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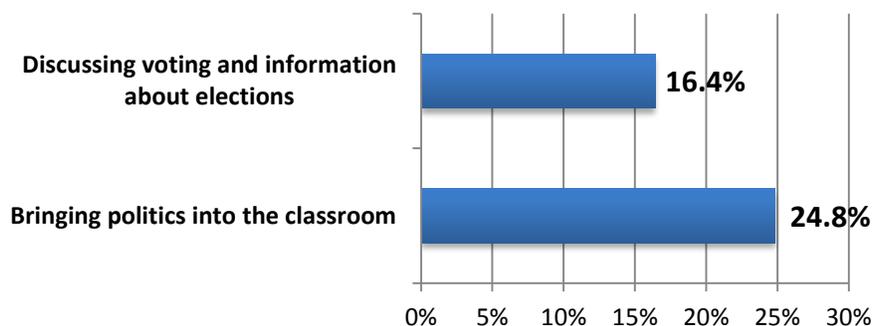
## Individual Teacher Reflection Guide

*All Together Now: Collaboration and Innovation for Youth Engagement* is a report based on research about what works (and doesn't work) to promote youth voting and civic knowledge. CIRCLE surveyed hundreds of high school civics and government teachers for the report. They responded to questions about whether they would be supported if they taught about voting and elections, their past professional development opportunities, and the teaching styles and goals they use in their classroom, among other things.

### How do your experiences compare to those of other teachers?

Consider this finding from our teacher survey: about a quarter (24.8%) of civics and government teachers whom we surveyed believed that parents or other adults in their community would not support them if they brought "politics into the classroom." At the same time, fewer teachers (16.4%) felt that parents or other adults in the community "might object to my discussing voting and information about elections with my students."

**% of Civics and Government Teachers who Believe Parents or Other Adults in the Community Would Object**



### For You To Consider:

Which of these groups would support your teaching of elections and voting in the classroom?

	Would Support	Might Support	Might Object	Would Object
My Principal				
My District				
Parents				
Other Adults in the Community				

If you think any of the individuals or groups above may object, what do you think they need to know in order to be more supportive?

What may be causes of the difference exhibited in the graph between the two questions?

### Your School and Classroom

*All Together Now* summarizes current research on youth voting and civic knowledge and uses that research to make recommendations for a range of organizations and sectors that influence civics and government classes. Some recommendations are mainly directed at states and districts. Please check the recommendations that are already implemented in your district or state, and circle the ones that you think could work in your state and district.

- Develop a civics or social studies test or other assessment that is aligned with the required content of civics and government courses
- Develop a test or assessment that does not merely measure what facts students retain, but also their higher-level skills and their ability to apply their skills.
- Develop state standards for civics that include students' ability to use the new digital and social media well ("media literacy")
- Support and encourage discussion of current and controversial issues in the social studies classroom.
- Support and encourage teachers to teach the current voting laws that apply in the state.

Some recommendations are mainly for teachers. Please check the recommendations that are already encouraged by your district or state, and circle the ones that you think could work in your classroom:

- Assign students to read and discuss news in class *and* with their parents or other adults.
- Encourage students to discuss current and controversial issues and to understand and respect diverse perspectives on those issues
- Use multiplayer role-playing video games as tools for civic education.

### For You to Consider:

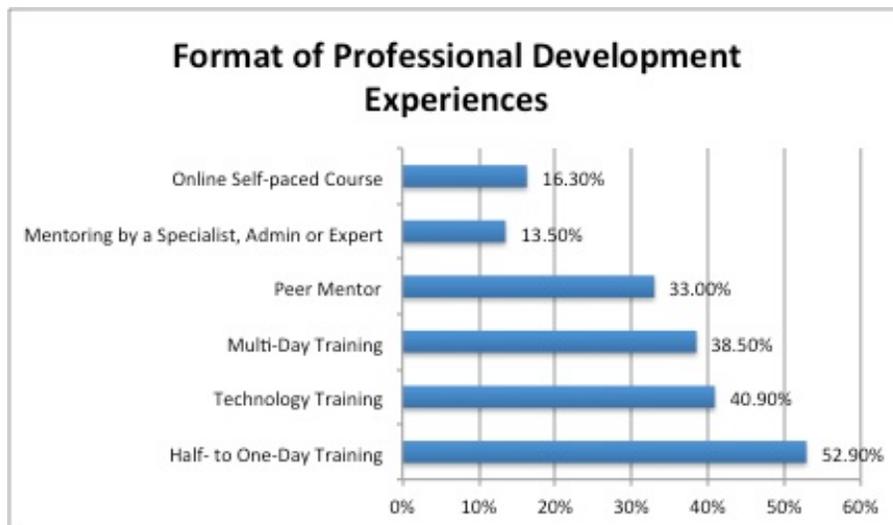
What has enabled you to implement the recommendations that you checked?

What additional support or resources do you need to implement the recommendations that you circled?

Are there recommendations that you neither checked nor circled? What is a barrier to making that/those recommendations happen?

### Your Professional Development

Our survey shows that there is a great range in the amount and types of professional development (PD) that current civics and government teachers receive. We asked if teachers ever received half-day or day-long training, peer mentoring, expert mentoring, multi-day training, online training, and training to help teachers use technology effectively. The results are shown in the following graph. A typical teacher has had two PD experiences, 18% had just one PD experience, and another 18% had none. Only 12% of the teachers had five or six PD experiences.



The survey found that if teachers reported that they had experienced multi-day PD for civics or government, they were more likely to feel support from their principal and district and more likely to encourage political discussions among their students.

### For You to Consider:

How does your experience compare to those of the teachers in our survey? Fill out the table below about your experiences with professional development and the types of PD you would like to receive in the future.

	I have participated in this sort of PD	I have participated in this sort of PD specifically for civics or government	I would be interested in participating in this sort of PD	Topics about which I'd like this type of training
Online Self-paced course				
Mentoring by a Specialist, Admin or Expert				
Peer Mentor				
Multi-Day Training				
Technology Training				
Half- to One-Day Training				