

# 2015 Illinois Civics Teacher Survey Results

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## Introduction

On August 21, 2015, Governor Rauner signed House Bill (HB) 4025 (Public Act 99-0434) into law, requiring that future Illinois high school students complete a stand-alone, semester-long civics course. Course content must include instruction on government institutions, current and controversial issues discussions, service learning, and simulations of democratic processes.

The Governor later signed a separate law (Public Act 99-0485) to provide further clarity on the effective date for course implementation. The civic mandate will take effect on July 1, 2016, and apply to incoming freshmen for the 2016-2017 school year.

Responsibility for statewide implementation of a new high school civics course falls on the Illinois State Board of Education (ISBE), its Regional Offices of Education, individual school districts, and ultimately high schools and teachers within them. Central to this implementation effort is the need for teacher professional development opportunities and access to classroom resources. Public Act 99-0434 specifies that “school districts may utilize private funding available for the purposes of offering civics education.”

To ensure adequate support for professional development activities and classroom resources, the corporate and foundation communities are creating a new public-private partnership that has committed at least \$1,000,000 annually for a three-year implementation period. The effort will be managed by the Robert R. McCormick Foundation and includes support from All-State Corporation, Boeing Corporation, Chicago Community Trust, Joyce Foundation, MacArthur Foundation, and Spencer Foundation.

## Survey Administration and Sample

In order to understand the state of current civic education practice in Illinois, the McCormick Foundation created the Illinois Civics Teacher Survey and disseminated it to current and prospective teachers of the newly required course. With distribution assistance from Regional Offices of Education and civic education nonprofit partners, the survey was in the field from August 10 through September 30, 2015.

Teachers responded strongly to the survey: 717 teachers completed at least a portion of the survey, and 535 (75%) answered every question. Responses were received from teachers in 74 counties, leaving 28 Illinois counties unrepresented. Participation varied by region, but it was roughly proportionate to the number of schools and students in each area with the exception of a low response rate in East Central Illinois (see Table 1 below).

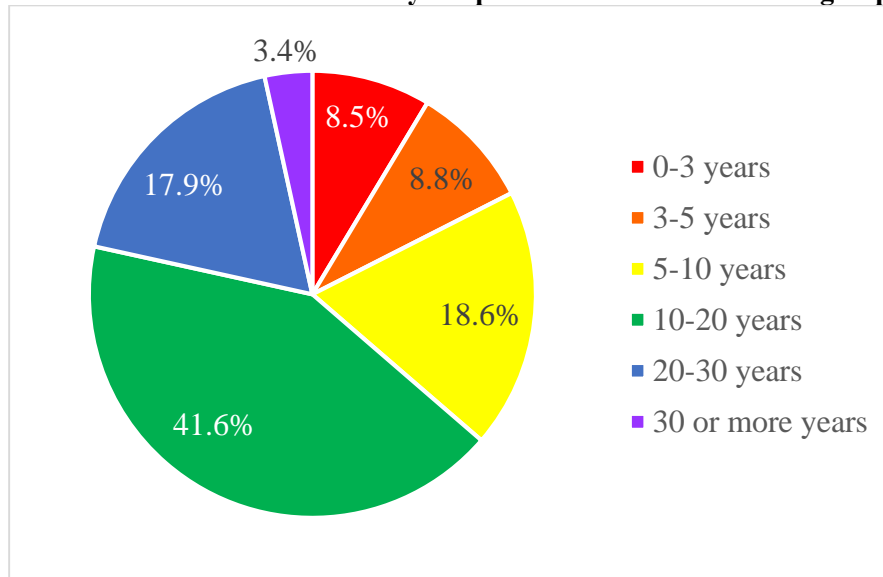
**Table 1: Percentages of Illinois Schools, Students, and Survey Responses by Region**

Illinois Region	% of Schools	% of Students	% of Survey Responses
Chicago Metro	38.5%	66.0%	41.3%
Northwest	14.4%	11.6%	17.8%
West Central	13.1%	6.5%	17.9%
East Central	13.7%	5.8%	4.0%
Southwest	11.9%	7.2%	10.4%
Southeast	8.3%	2.9%	8.6%

Respondents’ teaching experience varies significantly (see Figure 1). A plurality boasts ten to twenty years of experience (41.6%), followed by those with five to ten years (18.6%), and twenty to thirty years (18.6%). More than 17% of respondents have five years or less experience, and a small percentage (3.4%) have taught for thirty or more years. On average three-fourths of teachers surveyed (75.4%) have experience teaching a civics or government course.

However, this average varies by state region. The East Central and Southeast regions boast much higher percentages of experienced civics or government teachers (89.7% and 83.9%, respectively). In contrast, only two-thirds of West Central region teachers have experience teaching civics or government (67.4%).

**Figure 1: Illinois Civics Teacher Survey Respondents’ Years of Teaching Experience**



**Prevalence of Civics and Government Courses**

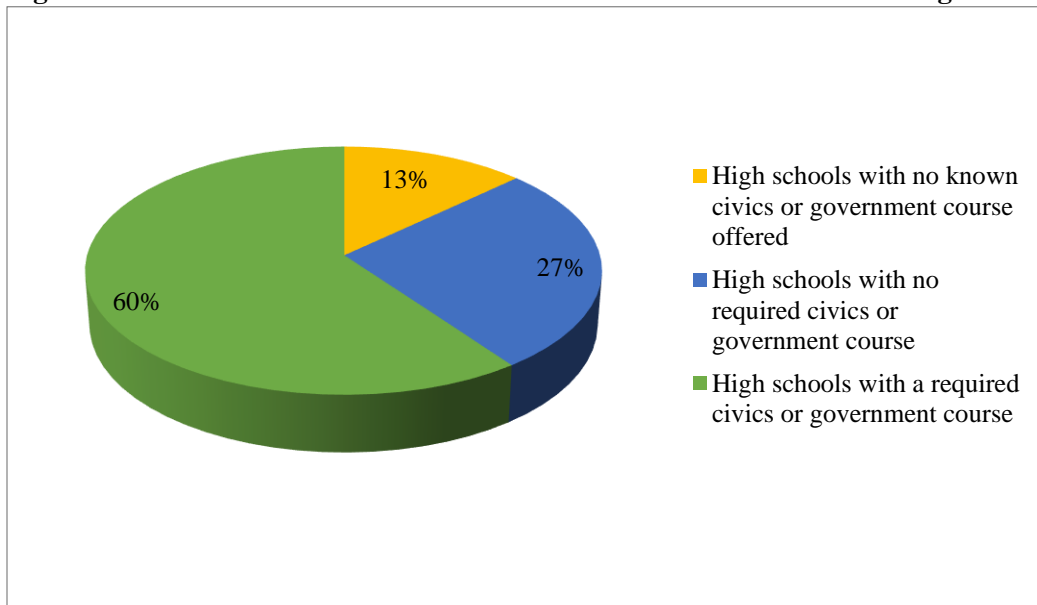
The vast majority of teachers (85.8%) reported that their schools already have a civics or government course requirement. This average is even higher for the Northwest, West Central, Southwest, and Southeast areas with 88.2% or more teachers in all four regions reporting a required government or civics class at their school. The Chicago Metro and East Central regions had lower than average civic or government requirements (78.8% in the Chicago Metro region, and 69.0% in the East Central region.)

For schools across the state that do not have a civic or government requirement, more than two-thirds (68.6%) offer a civics or government course as an elective option.

These percentages are higher than our previous findings on the incidence of civics or government course requirements or offerings. Based on a scan of all public high schools in Illinois, 60% of Illinois public high schools currently require at least one semester of civics and/ or government in order to graduate. An additional 27% of high schools offer (but do not require) a course that can be categorized as civics or government. The final 13% of schools either have no existing course or their curricular offerings in this subject area are unknown.

Thus, the Illinois Civics Teacher Survey responses over-represent schools with existing course requirements. Secondary analysis will involve cross-tabulation of data by course requirements and offerings, but is not featured in this preliminary report. Cross-tabulation will help identify the distinct needs of high schools with and without course offerings and requirements.

**Figure 2: Current Prevalence of Civics/ Government Courses at Illinois High Schools**

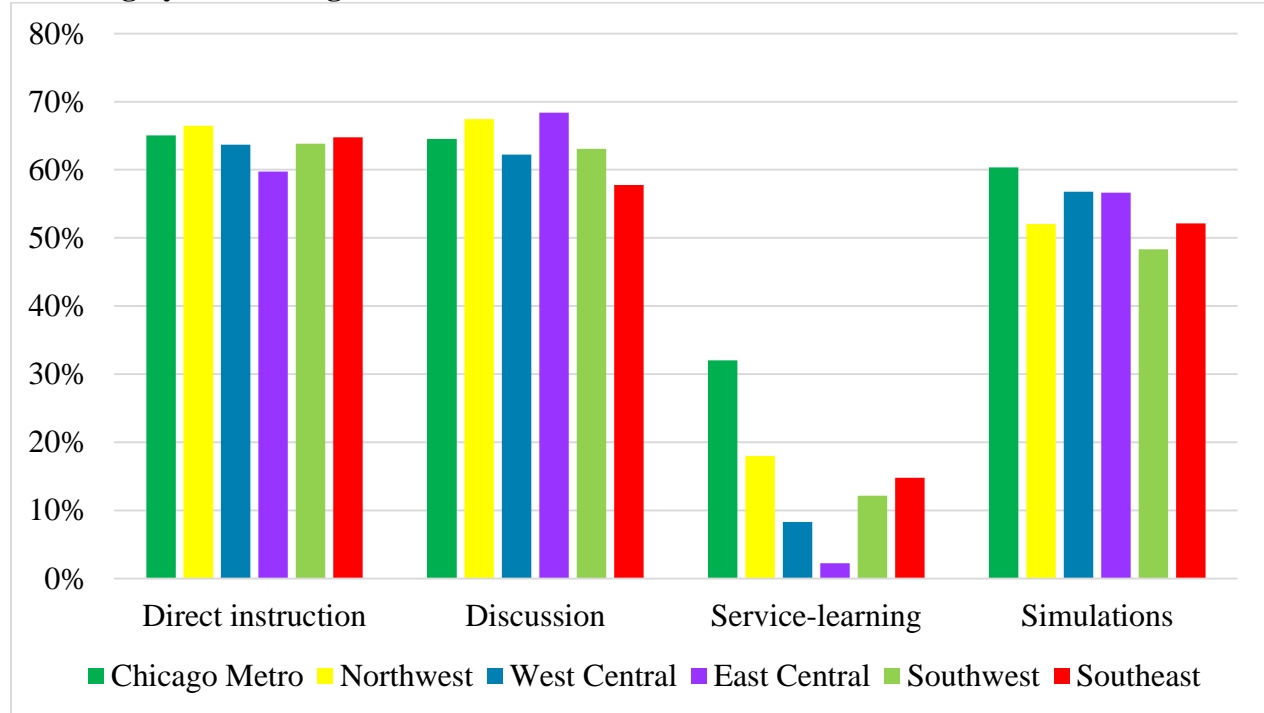


### **Best Practices in Civic Learning**

The bulk of the Illinois Civics Teacher Survey measured the quantity and quality of best practices in civic learning specifically called for in Public Act 99-0434: direct instruction, discussion of current and controversial issues, service learning, and simulations of democratic processes. Figure 3 presents aggregate proficiency averages with respect to these practices, sorted by Illinois area.

There is little regional variation among the practices measured with the exception of service learning. Direct instruction and discussion emerge as the strongest practices in terms of quantity and quality, with simulations trailing only slightly. Service learning is mostly absent from the classrooms of the teachers surveyed throughout the state, though it is more prevalent in the Chicago Metropolitan area, perhaps a product of Chicago Public Schools' long-standing service learning graduation requirement.

**Figure 3: Aggregate Measures of the Quantity and Quality of Best Practices in Civic Learning by Illinois Region**



Responses that compose the aggregate measures of best practices in civic learning are included in the appendix to this report, and a sampling of questions from each practice are offered in the paragraphs that follow.

*Direct Instruction*

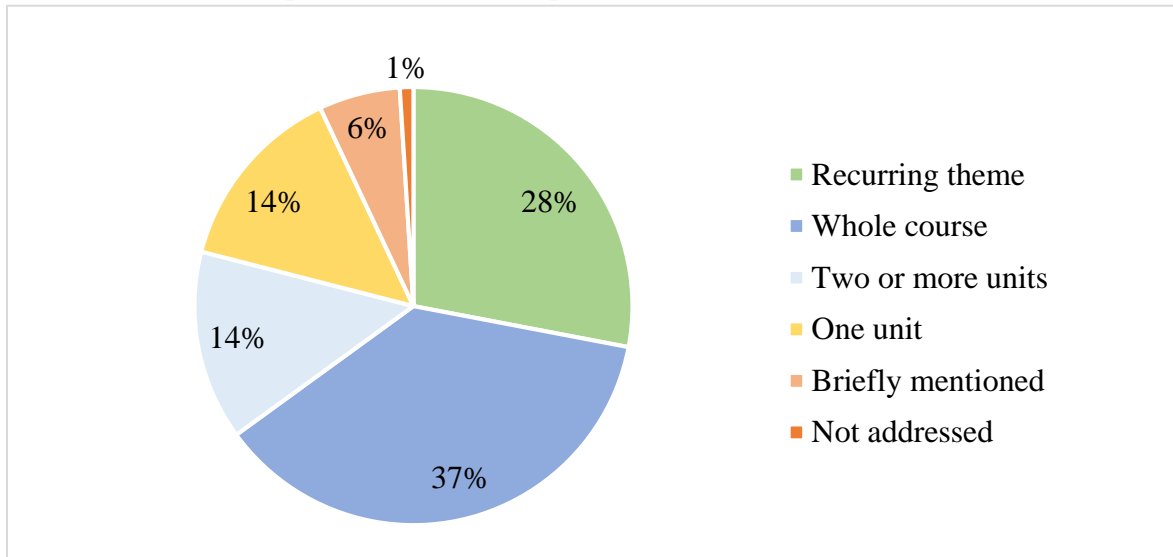
One component of the direct instruction category asked teachers the extent to which courses at their school addressed the “...ideals, principles, and practices of citizenship in a democratic republic” (see Figure 4). A plurality of respondents (37%) suggested that it is a dominant theme of an entire course, and a significant number (28%) claimed it is a recurring theme throughout students’ social studies courses. Similar numbers said it is embedded in two or more (14%) or one unit (14%) of a course, and only 7% reported that it is only briefly mentioned or missing altogether (1%).

When asked about other civic themes taught through direct instruction, Illinois teachers are most likely to feature the U.S. Constitution and its fundamental principles, or major themes in the history of the United States. Nearly two-thirds of teachers indicated these topics are the emphasis of an entire course or are ongoing and reoccurring themes throughout each student’s experience at the school (66% for the Constitution and 64.2% for U.S. historical themes). Just over half of civics or government courses will feature the ideals of citizenship in democracy (55.6%), the structures of government (55.6), powers and limits of government (54.4%), or critical news coverage (53.1%) in the same way.

Existing civics or government classes are *least* likely to feature how everyday people affect policy and interact with structures of power and governance, and the relationship of the U.S. to

other nations and world affairs. Only 44.5% of teachers indicated these two themes were the emphasis of an entire course or a reoccurring theme during a student’s high school experience.

**Figure 4: The Extent to Which Current Social Studies Courses Address the Ideals, Principles, and Practices of Citizenship in a Democratic Republic**



Two regions differ significantly from the state averages. Chicago Metro area schools lead the state in direct instruction for both the ideals of citizenship in democracy and everyday people and government interaction. Chicago Metro region was 9.3 and 8.4 percentage points higher than the state average in these categories, respectively.

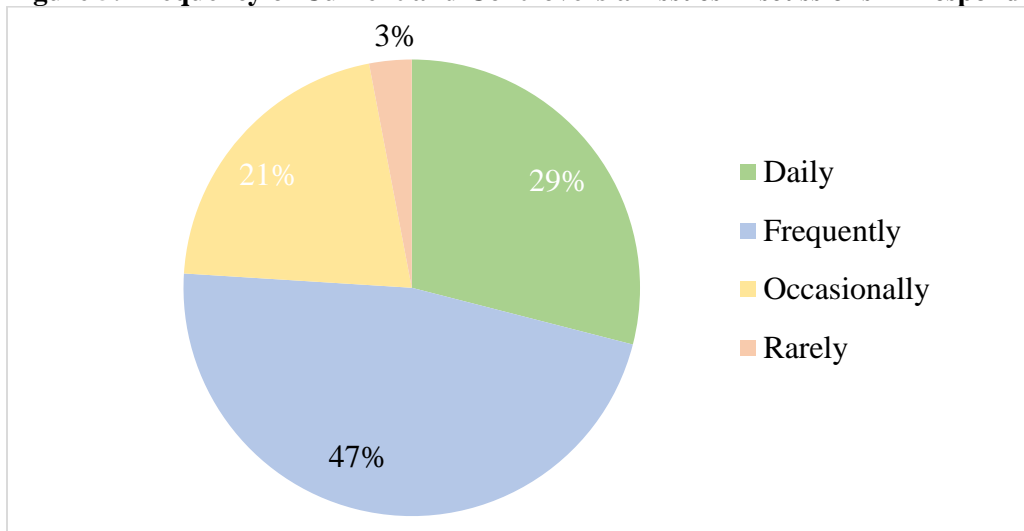
East Central area schools score lower than the state average in covering powers and limitations of government, ideals of citizenship in democracy, and how everyday people interact with government. These topics were (respectively) 8.2%, 9.4%, and 9.9% below state averages in East Central Illinois.

#### *Discussion of Current and Controversial Issues*

Discussion of current and controversial issues is a frequent practice among respondents to the Illinois Civics Teacher Survey (see Figure 5). Nearly half (47%) incorporate these discussions into their classes one to two times weekly, and another 29% do it nearly every day. One-in-five (21%) facilitate current and controversial issues discussions occasionally (once or twice a month). A scant 3% only rarely have such discussions in class (two to three times a year), and no respondents reported that discussions are nonexistent in their courses.

Although these numbers indicate healthy news literacy and critical thinking, one-in-five students discuss current issues only once or twice a month. These numbers indicate a great opportunity to expand discussion of current and controversial issues in Illinois schools.

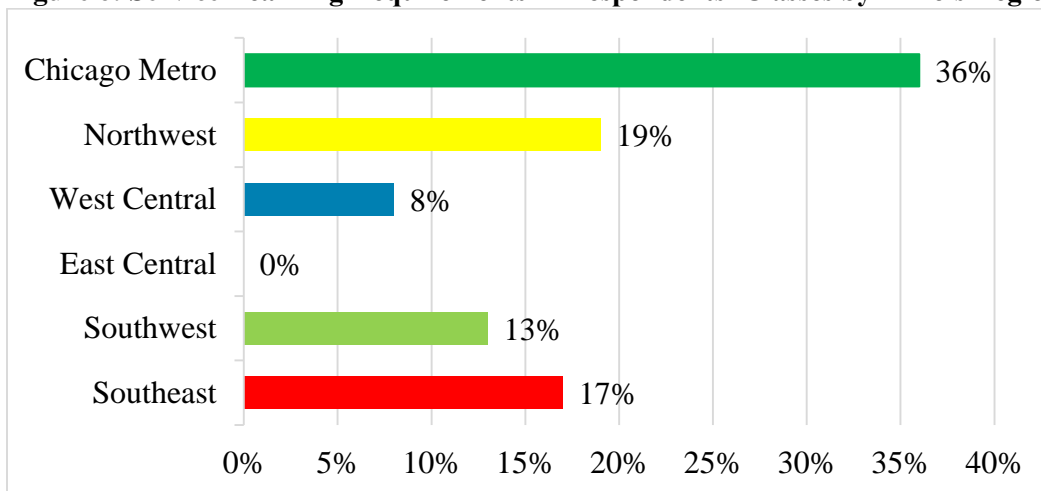
**Figure 5: Frequency of Current and Controversial Issues Discussions in Respondents' Classes**



*Service Learning*

The extent to which service learning is incorporated in civics teachers' classrooms varies significantly by Illinois region. Thirty-six percent of Chicago Metro area teachers report using the practice in their classrooms, nearly double that of any other region (see Figure 6). Fewer than one-in-five teachers employ service learning in their courses in Northwest (19%), Southwest (17%), and Southeast Illinois (13%). It is least prevalent in Central Illinois; only 8% require service learning in the West Central region, and none of the 23 respondents in the East Central region build service learning into their classes. As a state average, 76.8% of schools *do not* require a service learning project. When schools do require service learning, teachers report pairing reflection with the service experience only 15% of the time. Incorporating service learning and reflections on these experiences will no doubt be the largest change for schools, and the biggest challenge to implementing Public Act 99-0434.

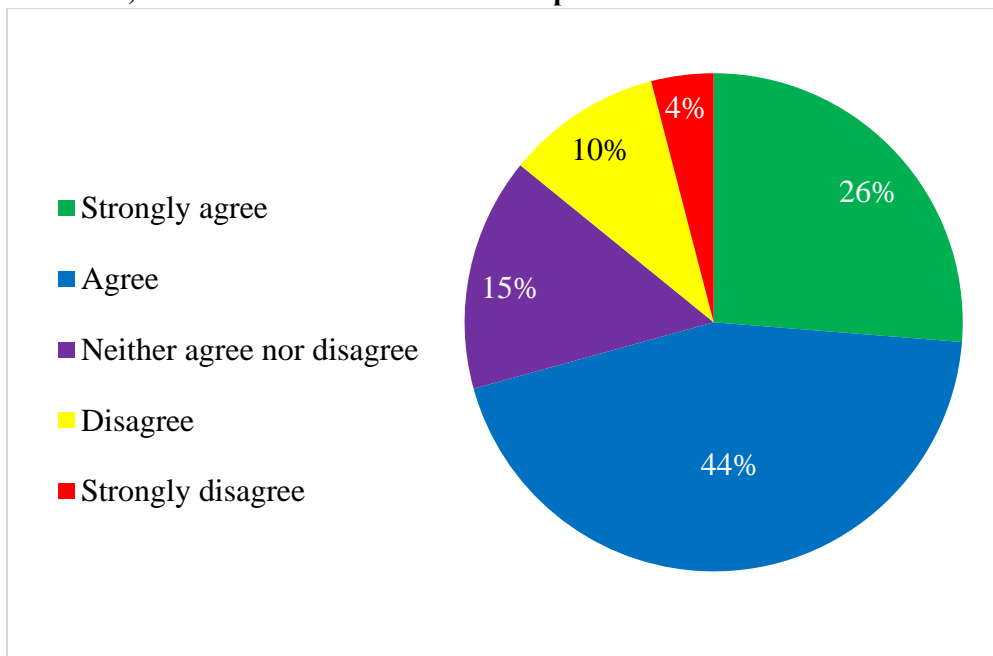
**Figure 6: Service Learning Requirements in Respondents' Classes by Illinois Region**



### *Simulations of Democratic Processes*

Simulations, which encompass role playing, scenarios, and problem-based cases, are featured in a strong majority (70%) of respondents' classes (see Figure 7). However, nearly three-in-ten teachers range from neutrality to strong disagreement in regard to student opportunity to engage in these simulation practices. When simulations, role play, and problem-based scenarios are used within the classroom, a heavy majority of teachers agree students are supported in making connections to their own lives and real-world contexts. Clearly, this is an effective method for teaching civic engagement. However, only 62% of students across the state regularly have this opportunity, and students in the Southwest and Southeast regions have the opportunity only 57% and 55% of the time, respectively.

**Figure 7: The Extent to Which Students Have Many Opportunities to Learn by Using Role Playing, Scenarios, and Problem-Based Cases in Respondents' Courses**



### **Assessment of Civic Learning**

When it comes to assessing students' civic knowledge, civic skills, and civic behaviors and attitudes, teachers surveyed use a variety of methods (see Table 2). Tests, quizzes, and papers are the most prominent means of assessing students' civic knowledge (96% of teachers surveyed), while alternative modes of assessment (77%) and classroom observation (72%) are used to measure students' civic skills. Civic behaviors and attitudes are gleaned from student reflections or journaling (80%), classroom observation (77%), alternative assessments (72%), and individual presentations (70%).

With almost no exceptions, civic knowledge is tested and measured by schools more than civic skills, behaviors or attitudes. However, 77% of teachers use alternative methods to the ones listed below when measuring civic knowledge and civic skills. Understanding how teachers measure civic skills, behaviors, and attitudes will be an important step in implementing the civics education standard.

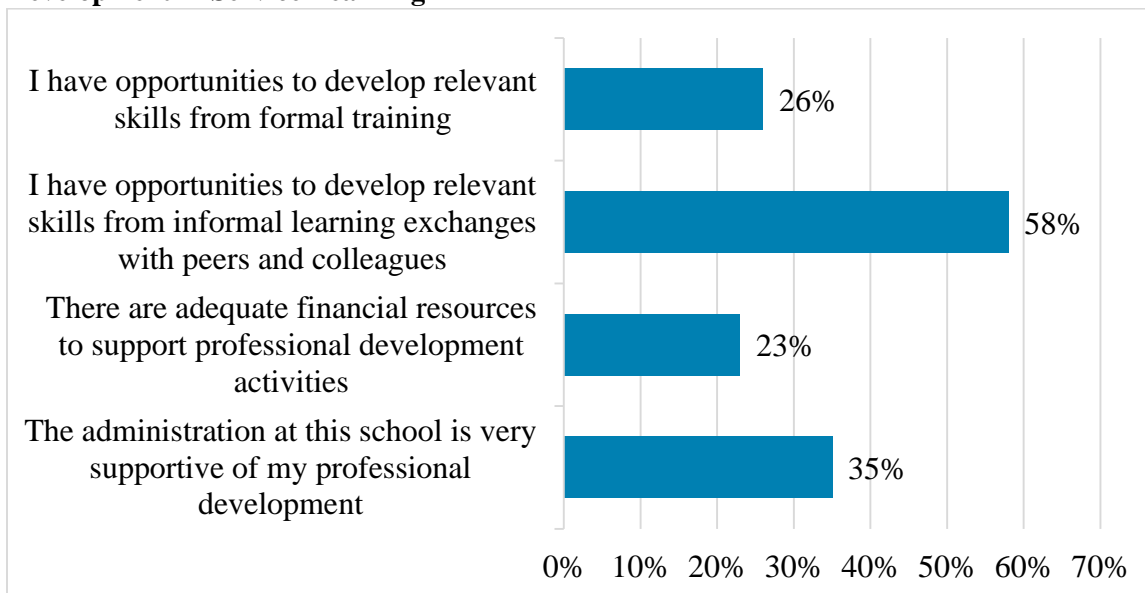
**Table 2: Illinois Civics Teacher Survey Respondents’ Assessment Methods to Measure Students’ Civic Knowledge, Skills, Attitudes, and Behaviors**

Assessment Method	Civic Knowledge	Civic Skills	Civic Behaviors & Attitudes
Tests and quizzes with multiple-choice or short-answer questions	96%	61%	55%
Tests with essay questions	86	60	66
Graded papers	90	67	64
Individual presentations in class	80	62	70
Group presentations or projects	81	67	69
Individual reflections or journaling	61	51	80
Classroom observation	81	72	77
Some other method	77	77	72

### Teacher Professional Development

Teacher respondents were asked about their professional development opportunities with respect to each of the best practices. Since service learning is the least implemented best practice, we explore the current state of supports for teachers in this area (see Figure 8; supports for the other practices are included in the appendix). Respondents report few formal training opportunities for service learning (26% answered in the affirmative), but significant skill development from informal exchanges with peers (58%). Limited financial resources may explain the dearth of formal training opportunities (only 23% of respondents said they are sufficient), along with lackluster levels of administrative support (35%). On average, less than half of teachers feel that their administration is very supportive of professional development as it relates to any type of civics education (42.8%).

**Figure 8: Illinois Civics Teacher Survey Respondents’ Ratings of Supports for Professional Development in Service Learning**





Teacher opinions about administrative support vary by region. In the East Central region, less than a third of teachers feel supported by administration on service learning professional development (31.3%). In contrast, Southwest teachers feel the most administratively supported for civics learning – with 51% agreeing “the administration is very supportive of my professional development.” This is 12% higher than the state average. In comparison to their peers, Chicago Metro area teachers feel least supported in discussing current and controversial issues, as well as evaluating multiple information sources. For these civic education topics, Chicago Metro area averages were 7.6 and 6.3 percentage points below the state average. This data can help inform planned professional development trainings for summer 2016 to best meet regional teacher needs.

Finally, respondents were asked about their recent participation in any professional development activities that would help them to teach students about civics. Most reported participating in a full or half day workshop (60.7%) and also attending a one or multiple-day conference (56.0%). This average was much higher in the East Central region, where teacher responses for half-day or full-day workshops, as well as attending a multiple day conference was 20% above the state average. A little more than one-third of Illinois civic and government teachers (37.4%) received peer coaching or mentoring, and a quarter of respondents (26.5%) participated in workshops or institutes lasting more than a single day. One-in-five (22.5%) completed an online or self-paced course or program, and only 15.6% received coaching or mentoring by a specialist, administrator, or expert.

Coaching and mentoring relationships are widely varied across the state. While in the Northwest and East Central regions almost a fourth of teachers receive mentoring from administration or specialist, less than 10% of teachers have this type of professional development in the West Central, Southwest, and Southeast regions. Chicago Metro region teachers are much less likely than their state peers to receive mentoring or coaching from another teacher (22.2% compared to the state average of 34.2%).

Finally, teachers in West Central and Southwest Illinois have less exposure to on-going training programs or institutes than their peers across the state. Moving forward, this report will help design specialized professional development for teachers depending on regional needs.

### **Conclusion**

Preliminary analysis of Illinois Civics Teacher Survey results reveal a strong sample of responses roughly representative of the state’s geographic regions. Teachers at schools with required civics or government courses are overrepresented in the sample, and boast widely varied years of teaching experience.

The current quality and quantity of best practices in civic learning is uneven. There exists relative strength with respect to formal instruction and discussion or current and controversial issues discussions, with a slight drop-off for simulations of democratic practices. Significant room for growth remains within individual indicators of each practice. Moreover, service learning is mostly absent from civics teachers’ classrooms, and in this case, there is significant regional variation in its use.

It comes as little surprise that teacher professional development opportunities with respect to these practices, and service learning in particular, is largely deficient. Teachers enjoy few formal training opportunities for civics, there is a lack of financial resources to pay for them, and administrative support is mostly wanting. Only peer-to-peer exchanges help counteract these deficits.

There is a glaring need for a statewide system of teacher professional development to build teachers', schools', and districts' capacities for the civic learning best practices embedded in the new high school course requirement. These opportunities must be designed in response to the data presented above, offered throughout the state, span multiple days, and be bridged by peer-to-peer learning and mentoring as current civics and government courses are modified to meet the mandate and new ones are constructed over the course of the three-year implementation period.

## APPENDIX: A Illinois Civics Teacher Survey Complete Results

Please note that the percentages reported below reflect average scores across Illinois' six geographic regions (Chicago Metro, Northwest, West Central, East Central, Southwest, and Southeast) as opposed to average scores among aggregate responses. Regional differences discussed in the above report require an extra chart showing aggregate averages by area. These tables relate to questions 2, 3, 6, 12, 13, and 14, and immediately follow the state average summary tables. Please note the difference of measurements in question 6 and the regional breakdown.

<b>1. How many years of teaching experience do you have?</b>	<b>Response Percent</b>	<b>Total Responses</b>
0-3 years	8.5%	61
3-5 years	8.8%	61
5-10 years	18.6%	135
10-20 years	41.6%	295
20-30 years	17.9%	135
30 or more years	3.4%	30
<i>answered question</i>		<b>717</b>

<b>2. Have you ever taught a civics or government course?</b>	<b>Response Percent</b>	<b>Total Responses</b>
Yes	75.4%	540
No	24.7%	177
<i>answered question</i>		<b>716</b>

### Question 2 Regional Breakdown

<b>Have you ever taught a civics or government course?</b>	<b>Chicago Metro</b>	<b>Northwest</b>	<b>West Central</b>	<b>East Central</b>	<b>Southwest</b>	<b>Southeast</b>
Yes	76.9%	74.2%	67.4%	89.7%	73.0%	83.9%

<b>3. Does your school currently require students to successfully complete a civics or government course in order to graduate?</b>	<b>Response Percent</b>	<b>Total Responses</b>
Yes	85.8%	610
No	14.5%	103
<i>answered question</i>		<b>711</b>

### Question 3 Regional Breakdown

<b>Does your school currently require students to successfully complete a civics or government course in order to graduate?</b>	<b>Chicago Mero</b>	<b>Northwest</b>	<b>West Central</b>	<b>East Central</b>	<b>Southwest</b>	<b>Southeast</b>
Yes	78.8%	93.0%	88.2%	69.0%	97.3%	93.4%

<b>4. Does your school currently offer a civics or government course as an elective option?</b>	<b>Response Percent</b>	<b>Total Responses</b>
<b>Yes</b>	68.6%	51
<b>No</b>	32.4%	14
<i>answered question</i>		<b>65</b>

<b>5. County</b>	<b>Response Percent</b>	<b>Response Count</b>
Adams	2.1%	15
Alexander	0.1%	1
Bond	0.0%	0
Boone	1.3%	9
Brown	0.3%	2
Bureau	0.3%	2
Calhoun	0.0%	0
Carroll	0.4%	3
Cass	0.4%	3
Champaign	1.7%	12
Chicago	5.8%	41
Christian	0.0%	0
Clark	0.0%	0
Clay	0.4%	3
Clinton	0.1%	1
Coles	0.1%	1
Cook (Suburban)	6.7%	47
Crawford	1.1%	8
Cumberland	0.0%	0
DeKalb	1.7%	12
DeWitt	0.0%	0
Douglas	0.0%	0
DuPage	10.7%	75
Edgar	0.0%	0
Edwards	0.0%	0
Effingham	1.3%	9
Fayette	0.1%	1
Ford	0.0%	0
Franklin	0.6%	4
Fulton	1.0%	7
Gallatin	0.1%	1
Greene	2.7%	19
Grundy	0.0%	0

<b>5. County</b>	<b>Response Percent</b>	<b>Response Count</b>
Hamilton	0.1%	1
Hancock	0.3%	2
Hardin	0.0%	0
Henderson	0.1%	1
Henry	1.7%	12
Iroquois	0.0%	0
Jackson	1.4%	10
Jasper	0.1%	1
Jefferson	0.0%	0
Jersey	0.0%	0
Jo Daviess	1.1%	8
Johnson	0.3%	2
Kane	2.6%	18
Kankakee	0.0%	0
Kendall	1.3%	9
Knox	0.4%	3
Lake	8.8%	62
LaSalle	0.0%	0
Lawrence	0.1%	1
Lee	0.9%	6
Livingston	0.0%	0
Logan	0.0%	0
Macon	0.7%	5
Macoupin	0.0%	0
Madison	2.7%	19
Marion	0.0%	0
Marshall	0.0%	0
Mason	0.4%	3
Massac	0.1%	1
McDonough	0.4%	3
McHenry	0.3%	2
McLean	0.1%	1
Menard	0.3%	2
Mercer	0.0%	0
Monroe	0.0%	0
Montgomery	0.4%	3
Morgan	0.4%	3
Moultrie	0.0%	0
Ogle	1.0%	7
Peoria	4.0%	28
Perry	0.9%	6
Piatt	0.4%	3
Pike	1.7%	12
Pope	0.1%	1
Pulaski	0.1%	1
Putnam	0.0%	0

<b>5. County</b>	<b>Response Percent</b>	<b>Response Count</b>
Randolph	0.0%	0
Richland	0.3%	2
Rock Island	1.0%	7
Saline	0.3%	2
Sangamon	1.9%	13
Schuyler	0.0%	0
Scott	1.6%	11
Shelby	0.1%	1
St. Clair	2.4%	17
Stark	0.1%	1
Stephenson	1.0%	7
Tazewell	1.3%	9
Union	0.9%	6
Vermillion	0.7%	5
Wabash	0.4%	3
Warren	0.1%	1
Washington	0.1%	1
Wayne	0.3%	2
White	0.1%	1
Whiteside	1.9%	13
Will	6.6%	46
Williamson	1.3%	9
Winnebago	3.7%	26
Woodford	0.9%	6
<b>Totals</b>	<b>100%</b>	<b>701</b>

<b>6. Please indicate whether your students explicitly learn about the following topics as part of formal class instruction.</b>	<b>Major emphasis in two or more units in a course, major emphasis of an entire course, or an ongoing theme of a student's experience at the school</b>
The U.S. Constitution and its fundamental principles applied to the past and present.	81%
The structures of government at local, state and federal levels.	74%
The powers and limitations of federal, state, and local governments.	77%
The relationship of the United States to other nations and to world affairs.	66%
Major themes in the history of the United States.	78%
Ideals, principles, and practices of citizenship in a democratic republic.	75%
How everyday people affect policy or interact with and change structures of power, authority and governance (including voting, lobbying, non-violent conflict, etc.).	70%
Critical analysis of news coverage (topics like media bias, the difference between news and opinion, how to choose a news source, etc.).	70%
<i>answered question</i>	<b>643</b>

### Question 6 Regional Breakdown

<i>Please indicate whether your students explicitly learn about the following topics as part of formal class instruction.</i>	Major emphasis of <b>an entire course</b> or an <b>ongoing and reoccurring theme</b> of a student's experience at school						
	<b>Chicago Metro</b>	<b>North-west</b>	<b>West Central</b>	<b>East Central</b>	<b>South-west</b>	<b>South-east</b>	<b>State Average Per Topic</b>
<b>The U.S. Constitution and its fundamental principles applied to the past and present.</b>	63.4%	70.0%	70.1%	65.4%	63.1%	63.8%	<b>66.0%</b>
<b>The structures of government at local, state and federal levels.</b>	50.7%	59.1%	61.1%	50.0%	53.8%	58.6%	<b>55.6%</b>
<b>The powers and limitations of federal, state, and local governments.</b>	52.5%	57.3%	59.3%	46.2%	52.3%	58.6%	<b>54.5%</b>
<b>The relationship of the United States to other nations and to world affairs.</b>	43.1%	42.8%	44.4%	42.3%	47.7%	46.6%	<b>44.5%</b>
<b>Major themes in the history of the United States.</b>	58.0%	68.2%	61.1%	69.2%	60.0%	69.0%	<b>64.2%</b>
<b>Ideals, principles, and practices of citizenship in a democratic republic.</b>	64.9%	51.8%	57.4%	46.2%	60.0%	53.4%	<b>55.6%</b>
<b>How everyday people affect policy or interact with and change structures of power, authority and governance (including voting, lobbying, non-violent conflict, etc.).</b>	52.9%	44.5%	42.6%	34.6%	49.2%	43.1%	<b>44.5%</b>
<b>Critical analysis of news coverage (topics like media bias, the difference between news and opinion, how to choose a news source, etc.).</b>	53.6%	56.4%	48.1%	50.0%	53.8%	56.9%	<b>53.1%</b>

<b>7. In your own courses, generally, do your students experience any of the following instructional activities?</b>	<b>Strongly encouraged or required</b>
Take one or more tests on current affairs or events.	40%
Read news articles.	67%
Follow the news on Twitter, YouTube, Facebook, or other social media.	40%
Conduct research on issues related to elections, politics, public policy, or social issues.	56%
Participate in mock elections, debates, mock trials, or other role playing activities to understand political or social issues.	45%
Debate and discuss elections or current policy issues in class.	65%
Meet with or are visited by elected officials or other community leaders.	23%
Collaborate in groups to create projects or presentations related to course content.	70%
Plan and lead discussions about civics, government, history, and/or controversial social issues.	59%
Analyze public policy (at any level) with a goal of proposing changes.	43%
Judge citizens' and civic institutions' (such as government agencies, legal system, courts, schools) effectiveness in addressing social and political problems at the local, state, national and/or international level.	43%
Analyze relationships among governments, every day citizens, and markets.	52%
Make decisions as a group using a range of methods (e.g., debate, deliberation, voting, negotiating, voting, choosing randomly, deferring to experts, etc.).	57%

<b>8. What methods do you use to assess what your students have learned in the way of political and civic knowledge, as well as civic skills, behaviors and attitudes?</b>	<b>Civic Knowledge</b>	<b>Civic Skills</b>	<b>Civic Behaviors &amp; Attitudes</b>
Tests and quizzes with multiple-choice or short-answer questions	0.96	0.61	0.55
Tests with essay questions	0.86	0.60	0.66
Graded papers	0.90	0.67	0.64
Individual presentations in class	0.80	0.62	0.70
Group presentations or projects	0.81	0.67	0.69
Individual reflections or journaling	0.61	0.51	0.80
Classroom observation	0.81	0.72	0.77
Some other method	0.77	0.77	0.72
Average	0.81	0.65	0.69



<b>9. In your classes, how often do students do the following activities relating to current and controversial issues?</b>	<b>Two times per week or more</b>
Discuss current and controversial issues in class.	66%
Work with information from a variety of sources.	67%
Develop understanding of people with different ideas.	69%
Receive your encouragement to form their own opinions about issues.	76%
<i>answered question</i>	<b>587</b>

<b>10. Do you require students to conduct service learning in any of your classes?</b>	<b>Response Percent</b>
Yes	23.2%
No	76.8%
<i>answered question</i>	<b>587</b>

<b>11. If you do require service learning, which of the following activities are part of that class?</b>	<b>Strongly encouraged or required</b>
Investigate causes and solutions to social problems addressed in their service project.	13%
Reflect and talk about their service.	15%
Collaborate with adults on how to best assess the success of projects.	11%
Partnerships with community-based organizations.	12%
Collect and evaluate data.	13%
Develop understanding of people with different ideas.	18%
<i>answered question</i>	<b>581</b>

<b>12. In thinking about how simulations (e.g. mock trials and problem-based scenarios) related to social problems, public issues or current events are taught in your classes, how much would you agree or disagree with the following statements?</b>	<b>Agree/ Strongly Agree</b>
Students have many opportunities to learn by using role playing, scenarios and problem-based cases.	62%
There is sufficient time to use simulations so that students can learn challenging skills and concepts.	45%
The school has adequate tools, training and resources to support the use of such learning techniques.	44%
When simulations are used, students are supported in making connections to their own lives and real-world contexts.	74%
<i>answered question</i>	<b>580</b>

### Question 12 Regional Breakdown

<b>In thinking about how simulations (e.g. mock trials and problem-based scenarios) related to social problems, public issues or current events are taught in your classes, how much would you agree or disagree with the following statements?</b>	<b>Agree or Strongly Agree</b>					
	Chicago Metro	Northwest	West Central	East Central	Southwest	Southeast
Students have many opportunities to learn by using role playing, scenarios and problem-based cases.	70%	61%	65%	64%	57%	55%
There is sufficient time to use simulations so that students can learn challenging skills and concepts.	48%	44%	50%	45%	37%	49%
The school has adequate tools, training and resources to support the use of such learning techniques.	50%	39%	44%	45%	41%	45%
When simulations are used, students are supported in making connections to their own lives and real-world contexts.	77%	70%	72%	86%	70%	66%

<b>13. For each of these forms of civic education, please indicate if you have opportunities to develop your own skills, and whether support exists in the form of materials, technology, funds, etc.</b>	<b>I have opportunities to develop relevant skills from formal training</b>	<b>I have opportunities to develop relevant skills from informal learning exchanges with peers and colleagues</b>	<b>There are adequate financial resources to support professional development activities</b>	<b>The administration at this school is very supportive of my professional development</b>
Teaching basic concepts about politics and government	45%	57%	19%	49%
Service learning	30%	49%	17%	39%
Discussing current and controversial issues	38%	61%	20%	42%
Seeking and evaluating multiple sources of information on current and controversial issues	39%	62%	18%	44%
Role-playing activities and simulations	33%	53%	21%	40%
<i>answered question</i>				<b>535</b>

### Question 13d Regional Breakdown

	<b>Agree or Strongly Agree</b>					
<b>For each of these forms of civic education, please indicate if you have opportunities to develop your own skills, and whether support exists in the form of materials, technology, funds, etc.</b>	Chicago Metro	Northwest	West Central	East Central	Southwest	Southeast
<b>The administration at this school is very supportive of my professional development.</b>						
Teaching basic concepts about politics and government	44.3%	47.3%	55.2%	42.9%	51.1%	52.1%
Service learning	34.6%	41.1%	36.1%	31.3%	51.3%	36.8%
Discussing current and controversial issues	34.5%	42.9%	46.0%	42.9%	44.4%	41.9%
Seeking and evaluating multiple sources of information on current and controversial issues	38.1%	44.9%	49.4%	42.9%	46.7%	44.2%
Role-playing activities and simulations	34.9%	42.4%	39.5%	41.2%	45.2%	39.0%

<b>14. Please indicate whether you have participated recently in any professional development (or “teacher training”) activities that would help you to teach students about civics.</b>	<b>Response Percent</b>
Participating in a half or full day workshop	60.7%
Attending a conference for one or multiple days	56.0%
Coaching or mentoring by another teacher	37.4%
Coaching or mentoring by a specialist, administrator, or expert (not a peer)	15.6%
Participating in a training program or institute lasting more than one day in total time	26.5%
Completing an online or self-paced course or program	22.5%
<i>answered question</i>	<b>535</b>

#### Question 14 Regional Breakdown

<b>Please indicate whether you have participated recently in any professional development (or “teacher training”) activities that would help you to teach students about civics. Check all that apply.</b>	<b>Chicago Metro</b>	<b>Northwest</b>	<b>West Central</b>	<b>East Central</b>	<b>Southwest</b>	<b>Southeast</b>
Participating in a half or full day workshop	61.4%	60.0%	53.4%	81.2%	62.5%	59.3%
Attending a conference for one or multiple days	60.9%	45.0%	46.6%	87.5%	56.3%	48.1%
Coaching or mentoring by another teacher	41.3%	35.0%	37.9%	37.5%	31.2%	22.2%
Coaching or mentoring by a specialist, administrator, or expert (not a peer)	16.8%	23.3%	8.6%	25.0%	9.4%	7.4%
Participating in a training program or institute lasting more than one day in total time	33.2%	26.7%	13.8%	25.0%	12.5%	25.9%
Completing an online or self-paced course or program	17.4%	31.7%	31.0%	12.5%	12.5%	37.0%