

APPENDIX A

Authorizing Joint Order

Resolves 2003, Chapter 85
First Regular Session of the 121st Legislature
(H.P. 333 - L.D. 425)

Resolve, To Prepare Maine's Students for Active Citizenship

Sec. 1. Commission established. Resolved: That the Commission to Study the Scope and Quality of Citizenship Education, referred to in this resolve as "the commission," is established; and be it further

Sec. 2. Commission membership. Resolved: That the commission consists of 15 members appointed as follows:

1. Two members of the Senate, one belonging to the political party holding the largest number of seats in the Senate and one belonging to the political party holding the 2nd largest number of seats in the Senate, appointed by the President of the Senate. Of these 2 members, one must have experience in the field of education;

2. Two members of the House of Representatives, one belonging to the political party holding the largest number of seats in the House of Representatives and one belonging to the political party holding the 2nd largest number of seats in the House of Representatives, appointed by the Speaker of the House;

3. Six members appointed by the President of the Senate as follows:

- A. One member who serves as a school administrative district superintendent;
- B. One member who serves as the principal of a public school;
- C. One member of a school board;
- D. One representative of the Department of Education;
- E. One representative of the Maine Chamber of Commerce; and
- F. One educator with experience in civic education service learning and related areas; and

4. Five members appointed by the Speaker of the House as follows:

- A. One dean of students from a college or university;
- B. One student enrolled in and attending high school;
- C. One student enrolled in and attending college; and
- D. Two representatives of the nonprofit education sector in the State, one of whom represents kindergarten to grade 12 education and one of whom represents higher education; and be it further

Sec. 3. Chairs. Resolved: That the first-named Senate member is the Senate chair of the commission and the first-named House of Representatives member is the House chair of the commission; and be it further

Sec. 4. Appointments; convening of commission. Resolved: That all appointments must be made no later than 30 days following the effective date of this resolve. The appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. Within 15 days after appointment of all members, the chairs shall call and convene the first meeting of the commission; and be it further

Sec. 5. Duties. Resolved: That the commission may hold up to 4 meetings and shall examine the following:

1. The extent to which citizenship education, including service learning, is currently included in the visions, missions, values and practices of Maine school administrative districts and institutions of higher education;
2. The extent to which existing preservice and in-service professional development programs for educators address citizenship education;
3. National models for educational continua that cover preschool through college with the potential for preparing Maine students to be active and engaged citizens; and
4. Models for involving students and giving them a voice in the governance of our institutions and providing opportunities for student engagement and leadership; and be it further

Sec. 6. Staff assistance. Resolved: That, upon approval of the Legislative Council, the Office of Policy and Legal Analysis shall provide necessary staffing services to the commission; and be it further

Sec. 7. Compensation. Resolved: That the legislative members of the commission are entitled to receive the legislative per diem, as defined in the Maine Revised Statutes, Title 3, section 2, and reimbursement for travel and other necessary expenses related to their attendance at meetings of the commission. Public members not otherwise compensated by their employers or other entities that they represent are entitled to receive reimbursement of necessary expenses and, upon a demonstration of financial hardship, a per diem equal to the legislative per diem for their attendance at authorized meetings of the commission; and be it further

Sec. 8. Report. Resolved: That the commission shall submit a report that includes its findings and recommendations, including suggested legislation, to the Second Regular Session of the 121st Legislature no later than December 3, 2003. The commission is authorized to introduce a bill related to its report to the Second Regular Session of the 121st Legislature; and be it further

Sec. 9. Extension. Resolved: That, if the commission requires a limited extension of time to complete its study and make its report, it may apply to the Legislative Council, which may grant an extension; and be it further

Sec. 10. Commission budget. Resolved: That the chairs of the commission, with assistance from the commission staff, shall administer the commission's budget. Within 10 days after its first meeting, the commission shall present a work plan and proposed budget to the Legislative Council for its approval. The commission may not incur expenses that would result in the commission exceeding its approved budget.

Upon request from the commission, the Executive Director of the Legislative Council or the executive director's designee shall promptly provide the commission chairs and staff with a status report on the study budget, expenditures incurred and paid and available funds; and be it further

Sec. 11. Funding. Resolved: That the commission shall seek outside funds to fully fund all costs of the commission. If sufficient outside funding has not been received by August 15, 2003 to fully fund all costs of the commission, no meetings are authorized and no expenses of any kind may be incurred or reimbursed. Contributions to support the work of the commission may not be accepted from any party having a pecuniary or other vested interest in the outcome of the matters being studied. Any person, other than a state agency, desiring to make a financial or in-kind contribution must certify to the Legislative Council that it has no pecuniary or other vested interest in the outcome of the study. Such certification must be made in the manner prescribed by the Legislative Council. All contributions are subject to approval by the Legislative Council. All funds accepted must be forwarded to the Executive Director of the Legislative Council along with an accounting record that includes the amount of funds, the date the funds were received, from whom the funds were received and the purpose of and any limitation on the use of those funds. The Executive Director of the Legislative Council administers any funds received by the commission. The executive director shall notify the chairs of the commission when sufficient funding has been received; and be it further

Sec. 12. Appropriations and allocations. Resolved: That the following appropriations and allocations are made.

LEGISLATURE

Commission to Study the Scope and Quality of Citizenship Education

Initiative: Allocates funds for the postage, printing, legislative per diem and other expenses for 4 meetings of the commission.

Other Special Revenue Funds	2003-04	2004-05
Personal Services	\$1,320	\$0
All Other	3,600	0
 Other Special Revenue Funds Total	 \$4,920	 \$0

Effective September 13, 2003, unless otherwise indicated.

APPENDIX B

Membership List, Commission to Study the Scope and Quality of Citizenship Education

**COMMISSION TO STUDY THE SCOPE AND QUALITY OF CITIZENSHIP
EDUCATION**

Resolve 2003, Ch 85

As Of Wednesday, October 22, 2003

Appointment(s) by the President

Sen. Neria R. Douglass
465 West Auburn Road
Auburn, ME 04210
(207)-782-1518

Chair

Sen. Betty Lou Mitchell
P.O. Box 6
Etna, ME 04434
(207)-269-2071

Gale Caddoo
879 Surry Road
Surry, ME 04684

Representing a School Board Member

Chris Hall
Maine Chamber and Business Alliance
7 University Drive
Augusta, ME 04330

Representing the Maine Chamber of Commerce

Judith Harvey
Superintendent, SAD 50
12 Starr Street
Thomaston, ME 04861

Representing a School Administrative District
Superintendent

Richard Marchi
Great Salt Bay Community School
559 Main Street
Damariscotta, ME 04543

Denise O'Toole
Cony High School
104 Cony Street
Augusta, ME 04330

Representing Educators With Experience in Civic Education
Service Learning

Patrick Phillips, Deputy Commissioner
Department of Education
23 State House Station
Augusta, ME 04333

Representing the Department of Education

Appointment(s) by the Speaker

Rep. Glenn Cummings
24 Nevens Street
Portland, ME. 04103
(207)-775-2855

Rep. Gerald M. Davis
15 Hamlin Road
Falmouth, ME 04105
(207)-797-5309

Joseph Burnham
14 Kayla Drive
Winthrop, ME 04364

Representing High School Students

Amanda Coffin
RR 1, Box 507
Strong, ME 04983

Representing College Students

Kurt Hoffman, Vice President
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Representing Dean of Students

Liz McCabe Park, Director
Maine Campus Compact
220 College Street, #2
Lewiston, ME 04240

Representing the Non-profit Education Sector With an
Emphasis on K-12 Education

Ms. Fran Rudoff
KIDS Consortium
215 Lisbon Street
Lewiston, ME 04240

Representing Non-profit Education Sector With an Emphasis
on K-12 Education

Staff: Phil McCarthy, OPLA, 287-1670
Nicole Dube, OPLA, 287-1670

APPENDIX C

Resource People and Presenters Providing Information to the Commission

Resource People and Presenters Providing Information to the Commission

The Honorable Dan A. Gwadosky, Secretary of State

Ms. Nancy Connolly, Coordinator, Youth Development Unit, Muskie School of Public Service and Staff Person to The Legislative Youth Advisory Council

Mr. Thomas Harnett, Assistant Attorney General and Director, The Civil Rights Team Project

Ms. Maryalice Crofton, Team Leader for the Community Service Team in the State Planning Office and Director, The Maine Commission for Community Service

Ms. Nancy Anderson, Executive Director, The Maine Mentoring Partnership

Ms. Constance Manter, Regional Education Representative and Social Studies Consultant, Maine Department of Education

Mr. Gary Seekins, Contracted Service Provider, Developed Web-based Survey for Maine Department of Education

APPENDIX D

Definitions

Definitions¹

Character Education

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, honesty, fairness, compassion, responsibility, civility, courage and kindness. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum. Character education, which attempts to instill certain virtues in students, has been praised and supported by some parents and educators as a need in our society.

Citizenship Education

Citizenship education is not necessarily the same as “civics.” State civics or government standards, which guide instruction in nearly every state, generally describe the knowledge needed for a basic understanding of government and the rights and responsibilities of citizenship such as voting. Citizenship education is a more comprehensive approach aimed at instilling in students the knowledge, skills and dispositions necessary for effective civic participation.

Civic knowledge is a key component of citizenship education, but equally important are opportunities for students to practice civic *skills* such as problem solving; public speaking; consensus building; and discussion, writing and reflection on controversial issues. The attitudes or *dispositions* of effective citizenship – belief in liberty, equality, civil and human rights, personal responsibility and the common good; traits of courage, fairness, honesty, integrity; a sense of personal efficacy; and many others – are nurtured through young people’s relationships with adults, through their participation in democratically governed schools, through service-learning (community service linked to the formal curriculum) and work on real community problems, and through discussion and reflection on democratic values. And students’ acquisition of civic knowledge can be enhanced by linking classroom instruction to real-world issues through discussion of current policy debates and policy proposals and attendance at school board or city council meetings.

K-16 Education Systems

In a technological age, a student’s ability to continue his or her education after high school is becoming more important. As Anthony Carnevale, of the Educational Testing Service, notes in *Crossing the Great Divide*, “Jobs today require more education. In 1959, 20% of workers needed some college; in 2000, 56% do” (Educational Testing Service, 2000). In response to this dramatic change and other developments,

¹ Definitions adapted from “Education Issues” information provided by Education Commission of the States; see ECS website: <http://www.ecs.org/ecsmain.asp?page=/html/issues.asp?am=1>

communities and states across the country are looking for ways to improve student achievement, access to and success in higher education. To do this, local communities and states are trying to create a “seamless system of education” in which all levels of education — preschool through college — educate as one system instead of several.

- ❖ A K-16 system integrates a student’s education from kindergarten through a four-year college degree.

- ❖ A P-16 system integrates a student’s education beginning in preschool (as early as 3 years old) through a four-year college degree.

- ❖ A P-20 system expands the P-16 system to include graduate school education.

Regardless of the type of system a state or local community chooses, it is important to note that the goal is the same: to create a system of education that links and coordinates each education level into a seamless system fundamentally guided by the principle that success in college begins in pre-kindergarten.

Service-Learning

As schools seek ways to connect students with the world around them, service-learning in schools is on the rise. A recent study by the National Center for Education Statistics (NCES) shows that 83% of U.S. high schools offered service-learning opportunities in 1999, up from 27% in 1984. The study predicted that more than 13 million students in North America would be engaged in community service-learning by 2000 (NCES, 1999).

As the name implies, service learning integrates community service into the classroom curriculum. It involves learning and using academic skills, performing needed service, reflecting on and learning from experiences, and producing real results that serve the student's own community. In service-learning:

Young people are encouraged to take the lead, at a level appropriate to their age and skills, in responding to genuine needs in their school or community. Teachers are facilitators of a service experience that relates the academic subject to community life. Service opportunities are accompanied by regular, structured and unstructured opportunities to reflect upon the meaning and significance of the service. Service-learning is built on partnerships within the school or between the school and community. Service-learning has been found to help students develop intellectually, as well as into good citizens. When the community becomes the classroom and young people learn not just from books but also from their own experiences, they learn basic academic and critical-thinking skills in new and potentially powerful ways.

For additional information: See “State Policies to Support Citizenship Education”, ECS National Center for Learning and Citizenship, Jeffery J. Miller; November, 2003.
<http://www.ecs.org/ecsmain.asp?page=/html/ProjectbySubject.asp?issueID=109>

APPENDIX E

Bibliography of Citizenship Education Materials

Bibliography of Citizenship Education Materials

"The Civic Mission of Schools". The Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE); 2003.

"Every Student A Citizen: Creating the Democratic Self". The Education Commission of the States (ECS); 2000.

"Learning in Deed: The Power of Service-Learning for American Schools". Final Report of the National Commission on Service-Learning; 2002.

"State of Maine Learning Results". Guiding principles, content standards and performance indicators of the Maine System of Learning Results. Maine Department of Education; July, 1997.

"Maine's Common Core of Learning: Social Studies Focus". Maine Department of Education; July, 1990.

"Promising Futures: A Call to Improve Learning for Maine's Secondary Students". Core principles for our secondary schools and core practices that are connected to civic knowledge, skills, and behavior. Maine Department of Education; September, 1998.

"Taking Responsibility: Standards for Ethical Responsibilities in Maine Schools and Communities". Coordinates standards and core values of an ethical and responsible person with the Learning Results expectations of what Maine students should know and be able to do. Maine Department of Education; February, 2001.

"Measures of Citizenship: The North Carolina Civic Index 2003". North Carolina Civic Education Consortium; University of North Carolina-Chapel Hill; 2003.

"NASBE Policy Update: Civic Education". National Association of State Boards of Education; August, 2003.

"Presidents' Declaration on the Civic Responsibility of Higher Education". Campus Compact; December, 2000.

"Project Citizen: America's Legislators Back to School Week". Center for Civic Education and The National Conference of State Legislatures; September, 2003.

"2002 Service Statistics: Highlights of Campus Compact's Annual Membership Survey". Campus Compact; Summer, 2002.

"State Policies to Support Citizenship Education". Policy Brief, The Education Commission of the States and The National Center for Learning and Citizenship; November, 2003.

APPENDIX F

Citizenship Education in Maine: Problems, Assets and Potential Solutions

Citizenship Education in Maine: Problems, Assets and Potential Solutions

	Problem Situations	Assets	Potential Solutions
Civic Attitudes and Beliefs	<p>1. As a society, we lack an ethos of “personal agency” and forfeit the opportunity to instill and reinforce attitudes and beliefs regarding the ideals of citizenship in our youth <i>(Problem #5 defined by Commission on 12/3/03)</i></p> <p>2. The structure and culture of the vast majority of our schools do not allow students to participate in authentic governance and decision-making roles; and, as a consequence, deny students meaningful opportunities to “practice” democracy <i>(Problem #4 defined by Commission on 12/3/03)</i></p>	<ul style="list-style-type: none"> ⊕ 46% of youth say they can make a difference in solving community problems (CIRCLE, 2002) ⊕ Half our youth (51%) say voting is important (CIRCLE, 2002) 	<ul style="list-style-type: none"> ⊕ Revitalize the civic mission of our schools and communities in promoting attitudes that “I can make a difference” and “I should make a difference” ⊕ Encourage student leadership opportunities from diverse student populations and perspectives by providing all students with an equal opportunity to participate and by involving advisors from the community to work with students alongside school advisors ⊕ Empower students’ “voice” and “ownership” of school policies by enabling student groups to provide suggestions for developing and implementing proposed policies and by bringing recommendations to the entire student body for consideration prior to seeking administrative support for implementation of policies ⊕ Reinforce the importance of participation in school AND community decision making and governance as a “duty” ⊕ Provide opportunities for engagement both in and out of school to allow students to develop “personal agency” as they gain confidence through their personal successes

	Problem Situations	Assets	Potential Solutions
Civic & Political Knowledge & Cognitive Skills	<p>3. Data suggests that there are gaps in the knowledge and skills of a majority of students regarding the principles of our government, democracy and citizenship <i>(Problem #1 defined by Commission on 12/3/03)</i></p> <p>4. “External” accountability structures (state and federal mandates related to curriculum and assessment) may be undermining the civic mission of our schools while disempowering the “internal” accountability structures of our schools and disaffecting our educators and students <i>(Problem #3 defined by Commission on 12/3/03)</i></p> <p>5. A seeming inability, by some in our society, to engage in civil discourse and to respect the free speech rights of other individuals and groups, including those with different perspectives, opinions, backgrounds or abilities <i>(Problem #7 defined by Commission on 12/3/03)</i></p>	<ul style="list-style-type: none"> ⊕ 88% of high school seniors say they discuss current issues in class and 80% of high school students take a government class (CIRCLE, 2002) ⊕ The guiding principles, content standards and performance indicators of the Maine System of Learning Results can provide local school units with frameworks for reclaiming the civic mission of our schools; and, beginning in 2003-04, the Maine Department of Education will be facilitating a review of the Learning Results (Patrick Phillips) ⊕ Recommendations from “Promising Futures: A Call to Improve Learning for Maine’s Secondary Students” and “Taking Responsibility: Standards for Ethical Responsibilities in Maine Schools and Communities” provide examples of performance indicators related to behavior (Connie Manter) 	<ul style="list-style-type: none"> ⊕ Provide professional development opportunities for all teachers -- not just for social studies teachers -- on effective models and content-based strategies of citizenship education ⊕ Emphasize critical thinking skills and revitalize the “guiding principles” of the Learning Results (e.g., “a responsible and involved citizen”) in promoting citizenship education and defining the behaviors or habits of an effective citizen ⊕ Use the “bully pulpit” to set a vision for citizenship education and reinvigorate the civic mission of our schools ⊕ Develop broad-based discussions among teachers, students and parents regarding “internal” accountability” and “ownership” of curriculum, instruction and assessment ⊕ Encourage cross-content training and ensure that curriculum and assessments cut across disciplines and course content areas ⊕ Educator preparation programs need to include the teaching of tolerance; and professional development programs should remind educators that they are role models for students ⊕ Create a recognition program to honor the top 10 schools or college campuses that promote respect for civil discourse and tolerance for diversity of perspectives ⊕ Provide additional resources and support to high schools for voter education and voter registration initiatives. ⊕ Establish a DOE working group on citizenship education that would examine existing resources and information, develop a publication on the core principals and practices of citizenship education, and create a resource guide and training program for educators. The working group would report annually to the Joint Standing Committee on Education.

	Problem Situations	Assets	Potential Solutions
Political and Community Participation	<p>6. There are too few opportunities for students to have meaningful, authentic opportunities to participate in their communities <i>(Problem #4 defined by Commission on 12/3/03)</i></p>	<ul style="list-style-type: none"> ⊕ 46% of U. S. high schools offer service-learning opportunities (U. S. Department of Education, 1999) ⊕ The proportion of first year college students that volunteer has risen steadily from two-thirds in 1989 to 81% in 2000 (Hart, 2001) ⊕ 51% of Maine youth said they were engaged in community service; and 47% of this service was organized through school as a service-learning opportunity (Maine Marks, 2003) ⊕ 51% of Maine youth feel they are given chances to make their city/town better (Maine Marks, 2003) ⊕ In Maine, 58% of colleges have community services offices, yet only 18% of these offices have full time staff (Campus Compact, 2002) 	<ul style="list-style-type: none"> ⊕ Rekindle the notion of school academic and co-curricular programs as a “laboratory for democracy” ⊕ Provide students with genuine opportunities to apply their civic knowledge and skills in real situations ⊕ Reinforce the importance of participation in school AND community decision making and governance as a “duty” ⊕ Provide opportunities for engagement both in and out of school to allow students to develop “personal agency” as they gain confidence through their personal successes

	Problem Situations	Assets	Potential Solutions
Social, Cultural and Political Contexts	<p>7. There appears to be a misperception that schools are solely responsible for “teaching” citizenship education. Maine is not utilizing the untapped potential of linking BOTH school and community resources through the “connecting glue” of shared responsibilities to engage and instill the habits of citizenship in the next generation of Maine citizens in each of our communities <i>(Problem #6 defined by Commission on 12/3/03)</i></p>	<ul style="list-style-type: none"> ⊕ Legislative Youth Advisory Council (LYAC) -- established in 2001, LYAC is comprised of 18 Maine H.S. and college students and is authorized to address policy issues affecting youth ⊕ Attorney General’s Civil Rights Team Project -- has grown from 18 middle and high schools in 1996 to more than 194 schools, including 11 elementary schools, in 2003 ⊕ Secretary of State’s Fostering Youth Involvement (“FYT”) Initiatives -- including mock elections, voter registration, recognition for outstanding citizenship and essay contests related to Maine history and our Constitution have engaged 33,346 students in schools (1992 to 2002) ⊕ Maine Commission for Community Service -- established in 1994, serves as the lead partner with the Federal Corp. for National and Community Service; is comprised of 26 citizens who develop and implement Maine’s vision for service ⊕ Maine Mentoring Partnership -- there are over 120 mentor programs statewide, with 6,000 youth involved in one-to-one mentoring matches; 10,000 youth in group mentoring matches; and over 2,000 youth are on waiting lists for mentors ⊕ Congressional team (Julia Underwood, Rick Lyons and Patrick Phillips) are capable of supporting Commission recommendations and can play a key role in the next stage of this work ⊕ KIDS Consortium and Maine Campus Compact, among other organizations, provide extensive technical assistance, resources and support to K-12 school administrative units and colleges on service-learning and civic engagement 	<ul style="list-style-type: none"> ⊕ Develop a mega-marketing and public awareness campaign to enlist civic organizations and individuals -- educators, policymakers, judges, business leaders, non-profit officials, clergy and philanthropists -- to engage students in authentic experiences across the civic life of their communities ⊕ Schools and communities should promote citizenship education initiatives that provide students real problem-solving opportunities ⊕ Utilize the Legislative Youth Advisory Council to organize statewide legislative hearings to provide young people with a forum to express their concerns and ideas ⊕ Form a coalition of organizations interested in citizenship education, including but not limited to the Secretary of State’s Office, the Maine Bar Association, the Attorney General’s Office, service learning groups, etc. to jointly plan and implement conferences and activities for youth ⊕ Hold a Blaine House Summit on citizenship education that would provide information, resources and training for civic and professional groups, educators and businesses to engage young people. The summit would also identify opportunities for youth participation on Maine boards and commissions and would create a process to recruit and train youth members of these boards and commissions ⊕ Convene another commission to develop action and implementation plans to address this broader notion of the roles and responsibilities that schools, community agencies and other sectors of society should embrace in these efforts

APPENDIX G

Citizenship Education in Maine: Hallmarks, Problem Situations and Potential Solutions

Citizenship Education in Maine: Hallmarks, Problem Situation and Potential Solutions

	Hallmarks of an Effective Citizen	U.S. & Maine Data	Problem Definition	Potential Solutions
Civic Attitudes and Beliefs	<ul style="list-style-type: none"> ⊕ Appreciates constitutional principles and democratic traditions and believes in the ability of government to bring about positive change ⊕ Believes one person can make a difference ⊕ Is able to tolerate conflict, ambiguity and diversity and is willing to engage others in dialogue and understand diverse perspectives ⊕ Understands the importance of civic duties, including respecting government and laws over passion and issues ⊕ Believes in the value and effectiveness of working with others to solve problems ⊕ Demonstrates curiosity about our community, nation and the world ⊕ Demonstrates concern for the rights and welfare of others 	<ul style="list-style-type: none"> ⊕ Only 46% of youth say they can make a difference in solving community problems (CIRCLE, 2002) ⊕ Only 12% of college students believe that volunteering on a campaign is a way to bring about significant change (Hart, 2001) ⊕ Almost half our youth (49%) say voting is not important, 34% see voting as a choice, 20% as a responsibility and only 9% as a duty (CIRCLE, 2002) ⊕ In 1960, 60% of college freshmen viewed keeping up with politics as “very important” or “essential,” compared with 33% this year, 31% last year and 28% in 2000 (HERI, UCLA, 2002) ⊕ According to an international civic education study, only 46% of youth say they can make a difference in solving community problems ⊕ Only 39% of Maine high school youth feel that adults make them feel important (Maine Marks, 2001) ⊕ Just 43% of Maine high school students think that adults listen to them (Maine Marks, 2001) 	<ul style="list-style-type: none"> ⊕ Many 15- to 26-year olds don’t understand the ideals of citizenship and have a limited appreciation for American democracy (ECS, 2003) ⊕ Students do not see politics as a primary means of bringing about positive change 	<ul style="list-style-type: none"> ⊕ Development of a state action plan -- including vision, mission, resources, opportunities and capacity building -- for improving citizenship education policies and practices that can be effective in addressing these important issues

	Hallmarks of an Effective Citizen	U.S. & Maine Data	Problem Definition	Potential Solutions
Civic & Political Knowledge & Cognitive Skills	<ul style="list-style-type: none"> ⊕ Understands the history, structure and processes of government, democracy and civic participation ⊕ Understands the relationship between government and community ⊕ Understands the roles of interest groups and the media in our democracy ⊕ Is able to think critically, to formulate opinions and defend judgments, to listen to and persuade others, and to evaluate positions ⊕ Is able to research political issues and obtain information and perspectives about these issues ⊕ Understands how to engage in civic and political processes within and outside their community 	<ul style="list-style-type: none"> ⊕ Most formal civic education today comprises only a single course on government; until the 1960s, as many as three courses in democracy, civics and government was common ⊕ 88% of H.S. seniors say they discuss current issues in class and 80% of H.S. students take a class in government; still, nearly 33% of H.S. seniors lack an understanding of how government works (CIRCLE, 2002) ⊕ 75% of students scored at “basic” or “below basic” levels on the Civics segment of the NAEP ⊕ 30% of Maine students score at the “meets standards” level in Social Studies, students only respond correctly to 50% of the items in Civics; and 67% of students believe Social Studies won’t be useful in their future work (MEA 2002-03) ⊕ Federal and state mandates for standards-based education and assessment have significant implications for local decisions on curriculum and allocating resources for civics education (NCLB focuses on math and reading; MEA will no longer assess social studies in 2004) ⊕ Only 33% of college freshmen view keeping up with politics as “very important” as compared to 31% in 2001 and 28% in 2000 	<ul style="list-style-type: none"> ⊕ Too many young people lack the basic understanding of government, democracy and civic participation 	<ul style="list-style-type: none"> ⊕ Broadening the civic mission of our schools is a priority and should prompt policymakers to take action ⊕ Development of a state action plan -- including vision, mission, resources, opportunities and capacity building -- for improving citizenship education policies and practices that can be effective in addressing these important issues

	Hallmarks of an Effective Citizen	U.S. & Maine Data	Problem Definition	Potential Solutions
Political and Community Participation	<ul style="list-style-type: none"> ⊕ Participates in their community through voting, goes to community meetings, and serves the public as a volunteer or as an elected/appointed public official ⊕ Participates in and contributes to community-based organizations or political organizations ⊕ Encourages others to participate in public service and the political life of their community ⊕ Is able to work in groups and to speak in public, including voicing their concerns and opinions when they perceive an injustice ⊕ Is able to obtain information and to engage in dialogue with their fellow citizens and public officials in addressing social and political problems and concerns 	<ul style="list-style-type: none"> ⊕ Voter turnout rates among 18-24 year-olds have dropped by one-third since 1972; youth as a proportion of all voters had dropped from 14% in 1972 to 8% in 2000 (CIRCLE, 2002) ⊕ Only 6% of college students participated in a political campaign during the 2000 election cycle; only 13% to 17% (depends on e-mail or mail) say that contacting an elected official will bring about significant change (Hart, 2001) ⊕ 46% of U.S. high schools offer service-learning opportunities (U.S. Dept. of Education, 1999) ⊕ 48% of Maine youth said they were engaged in community service (46% of which was organized through school) (Maine Marks, 2001) ⊕ 50% of Maine youth feel they are given chances to make their city/town better (Maine Marks, 2001) ⊕ The proportion of college freshmen that volunteer has risen steadily from two-thirds in 1989 to 81% in 2000 (Hart, 2001) ⊕ In Maine, 58% of colleges have community services offices as compared to 59% nationally; and only 18% of these offices have full time staff compared with 64% nationally (Campus Compact, 2002) 	<ul style="list-style-type: none"> ⊕ Too many young people are disengaged from politics and government (ECS, 2003) ⊕ The good news is that more young people are volunteering and participating in community service activities 	<ul style="list-style-type: none"> ⊕ Development of state action plan -- vision, mission, opportunities, resources, capacity building -- for improving citizenship education policies and practices

	Hallmarks of an Effective Citizenry	U.S. & Maine Data	Problem Definition	Potential Solutions
Social, Cultural and Political Contexts	<ul style="list-style-type: none"> ⊕ Policymakers, civic leaders and other community members consider factors related to the following public and private sectors of society in examining policies and practices that promote citizenship education and effective citizenship: ⊕ School ⊕ Community ⊕ Media ⊕ Popular culture ⊕ Peer culture ⊕ Adult behavior 	<ul style="list-style-type: none"> ⊕ Secretary of State's Fostering Youth Involvement Initiatives (FYI), including mock elections, voter registration, essay contests re: Maine history and our Constitution, and recognition for outstanding citizens have engaged 33,346 students in Maine K-12 schools (1992 to 2002) ⊕ Legislative Youth Advisory Council -- established in 2001, this council is comprised of 18 high school and college students from across the state and is authorized to address policy issues affecting youth ⊕ Attorney General's Civil Rights Team Project -- has grown from 18 middle and high schools in 1996 to more than 194 schools, including 11 elementary schools, in 2003 ⊕ Maine Commission for Community Service -- established in 1994, serves as the lead partner with the Federal Corp. for National and Community Service; is comprised of 26 citizens who develop and implement Maine's vision for service ⊕ Maine Mentoring Partnership -- 6,000 youth are in one-to-one mentoring matches; 10,000 youth are in group mentoring matches; over 2,000 youth are on waiting lists for mentors; there are over 120 mentor programs statewide 	<ul style="list-style-type: none"> ⊕ Advocates for citizenship education initiatives may not be working effectively with key policy actors -- educators, policymakers, judges, business leaders, non-profit officials, clergy and philanthropists -- to promote and coordinate policies and practices that engage our youth and provide them with appropriate opportunities for participating in the civic and political spheres of our democratic society ⊕ Despite our best intentions and efforts, we may not be successful in engaging certain segments of our youth population 	<ul style="list-style-type: none"> ⊕ Allocating responsibility to the appropriate public or private sectors: the family, the state, the market or the non-profit sector ⊕ Broadening the civic mission of our schools is a priority and should prompt policymakers to take action ⊕ Development of a state action plan -- including vision, mission, resources, opportunities and capacity building -- for improving citizenship education policies and practices that can be effective in addressing these important issues

APPENDIX H

Maine Department of Education K-12 Civic Education Survey

INFORMATIONAL LETTER: 51

POLICY CODE: KCBA/ IHAK

TO: Superintendents of Schools and Curriculum Coordinators

FROM: Susan A. Gendron, Commissioner

DATE: December 10, 2003

RE: Web Survey on Civics Education

During its last session the Maine Legislature authorized the establishment of the Study Commission on the Scope and Quality of Citizenship Education. The Study Commission is charged with assessing how Maine's schools and colleges are preparing students for their roles as Responsible and Involved Citizens as outlined in the Guiding Principles of Maine's *Learning Results*. The Study Commission is also charged with making policy recommendations to the Legislature.

The civic purpose of the public schools has been much under discussion at the national level this past year. The publication of "The Civic Mission of Schools" by the Carnegie Corporation and CIRCLE (The Center for Information and Research on Civic Learning and Engagement) has outlined both the critical importance of revitalizing civics education, as well as offering a collection of actions and strategies for States and localities to employ. In addition, the First Annual Congressional Conference on Civic Education in September 2003 resulted in the development of action plans by all 50 states to evaluate the current status of civics across the country and develop frameworks for improvement as needed. The Maine Study Commission is positioned well to apply these national recommendations to the Maine context.

The web link listed below will take you to the survey for Maine's school districts to determine the type and extent of curricular and co-curricular programs that currently address the civic mission of the public schools. This information is critical for the Study Commission to make informed recommendations to the Maine Legislature. I ask that you take a few minutes to gather the necessary information and respond to the survey by Wednesday, December 31, 2003. As in other recent cases, the Department is increasingly relying on web-based surveys due to the ease of response and tabulation. In order to understand the role that pre-service education programs play in preparing and supporting teachers to support the attainment of the civic mission of the schools, the Study Commission is also surveying teacher preparation programs across Maine.

If you have questions about the survey please contact Patrick Phillips, Deputy Commissioner of Education, by email at patrick.phillips@maine.gov or by phone at 624-6606.

One person can respond to all items for your district or the work may be divided among a number of individuals. It will be necessary to enter your superintendent code, as listed at the web link below, to gain access to the survey. Please note that once the survey has been submitted, it cannot be revised.

Your assistance with completing the survey will be much appreciated.

Maine Department of Education K-12 Civic Education Survey



Please Login:

Login

(Be sure to click the Login button!)

Survey Directions

This questionnaire is designed by the Study Commission on the Scope and Quality of Citizenship Education. The Study Commission is charged by the Maine Legislature with assessing how Maine's schools and colleges are preparing students for their roles as Responsible and Involved Citizens as outlined in the Guiding Principles of Maine's Learning Results. The Study Commission is also charged with making policy recommendations to the Legislature. In order to understand the role that the state's teacher education programs play in preparing and supporting teachers to support the attainment of this Guiding Principle, we are asking the heads of these programs to respond to this brief survey. We are also surveying the state's school districts to determine the type and extent of curricular and co-curricular programs that currently address the civic mission of the public schools.

The Maine Department of Education is administering this survey on behalf of the Study Commission. If you have questions about the survey please contact Patrick Phillips, Deputy Commissioner of Education, by email at patrick.phillips@maine.gov or by phone at 624-6606.

One person can fill out all pages or the work may be divided among multiple people. Your school or college will be identified by a pin number and you need to enter the pin to access your survey. Once a page has been submitted, it cannot be revised.



[Survey Management](#)

K-12 Civic Education Survey

School: S.A.D. # [REDACTED]

1. Please describe any policies (mission or vision statements, goals, plans, requirements, etc.) related to:

a. **Civic knowledge, skills and/or attitudes**

Board Policy AE outlines the goals of MSAD [REDACTED] are it relates to "providing the community with citizens who can support and improve the social, moral, aesthetic, economic, and political milieu in which the choose to live as adults," in addition to providing each student with "rich opportunities to acquire the nowledge, skills, attitudes, ideals, and values necessary to pursue a productive, successful, and happy life."

MSAD # [REDACTED] Vision Statement further supports the above ideals by stating that the primary goals of the school system is "to promote a quality educational environment that ensures all students the opportunity to acquire the skills, knowledge, and attitudes they will need to become successful citizens and lifelong learners."

Board Policy ADAA, District Commitment to Standards of Ethical and Responsible Behavior, further strengthens the district's commitment to quality citizenship by stating that "The Board recognizes that ethics, constructive attitudes, responsible behavior, and 'character' are important if a student is to leave school as a 'Responsible and Involved Citizen'."

In addition to this, the schools in MSAD [REDACTED] have individually demonstrated their commitment to responsible citizenship by adopting and implementing a district-wide "Code of Conduct" that is in line with the ideals outlined in "Taking Responsibility," that was published by the Maine Commission for Ethical and REsponsible Student Behavior in February, 2001. This Code of Conduct guides not only student decision making but administrator responses to student behavior.

b. **Service-learning**

We currently do not have a Board policy that outlines the district's commitment to service learning. However, students in grades 7-12 at [REDACTED] Middle/High School have had the option of performing voluntary services for the school since 1999. Students record their service tasks and duration of service in a log which is authenticated by the signature of an adult who supervises the service area. The student has the option of having the total number of hours of "Community Service" recorded on his/her transcript as part of their academic record.

c. **Community service**

Board and administrator-level discussions have occurred in the past two years that will undoubtedly lead to the development of a formal policy statement that may ultimately guide the inclusion of community service as a graduation requirement. See "b." above for additional information.

Continue

K-12 Civic Education Survey

School: S.A.D. [REDACTED]

2. What activities, curricula and programs are in place in your district to carry out these policies:

Activities, curricula, programs	Currently, which activities, curricula, programs are being implemented in your schools (K-12)? Please check all applicable items.		How would rate the effectiveness of your current activities, curricula and/or programs?				In the future, please indicate the activities, curricula, programs that would be of interest to you. Please check all applicable items.	
	Academic	Co-curricular	Very	Effective	Somewhat	Not	Academic	Co-curricular
Government/Civics Class (high school)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law/Public Policy Class (high school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies Class with civics/government component (K-12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We the People: the Citizen and the Constitution (Center for Civic Education) (high school)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Citizen (Center for Civic Education) (middle and high school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service-Learning (classroom instruction connected to community service project) (K-12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choices Program (Brown University) (high school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problems of Democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contemporary (Current Events) Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Model United Nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mock Trial (USM Law School/ME Bar Assoc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mock Elections (ME Secretary of State's Office)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship Award – 8th grade (ME Secretary of State's Office)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constitution Poster and Essay Contest (ME Secretary of State's Office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Amendment Schools (Freedom Forum/ASCD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace Studies Program (University of Maine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer Mediation (USM Law School/ Maine Department of Human Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights Team (ME Attorney General's Office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Leadership Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Council/Government	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Service Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Service Requirement (i.e. hours required for graduation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
After School Program with civics/government component	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boys State/Girls State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine Youth Senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Relations Club/Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:								
Student Leadership Team (Gr 7-12)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue

K-12 Civic Education Survey

School: S.A.D. [REDACTED]

3. Professional Development

a. Please list any professional development opportunities you are currently offering to faculty related to the activities, curricula, and/or programs you checked above.

Please list the title or topic of the professional development opportunities offered to faculty	Please check the type of professional development session/information					Please check the amount of time devoted to each opportunity.		
	Workshop (local)	Workshop (state)	Workshop (national)	Print/web resources	Other	Half-Day or less	Full Day	Multi-Day
#1 Local training in developing local assessments aligned with the MLRs.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
#2 Regional collaboration/training with Youth In Government	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
#3 Local training in developing local assessments aligned with the MLRs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

b. Looking ahead, what types of professional development opportunities, related to civic education, would be most valuable for your district in the future?

- Strategies for building student enthusiasm related to learning about ancient history.
- Strategies for effectively teaching geography.
- Strategies for integrating civics/government instruction with other subject areas.

c. What challenges or obstacles will you need to overcome to implement such opportunities?

- Availability of focused professional development activities.
- Funds to support participation in professional development activities.
- Teacher apprehension about leaving the classroom to attend professional development activities.

Continue

K-12 Civic Education Survey

School: S.A.D. [REDACTED]

4. Youth Involvement in School and/or Municipal Governance

In your school district/community(ies), are youth:

- a. Officially part of the School Board? yes no advisory role only
- b. Official member of any community boards or committees? yes no advisory role only

If yes, please describe.

Continue

K-12 Civic Education Survey

School: S.A.D. [REDACTED]

5. Please tell us who was involved in completing this survey (check all that apply):

- Superintendent/Assistant Superintendent
- Curriculum Coordinator
- Elementary Principal(s)
- Middle School Principal(s)
- High School Principal(s)
- Department Chair
- Teacher(s)

Other (Please list):



Teacher Education Civic Education Survey

School: 

1. Please describe any policies (mission or vision statements, goals, plans, requirements, etc.) related to:

a. Civic knowledge, skills and/or attitudes

Our mission emphasizes reflective practice, engagement, and social justice. In many of our pre-service courses students are encouraged and/or required to take on some form of social action. In other words, they are asked to take their academic learning out into the world in some manner that acts upon existing structures and practices in order to further ends that they agree with or change practices of structures that they think are in need of reform. Pre service teachers are also participating in community based curriculum development. This approach to curriculum development emphasizes knowledge of local needs, issues and assets; an asset orientation to community; and creating/implementing curricula that are meaningful and relevant to students lives (while also achieving all necessary standards, of course!). This approach to curriculum development is consistent with the research literature on civic engagement that emphasizes that beginning with the local level (vs national/global) of civic engagement and political issues is a best practice (in terms of both student motivation and learning outcomes, as measured by NEAP, see Neimi and Junn).

b. Service-learning

We consider the 450 hours of field work that all pre-service teachers must complete to be "service learning." Our pre service teachers participate in service learning in local schools as part of every Education course that they take within our program.

c. Community service

We do not promote community service, per se, but rather service learning: a philosophy that emphasizes the mutual benefits of all parties and institutions involved versus an emphasis on our students serving some "other" community.



Teacher Education Civic Education Survey

School: [REDACTED]

2. Please list any activities, programs, or curricula in your major, certification program, or continuing education program designed to help teachers deliver on the Learning Results Guiding Principle of Responsible and Involved Citizen:

Activities, curricula, programs	Which activities target pre-service and which target in-service teachers?		How would rate the effectiveness of your current activities, curricula and/or programs?				In the future, please indicate the activities, curricula, programs that would be of interest to you.
	Pre-Service	In-Service	Very	Effective	Somewhat	Not	
Methods in Government/Civics Class	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods in Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service-Learning (classroom instruction connected to community service project)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying Prevention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Leadership Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:							
I can't read or enter data in the far column which says something about the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific courses in Education Reform and Politics and Educating for Democra	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphases on Social Action and Community Based Curriculum Development--both	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Teacher Education Civic Education Survey

School: [REDACTED]

3. Professional Development

a. Please list any professional development opportunities you are currently offering to in-service teachers related to the activities, curricula, and/or programs you checked above.

Please list the title or topic of the professional development opportunities offered to faculty	Please check the type of professional development session/information					Please check the amount of time devoted to each opportunity.		
	Workshop (local)	Workshop (state)	Workshop (national)	Print/web resources	Other	Half-Day or less	Full Day	Multi-Day
#1 Learning communities where teachers participate in professional development	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
#2 In service teachers auditing our course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
#3 Participating in practitioner action research in conjunction with an Ed stu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

b. Looking ahead, what types of professional development opportunities, related to civic education, would you be likely to develop in the future?

Perhaps workshops targeted directly at civic education, also service learning and community based curriculum development. Helping teachers to view these pedagogies as linked to both politics, civics and learning standards and extending the notion of service beyond charity and volunteerism to more direct and explicit links with political knowledge and skills. This is an area of scholarship and teaching for one of our faculty, so she may be able to craft professional development opportunities to meet particular needs at the local and state levels.

c. What challenges or obstacles will you need to overcome to implement such opportunities?

Interest and involvement of teachers--balancing our interests and expertise as college faculty with the meeting the specific needs and interests of teachers, and fitting all of this within schedules that are too busy.

[Return to Menu](#)



APPENDIX I

Draft of Recommended Legislation to the 121st Legislature

LR #: 268801

Sponsor: Commission (Pursuant to Law)

Drafted by: NAD/PDM

Date: 2/27/04

File Name:

Title: Resolve, To Implement the Recommendations of the Commission to Study the Scope and Quality of Citizenship Education

Part A

Sec. A-1. Considering citizenship education during review of System of Learning Results. Resolved: That the Department of Education shall consider the recommendations of the Commission to Study the Scope and Quality of Citizenship Education (Resolve 2003, chapter 85) related to implications for the System of Learning Results when it reviews the guiding principles, the performance standards and the content indicators of the System of Learning Results beginning during the 2003-04 school year in accordance with Maine Revised Statutes, Title 20-A, section 6209, subsection 10.

Sec. A-2. Statewide public forums for youth. Resolved: That the Legislative Youth Advisory Council shall conduct a series of statewide public forums on issues important to youth and invite Legislators from the various regions of the State to participate in these public forums. The Legislative Youth Advisory Council shall submit a report including its findings and recommendations no later than January 15, 2005 to the Governor, the joint standing committee having jurisdiction over education matters, the Judiciary and the task force established in Section B-1.

Part B

Sec. B-1. Task force on citizenship education established. Resolved: That the Department of Education and the State Board of Education shall jointly establish and provide support for the Task Force on Citizenship Education, referred to in this resolve as "the task force." The task force shall address the recommendations of the Commission to Study the Quality and Scope of Citizenship Education that was established pursuant to Resolve 2003, chapter 85 including, but not limited to the following components:

1. Developing recommendations to assist the Department of Education in its review of the guiding principles, the performance standards and the content indicators of the System of Learning Results beginning during the 2003-04 school year;
2. Engaging state and local educational agency officials, educators, college officials, researchers, policymakers, and other key stakeholders in an effort to research, produce and disseminate a resource guide to effective citizenship education in Maine;

3. Examining the content of pre-service education in Maine related to citizenship education and considering any implications for teacher certification;
4. Developing a plan for the creation of a civic education and citizenship engagement index to track data on civic skills, attitudes and behaviors of Maine youth. The task force should review the North Carolina Civic Index and other measures of citizenship engagement and coordinate the development of a Maine index that builds upon the work begun by “Maine Marks” and the Maine Economic Growth Council in this State;
5. Examining in-service professional development programs for Maine educators and identify ways to infuse civic skills, attitudes and behaviors into curricular and co-curricular programs for Maine students; and
6. Examining national voter education and voter registration models and making recommendations to the Secretary of State on ways to infuse voter education and voter registration efforts for students in our secondary schools across the State.

Sec. B-2. Report; legislation. Resolved: That the task force established in Section B-1 must submit an interim status report including any preliminary findings and recommendations to the joint standing committee of the legislature having jurisdiction over education matters, to the Commissioner of Education, and to the State Board of Education no later than January 15, 2005.

The task force must submit its final report, including findings, recommendations, and suggested legislation to the joint standing committee of the legislature having jurisdiction over education matters, the Commissioner of Education and the Chair of the State Board of Education no later than December 5, 2005. The joint standing committee of the legislature having jurisdiction over education matters has authority to report out legislation based on the report to the Second Regular Session of the 122nd Legislature.

SUMMARY

This resolve proposes to implement the recommendations of the Commission to Study the Scope and Quality of Citizenship Education. The commission proposes the following recommendations for the consideration of the Legislature:

1. That the Department of Education consider the recommendations of the Commission to Study the Scope and Quality of Citizenship Education related to implications for the System of Learning Results when it reviews the guiding principles, the performance standards and the content indicators of the System of Learning Results beginning during the 2003-04 school year.
2. As part of the effort recommended by the Commission to Study the Scope and Quality of Citizenship Education to foster a statewide dialogue regarding civic

education and citizenship engagement, the Legislative Youth Advisory Council shall conduct a series of statewide public forums on issues important to youth and invite Legislators from the various regions of the State to these public forums. The Legislative Youth Advisory Council shall report their findings and any conclusions to the Governor, the joint standing committee having jurisdiction over education matters, the Judiciary and the task force established in Section B-1.

3. That the Department of Education and the State Board of Education jointly convene a task force on citizenship education to address the recommendations of the Commission to Study the Scope and Quality of Citizenship Education.