progress toward civic learning outcomes to measure student performance and inform instructional efforts.
8. Use accountability indicators of teacher, district and school/institution performance to drive continuous improvement.
9. Include measures of community impact to show full breadth of the impact of civic education efforts.

### For further assistance, please contact:

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