

# **WTPSI Evaluation 2010**

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**June 2010**

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## EXECUTIVE SUMMARY

This evaluation of the 2009 *We the People* Summer Institutes (WTPSI) consisted of two phases. PHASE I examined the effects of the institute on the civic knowledge of participants. PHASE II examined the effects of the summer institute on participants' 1) attitudes and dispositions towards teaching civics, 2) civic teaching practices, 3) civic content knowledge, and 4) civic pedagogical content knowledge.

Some of the major findings of this evaluation include:

- The WTPSI had a positive and statistically significant effect on the civic knowledge of elementary and middle school participants.
- In particular, the WTPSI significantly increased participants' understanding of CIVIL SOCIETY and REPRESENTATIVE DEMOCRACY.
- Elementary teachers come to their WTPSI with less content knowledge than middle school teachers, and middle school teachers begin their WTPSI experience with less content knowledge than high school teachers.
- The Civic Knowledge Inventory (CKI), originally designed to measure elementary teachers understanding of core civic concepts, must be modified to accurately measure secondary teachers understanding of core civics concepts.
- The WTPSI experience significantly increases elementary, middle, and high school teacher confidence in teaching core civic concepts: CONSTITUTIONALISM, REPRESENTATIVE DEMOCRACY, HUMAN RIGHTS, CITIZENSHIP, and CIVIL SOCIETY. This finding holds true immediately following an institute, as well as six-months post-institute.
- Women participants begin their WTPSI less confident in teaching core civic concepts than their male counterparts.
- WTPSI participants' overall perceptions of their institute experience were positive.
- WTPSI participants were more positive about increases in their content knowledge and less positive about the increases in their pedagogical content knowledge.

- All major components of a WTPSI (morning scholar sessions, afternoon pedagogy sessions, hearing preparation sessions, resources and materials, and the simulated congressional hearing) were rated highly by participants.
- The results of this evaluation suggest minor modifications to the content, pedagogy, and follow-up of WTPSIs.

## INTRODUCTION

This report summarizes the key elements and findings of a two-phase evaluation the Center for Civic Education's week-long *We the People* Summer Institutes (WTPSI) during the summer of 2009. PHASE I measured the effect of the summer institute on core civic concepts such as CONSTITUTIONALISM, REPRESENTATIVE DEMOCRACY, HUMAN RIGHTS, CITIZENSHIP and CIVIL SOCIETY. PHASE II, conducted six months after the institute, asked participants to respond to sets of questions about the effects of the summer institute on their 1) attitudes and dispositions towards teaching civics, 2) civic teaching practices, 3) civic content knowledge, and 4) civic pedagogical content knowledge. In both PHASES, I examined the relationship of a number of demographic variables (e.g., gender, years of teaching experience, teaching level, education background) to various aspects of the summer institute or its intended outcomes.

## PHASE I RESEARCH QUESTIONS

1. To what extent does participation in a WTPSI increase elementary teachers' *understanding of* core civics concepts such as CONSTITUTIONALISM, REPRESENTATIVE DEMOCRACY, HUMAN RIGHTS, CITIZENSHIP, and CIVIL SOCIETY?
2. To what extent does participation in a WTPSI increase elementary, middle, and high school teachers' *confidence in* teaching core civics concepts such as CONSTITUTIONALISM, REPRESENTATIVE DEMOCRACY, HUMAN RIGHTS, CITIZENSHIP, and CIVIL SOCIETY?
3. What is the relationship between demographic variables such as years of teaching experience, teaching level, and institute location and findings for questions #1 and #2?

## PHASE I EXPLORATORY QUESTIONS

1. To what extent can the Civic Knowledge Inventory (CKI) be used to measure middle and high school teachers' *understanding of* core civics concepts such as CONSTITUTIONALISM, REPRESENTATIVE DEMOCRACY, HUMAN RIGHTS, CITIZENSHIP, and CIVIL SOCIETY?



## PHASE II RESEARCH QUESTIONS

1. Six months after a WTPSI, what are participants' *general attitudes* about their WTPSI experience?
2. Six months after a WTPSI, what are participants' perceptions of the effects of WTPSI on their *understanding of civic principles*?
3. Six months after a WTPSI, *how confident* are participants in teaching core civic concepts?
4. Six months after a WTPSI, which teaching methods were most influenced by participation in a WTPSI?
5. Six months after a WTPSI, is there a relationship between demographic variables (e.g., grade levels, years of teaching experience, institute location or gender) and understanding of civic content?
6. Six months after a WTPSI, is there a relationship between demographic variables (e.g., grade levels, years of experience, institute location or gender) and perceived methods of teaching civics?
7. Six months after a WTPSI, to what extent are participants using program materials and resources?
8. Six months after a WTPSI, what are participants' perceived strengths, limitations, and suggestions for improvements to the WTPSI model?

## MULTI-PHASE RESEARCH QUESTIONS

1. Are there differences between participants' pre-institute, post-institute, and six months post-WTPSI confidence in teaching core civic concepts? In what ways, if at all, do differences between grade levels, years of experience, institute location or gender of WTPSI participants on pre-institute, post-institute, and six months post-institute influence confidence in teaching core civic concepts?
2. In what ways, if at all, do years of teaching experience relate to perceived learning of new ideas about content, learning of new teaching methods, and improvement in teaching at the WTPSI six months afterwards?
3. Does confidence in teaching core civic concepts six months post-institute correlate to understanding of civic content?

4. Does confidence in teaching core civic concepts six months post-institute correlate to the method in which civics is taught?

## PROFESSIONAL DEVELOPMENT IN CIVIC EDUCATION

The research literature on effective professional development in civic education is not as broad or deep as it is in any other K-12 disciplines or subjects. In their review of the research literature, Vontz and Leming (2006) identified the following factors related to effective professional development in civic education:<sup>i</sup>

1. *Effective professional development in civic education should emphasize the content of civic education.* The importance of content knowledge is the most frequently cited and most thoroughly investigated feature of effective professional development. Lee Shulman has advocated content specific professional development:

*I think there is a great deal to be learned from generic approaches. But at the same time, I've been struck by how incomplete these programs are and how much they leave unexamined that is absolutely essential to improve teaching. Teachers never teach something in general—they always teach particular things to particular groups of kids in particular settings. . . . Teachers need a substantial amount of subject-specific examples, analyses, and practice within their staff development programs.*<sup>ii</sup>

The importance of content-rich professional development (and how students best learn content) has been linked to effective professional development in mathematics and science<sup>iii</sup> and there appears to be a strong relationship between content knowledge and effective history instruction.<sup>iv</sup>

Although the knowledge base of democratic citizenship is a contested issue, John J. Patrick's four-component model of education for democratic citizenship is commonly cited in the literature.<sup>v</sup> Patrick's model describes the commonly accepted categories of civic knowledge, cognitive civic skills, participatory civic skills, and civic dispositions. Civic knowledge is comprised of core principles and perennial issues of democracy. Patrick's civic knowledge component includes the following core principles 1) representative democracy; 2) constitutionalism; 3) human rights; 4) citizenship; 5) civil society; 6) market economy; and, 7) types of public issues.

Professional development in civic education should also emphasize the development of civic skills. Patrick's model separates civic skills into two categories: intellectual skills and participatory skills. Important intellectual skills include:

- identifying and describing political and civic life;
- analyzing, synthesizing, and explaining political and civic life;
- evaluating, taking, and defending positions on public issues; and
- thinking critically and constructively about the conditions of civic and political life and how it may be improved.<sup>vi</sup>

Important participatory skills include:

- identifying and describing political and civic life;
- interacting to promote common and personal interests;
- monitoring public events and issues;
- deliberating about public issues;
- influencing public policy decisions;
- implementing public policy decisions; and
- taking action to improve civic life.<sup>vii</sup>

The final component of Patrick's model articulates the dispositions, or traits of character, important for democratic citizenship. Professional development may also emphasize several prominent and frequently mentioned civic dispositions, to include:

- affirming the common and equal humanity and dignity of each person;
- respecting, protecting, and exercising the rights possessed equally by each person;
- participating responsibly in civic life of the community;
- practicing self-government;
- supporting the consent of the governed;
- exemplifying moral civic virtue; and
- promoting the common good.<sup>viii</sup>

*2. Effective professional development in civic education should emphasize the pedagogical content knowledge of civic education.* Teachers not only need to develop expertise in their content area, they also need to develop pedagogical content knowledge—a specialized mixture of content and pedagogical expertise that allows teachers to teach their subjects well. Shulman contends that of all the different categories of knowledge that are important for teachers to develop and grow, emphasis should be placed on pedagogical content knowledge:

*Among those categories, pedagogical content knowledge is of special interest because it identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue.<sup>35</sup>*

Pedagogical content knowledge can be developed from a variety of sources including scholarship in content disciplines, research on teaching and learning, methods and materials of particular subject areas, and the wisdom of practice itself.

Pedagogical content knowledge contains several key components that could be the emphasis of effective professional development in civic education. Letitia Hochstrasser Fickel has articulated four key dimensions of pedagogical content knowledge.<sup>36</sup> The first dimension is the teacher's conceptual map of the content, which includes connections among and between key concepts of the subject-matter. This map provides the foundation for many teaching decisions such as what is most important to teach and how best to teach or assess a particular concept. The second dimension is an understanding of content-specific instructional strategies, examples, representations, and simulations that foster student understanding in a particular subject area. The third dimension of pedagogical content knowledge focuses on understanding how students relate to and learn a particular subject. The final dimension is an understanding of the curricula and curricular materials in a particular subject area, including how a subject is best organized to facilitate student understanding across and within grades.

Effective professional development in civic education should emphasize the content as well as the methods and materials of democratic citizenship. A variety of teaching strategies may be used to help students to learn the core content of democratic citizenship. Choosing a particular strategy, for a particular group of students, to learn a particular concept requires practical judgment, which involves knowing what is best or good in a particular context based upon, among other things, past experience. However, civic educators have highlighted several potentially effective strategies and methods to promote the knowledge, skills, and dispositions of democratic citizenship:

- leading deliberative or seminar discussions;
- using supreme court decisions;

- focusing on controversial public issues;
- using questions as curriculum organizers;
- emphasizing conflicts or interactions among fundamental principles as applied to current or historical examples;
- connecting core concepts to issues that are meaningful to K-12 students;
- integrating structured academic controversy;
- using case studies;
- incorporating powerful primary documents;
- teaching core concepts across the curriculum;
- community problem solving;
- using simulations;
- reasoning with democratic values; and
- multicultural service learning.<sup>ix</sup>

*3. Effective professional development in civic education should be collaborative and emphasize active learning.* Whereas the first two principles emphasized the content of professional development, this principle focuses on the processes of effective professional development in civic education. Whenever possible, teachers should actively learn new content, teaching strategies, and pedagogical content knowledge with other civic educators or with educators from their same department, school, or district. Teachers should be encouraged to challenge, question, implement, simulate, and/or to “fine tune” new ideas with their colleagues. This strategy not only helps teachers to better understand new ideas, it also helps teachers connect new ideas to their own experiences. In addition, providing teachers with opportunities for collaboration and active learning eschews ineffective models of professional development where teachers passively learn from experts.

*4. Effective professional development in civic education should be clearly linked to the daily realities of civic educators and to additional opportunities for future growth.* This principle helps to ensure coherence. The relevance and applicability of professional development activities should be explicit features of effective professional development in civic education. Coherence can be accomplished by demonstrating how new ideas are compatible with existing civic education curricula, explaining how content aligns with national, state, or district standards in civic education, and/or describing how activities connect with broader educational initiatives and future opportunities. Professional development is most effective when teachers perceive it as highly relevant and connected to broader initiatives.

5. *Effective professional development in civic education requires experiences of longer duration.*

Although it may seem like common sense, implementing the above principles of professional development is more effective when the activity is of longer rather than shorter duration. If the professional development experience is organized around the principles above, it is easier for professional development providers to make meaningful connections with civic educators in a seven-day institute than in a two-hour workshop. The content, methods, and pedagogical content knowledge of civic education is extremely challenging and requires time for educators to learn, practice, and integrate into their teaching. Given sufficient time in a well-organized and meaningful professional development experience, we believe most teachers will recognize the value of good ideas and incorporate them into their own teaching.

## **THE WTP SUMMER INSTITUTE MODEL**

The *We the People* professional development model emphasizes the content and strategies of the *We the People* program, which is funded by the United States Department of Education by act of Congress and administered by the Center for Civic Education in Calabasas, California. The curriculum focuses on the United States Constitution and is designed to provide a foundation in citizenship education. The program contains three different levels of textbooks; one aimed at upper elementary students (most frequently fifth grade), one aimed at middle school students (most frequently eighth grade), and one aimed at the high school students (most frequently in government or civics classes).

The different levels of the textbooks follow the same general format and focus on similar issues. The content of the curriculum emphasizes political philosophy, constitutional history, jurisprudence, and political behavior. These interdisciplinary textbooks are not typical and can best be described as a history of political and civic ideas. At all levels, students carefully consider the philosophical and ideological origins of government in the United States, how those ideas manifest themselves in the Constitution and institutions of American government, how those ideas have been used to resolve historical and contemporary conflicts, and, ultimately, how those ideas can be used by citizens in a democracy.

The lessons and teacher's guide utilize a variety of teaching strategies including direct instruction, guided reading, directed discussion, cooperative learning, debates, simulations, and problem-solving activities. Because many important and controversial questions and issues in a

democracy remain unresolved, the strategies commonly employ open-ended questions that stress the development of students' analytical and evaluative abilities. Each unit and lesson is organized around central questions to which students seek answers using reasoning and evidence. The culminating activity of the program is a simulated congressional hearing where students play the role of expert witnesses on the Constitution and community members play the role of members of Congress seeking more information on the Constitution.

The format of the simulated congressional hearing offers students an opportunity to demonstrate their knowledge and understanding of important aspects of the Constitution while providing teachers with an alternative means of assessing student performance. Typically, students prepare and deliver brief opening statements (normally four to six minutes) on constitutional questions and community members respond to the opening statements with follow-up questions (normally six to eight minutes). The follow-up questioning period allows students to further articulate the depth of their understanding through higher-order questioning by the panel. The follow-up questions require students to defend their positions, apply core concepts to real situations, formulate reasoned judgments, and sometimes even rethink their positions.

To prepare for the hearings, students are typically divided into small groups (3-6 students per group) to work cooperatively on some aspect of a constitutional question or public policy issue. For example, a group of three to six high school students preparing for a *We the People* congressional hearing would work together formulating a prepared response and becoming expert witnesses to the following unit questions (see Appendix A).

Although the Center for Civic Education's network of state and congressional district coordinators have provided short duration professional development (i.e., two-hour to full-day workshops) for the program since its inception in 1988, in recent years the Center has focused most of its professional development resources on its more extensive (five days or longer) summer institute for elementary, middle, and high school social studies teachers. For purposes of these analyses, we focus on the weeklong, institute model of professional development for WTP.

Although modifications have been made to the model as it has spread throughout the United States, all of the institutes share some important characteristics, many of which closely resemble the principles outlined in the previous section of this report. Although characteristics of the *We the People* model were identified separately, they are, in fact, interwoven and not

discrete parts. Some of the most important characteristics of a *We the People* Summer Institute include the following.

**1. Emphasis on the Content of Civic Education.** The *We the People* Summer Institute model emphasizes the content of civic education. Scholars provide a three-hour lecture/discussion during morning sessions that correlate to questions in each of the units in the textbook. For example, scholars at the 2009 institutes prepared and delivered lecture/discussion sessions on a variety of questions outlined in Appendix A.

Leading scholars from history, political science, and law are asked to help teachers deepen their understanding of particular constitutional issues, questions, and dilemmas. Prior to the lectures, scholars provide participants with an outline of their lecture and assign readings from the materials provided to each participant. Typically, participants receive several scholarly texts to use during the institute and take with them to use when they return to their schools.

**2. Emphasis on the Pedagogical Content Knowledge of Civic Education.** The institutes also emphasize how to teach the knowledge, skills, and dispositions of democratic citizenship. Typically, morning sessions feature content knowledge, while afternoon sessions focus on pedagogical content knowledge. Five to seven master civic educators serve as mentors during the institute and help to answer questions about teaching strategies and pedagogy. These mentor teachers provide lesson demonstrations that correlate to morning lecture/discussion sessions. If, for example, the morning lecture/discussion focused on the origins of judicial review, a mentor would then demonstrate an exemplary approach to teaching about the origins of judicial review. Participants are also given time to interact with one another concerning potential teaching strategies.

**3. Participation in the Simulated Congressional Hearing.** One of the key features of the WTPSI model is its culminating activity, a simulated congressional hearing. All of the participants prepare and participate in a simulated congressional hearing, which mirrors the student version. Teachers have a chance to experience firsthand what their students experience and, more importantly, are expected to work closely with other teachers answering important, open-ended questions about the Constitution. Preparation for and participation in the hearing helps to ensure active collaboration among teachers and helps to focus and organize the institute.



**4. Working Cooperatively to Prepare for the Simulated Hearing.** To prepare for the hearings, participants are split up into small groups (four to six teachers), each led by a mentor teacher. Every participant is assigned questions from at least one of the units. In their small groups, teachers are able to ask questions about the morning's lecture, discuss teaching strategies and implementation of the program at their schools, conduct research to prepare for the hearings, and discuss possible responses to the prepared questions or potential follow-up questions. Although institute directors use a variety of strategies to place teachers into small groups, most directors aim for heterogeneous groupings, hoping to achieve a cross section of teaching experience and interests.

**5. Implementation and Follow-Up.** The objective of professional development is to improve teaching and, ultimately, enhance student learning. Both of these objectives occur sometime after the professional development experience. Teachers need to be supported as they attempt to integrate new ideas into their teaching. *We the People* institutes help teachers implement the program in a number of ways. First, school level support is built into the application process. As a part of the application, school principals are required to sign a form indicating that they agree to allow the teacher to implement *We the People* in their schools. Second, "implementation sessions" are a part of every institute. These sessions allow teachers the opportunity to explore how *We the People* might "fit" into their existing curriculum. These sessions always involve a "question and answer" session with experienced *We the People* teachers and students and further discussion of how the program correlates to state or district standards. Third, at many institutes, participants leave with contact information for all attendees, which is another excellent source of support during implementation. In addition, 50 state and 435 congressional district coordinators continue to maintain contact with participants to inquire about implementation.

**6. Five- to Seven-Day Institutes.** To meaningfully accomplish and implement the principles and ideas above requires time, which is a commodity not always available to districts or individual teachers. Most often, participants attend an institute during their summer break, which does not cost their school or district any funding. In other words, teachers give up a week of their summer vacation in return for high-quality professional development experience.

Although institutes of five to seven days or longer are ideal, abbreviated one- or two-day workshops utilizing many of the same principles are also utilized by CCE throughout the school year.

**7. Other Important Features.** In addition to these general principles, the success of the WTPSIs can be attributed to more subtle but important features. Directors of We the People institutes treat teachers like professionals. Most institutes begin with an opening dinner, for example, where participants, scholars, representatives from funding agencies, mentor teachers, and institute administrators informally gather. The opening dinner helps to set the tone for the institute, provides time for teachers to feel comfortable around new colleagues, and orients all participants to the week ahead. Institute directors also open the lines of communication between participants, mentors, and scholars before the institute to ensure everyone understands their role prior to arrival. During the institute, administrators also attempt to resolve any unforeseen problems as quickly and efficiently as possible.

## **PHASE I CORE CIVIC KNOWLEDGE CONTENT TEST**

PHASE I utilized a quasi-experimental, pre-/post-test design. The summer institute director administered the Civic Knowledge Inventory (CKI; see Appendix A) at the first and last WTPSI sessions according to research protocol provided by Kansas State University (see Appendix B). All institutes followed the WTPSI model discussed above and focused on similar issues and questions. However, institutes used different unit questions, employed different scholars, utilized different mentor teachers, and emphasized different levels of the program (i.e., elementary, middle, and high school). All institutes, however, are designed to deepen teachers' understanding of civic concepts, skills, dispositions and abilities to teach them to upper elementary, middle, and high school students using the WTP program. PHASE I focused exclusive attention on CIVIC KNOWLEDGE.

Thomas S. Vontz, Michael Anderson, and Lisa Biteau developed the CKI at Kansas State University. A team of civic education experts using the Delphi Method worked anonymously to select core civic concepts and write items to operationally define them. The items were field tested, subjected to item analyses, and revised for PHASE I of this project. Instrument reliability and validity evidence was established in an earlier study. The CKI was not specifically tailored to the WTPSI; rather, it was designed as a measure of important civic concepts that elementary teachers should know well to foster

civic competence among their students. The CKI measures elementary teachers' understanding of the following core civics concepts: CONSTITUTIONALISM, HUMAN RIGHTS, CIVIL SOCIETY, REPRESENTATIVE DEMOCRACY, and CITIZENSHIP (See Appendix C). Six to eight items operationally define each concept. However, because the core concepts of civic education remain the same at middle and high school, it was determined that this study should explore the extent to which the CKI could be used to measure middle and high school teachers understanding of core civic concepts.

All tests of statistical significance were set at equal to or less than .05.

## PHASE I EVALUATED EVENTS

### *High School Institutes*

Grand Teton Summer Institute; July 5 – 11; Jackson, WY

Iowa Summer Institute; July 15 – 21; Iowa City, IA

### *Middle School Institute*

National Middle School Institute; July 19 – 26 Harrisonburg, VA

### *Elementary Institutes*

National Elementary Institute I; July 5 – 12; Harrisonburg VA

National Elementary Institute II; July 12 – 19; Harrisonburg, VA

## UNDERSTANDING OF CORE CIVIC CONCEPTS

### All Participants

The data presented in Tables 1 and 2 indicate that the WTPSI participants showed a positive and statistically significant increase in civic knowledge across *civic concepts* (i.e., CONSTITUTIONALISM, HUMAN RIGHTS, CIVIL SOCIETY, REPRESENTATIVE DEMOCRACY, AND CITIZENSHIP), *grade level* (i.e., elementary, middle, and high school), and *institute location* (i.e., Wyoming, Iowa, or Virginia).

TABLE 1: PRE-TEST AND POST-TEST MEANS—ALL PARTICIPANTS

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test Number Correct	25.65	165	4.213	.328
Post-Test Number Correct	27.41	165	3.202	.249

TABLE 2: T-TEST—ALL PARTICIPANTS

		Paired Differences					t		Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	df	
					Lower	Upper			
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-1.758	3.149	.245	-2.242	-1.274	-7.169	164	.000

### By Grade Level

The data in Tables 3 – 8 examine pre- and post-test differences among elementary, middle, and high school teachers across institutes. As noted earlier, the data for middle and high school teachers should be considered exploratory. The CKI was developed for elementary teachers, not middle or high school teachers. The data in Tables 3 and 4 indicate the WTPSI had a positive and statistically significant effect on elementary teachers across civic concepts and institutes. The exploratory data in Tables 5 and 6 show the WTPSI had a positive and statistically significant effect on middle school teachers across civic concepts and institutes. The exploratory data in Tables 7 and 8 imply that the WTPSI did not have a statistically significant effect on high school teachers across civic concepts or institutes.

TABLE 3: PRE-TEST AND POST-TEST MEANS—ELEMENTARY

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	23.67	85	4.167	.452
	Post-Test Number Correct	26.18	85	3.430	.372

TABLE 4: T-TEST—ELEMENTARY

		Paired Differences					t		Sig. (2-tailed)
		Mean	Std. Deviation	Std. Deviation	Std. Error Mean		Mean	df	
					Lower	Upper			
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-2.506	3.558	.386	-3.273	-1.738	-6.494	84	.000

TABLE 5: PRE-TEST AND POST-TEST MEANS—MIDDLE

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	27.00	47	3.244	.473
	Post-Test Number Correct	28.43	47	2.491	.363

TABLE 6: T-TEST—MIDDLE

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean		
		Lower	Upper	Lower	Upper	Lower	Upper		
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-1.426	2.154	.314	-2.058	-.793	-4.536	46	.000

TABLE 7: PRE-TEST AND POST-TEST MEANS—HIGH

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	28.87	31	2.630	.472
	Post-Test Number Correct	29.06	31	2.016	.362

TABLE 8: T-TEST—HIGH

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean		
		Lower	Upper	Lower	Upper	Lower	Upper		
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-.194	2.713	.487	-1.189	.802	-.397	30	.694

### By Institute Location

The data presented in Tables 9 – 18 explores the significance of differences between pre- and post-test scores across concepts at each institute location. Positive and statistically significant differences were found at four out of five institutes—both elementary WTPSIs in Virginia, the middle school WTPSI in Virginia, and the Iowa WTPSI. The difference between pre- and post-test scores was not statistically significant at the Wyoming WTPSI.

TABLE 9: PRE-TEST AND POST-TEST MEANS—VIRGINIA (JULY 5 – 12, 2009)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	23.70	40	3.824	.605
	Post-Test Number Correct	26.90	40	3.062	.484

TABLE 10: T-TEST—VIRGINIA (JULY 5 – 12, 2009)

		Paired Differences				t		df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean		
		Lower	Upper	Lower	Upper	Lower	Upper		
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-3.200	3.139	.496	-4.204	-2.196	-6.446	39	.000

TABLE 11: PRE-TEST AND POST-TEST MEANS—VIRGINIA (ELEMENTARY; JULY 12 – 19)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	23.60	40	4.584	.725
	Post-Test Number Correct	25.63	40	3.794	.600

TABLE 12: T-TEST—VIRGINIA (ELEMENTARY; JULY 12 – 19)

		Paired Differences				t		df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean		
		Lower	Upper	Lower	Upper	Lower	Upper		
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-2.025	4.060	.642	-3.324	-.726	-3.154	39	.003

TABLE 13: PRE-TEST AND POST-TEST MEANS—IOWA

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	27.84	25	2.734	.547
	Post-Test Number Correct	29.00	25	2.255	.451

TABLE 14: T-TEST—IOWA

		Paired Differences					t		Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	df	
		Lower	Upper	Lower	Upper	Lower	Upper		
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-1.160	2.794	.559	-2.313	-.007	-2.076	24	.049

TABLE 15: PRE- AND POST-TEST MEANS—VIRGINIA (MIDDLE; JULY 19 – 27)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	26.57	23	3.727	.777
	Post-Test Number Correct	28.00	23	2.355	.491

TABLE 16: T-TEST—VIRGINIA (MIDDLE; JULY 19 – 27)

		Paired Differences					t		Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	df	
		Lower	Upper	Lower	Upper	Lower	Upper		
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-1.435	2.352	.490	-2.452	-.418	-2.926	22	.008

TABLE 17: PRE- AND POST-TEST MEANS—WYOMING

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Number Correct	27.95	37	3.257	.535
	Post-Test Number Correct	28.46	37	2.694	.443

TABLE 18: T-TEST—WYOMING

		Paired Differences					t		Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	df	
		Lower	Upper	Lower	Upper	Lower	Upper		
Pair 1	Pre-Test Number Correct - Post-Test Number Correct	-.514	1.938	.319	-1.160	.133	-1.612	36	.116





TABLE 22: T-TEST—CONSTITUTIONALISM

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Constitutionalism Number Correct – Post-test Constitutionalism Number Correct	-.067	1.169	.123	-.311	.178	-.541	89	.590

### Representative Democracy

TABLE 23: PRE- AND POST-TEST MEANS—REPRESENTATIVE DEMOCRACY

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Representative Democracy Number Correct	4.67	89	1.601	.170
	Post-test Representative Democracy Number Correct	5.60	89	1.320	.140

TABLE 24: T-TEST—REPRESENTATIVE DEMOCRACY

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Representative Democracy Number Correct – Post-test Representative Democracy Number Correct	-.921	1.509	.160	-1.239	-.603	-5.759	88	.000

TABLE 25: T-TEST—REPRESENTATIVE DEMOCRACY

Pair 1	Pre-test Human Rights Number Correct	5.24	89	1.012	.107
	Post-test Human Rights Number Correct	5.45	89	.812	.086



TABLE 30: T-TEST—CITIZENSHIP

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Citizenship Number Correct – Post-test Citizenship Number Correct	-.156	1.348	.142	-.438	.127	-1.094	89	.277

TABLE 31: T-TEST—CITIZENSHIP

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Citizenship Number Correct	3.72	90	1.171	.123
	Post-test Citizenship Number Correct	3.88	90	1.079	.114

### By Concept and Grade Level

Table 32 shows the civic concepts that were found to be statistically significant for elementary, middle, and high school participants at the WTPSIs. The WTPSI had a positive and statistically significant effect on CIVIL SOCIETY and REPRESENTATIVE DEMOCRACY for elementary and middle school teachers. This study did not reveal a statistically significant difference between pre- and post-test means for any of the other concepts at the elementary, middle, or high school levels.

TABLE 32: STATISTICAL SIGNIFICANCE BY CONCEPT AND GRADE LEVEL

	Civil Society	Constitutionalism	Representative Democracy	Human Rights	Citizenship
Elementary	* N=87	N=90	* N=89	N=89	N=90
Middle	* N=48	N=49	* N=49	N=48	N=50
High	N=31	N=31	N=31	N=31	N=31

\*Indicates statistical significance  $p < 0.05$ .

## PHASE I DISCUSSION

By most standards, PHASE I was a rigorous evaluation of the effects of WTPSI on the civic knowledge of participants. The data from PHASE I indicate that the WTPSI had a positive and statistically significant effect on the civic knowledge of elementary and middle school teachers. This finding is remarkable for a few reasons: 1) the CKI was designed to measure a sophisticated understanding of broad concepts and was *not* tailored to the content or questions of the WTPSI; 2) the WTPSI is a relatively short intervention (one week) to increase the understanding of broad concepts; and 3) the elementary and middle school teachers reported for fewer prior experiences in undergraduate or graduate political science or history courses; they were not bringing as much background knowledge to the WTPSI experience.

The exploratory data seemed to indicate that the WTPSI did not have a statistically significant effect on high school teachers. This finding, however, needs to be interpreted in its exploratory context. Again, the CKI was designed for elementary teachers, not high school teachers. The mean pre-test score for high school teachers was significantly higher than the mean pre-test scores for their elementary or middle school counterparts. Therefore, this version of the CKI was not sensitive enough to measure the gains of WTPSI high school participants, if any gains occurred.

Across grade levels and concepts, the WTPSI was found to have a positive and statistically significant effect on the civic knowledge of participants at four of five WTPSIs. The difference between pre- and post-test means was not statistically significant at the Wyoming institute. However, the pre-test means of Wyoming participants (27.95) were higher than the pre-test means of participants at any other institute. Also, the Wyoming WTPSI served high school teachers and the CKI was designed to measure the civic knowledge of elementary teachers.

The CKI measured the effect of the WTPSI on five civic concepts: CONSTITUTIONALISM, REPRESENTATIVE DEMOCRACY, HUMAN RIGHTS, CITIZENSHIP, and CIVIL SOCIETY. Across institutes, the WTPSI was found to have a positive and statistically significant effect on elementary and middle school teachers' understanding of two civic concepts: CIVIL SOCIETY and REPRESENTATIVE DEMOCRACY. These concepts are normally discussed during the last day of the institute and scholars often refer to both throughout the institute. Of the five concepts studied, these two

concepts may be the least sophisticated. They are both prominent features of every unit—especially as participants considered the importance of other ideas. Constitutionalism, human rights, and citizenship are also parts of every other unit, but they are not always explicitly mentioned. A scholar teaching about judicial review or federalism, for example, may not mention that judicial review or federalism are important aspects of constitutionalism or human rights. And, scholars address specific hearing questions during the WTPSI, which often do not require participants to articulate conceptual understanding. However, participants conceptual understanding—like their students—are often examined in the follow-up questions of the simulated congressional hearing.

## **PHASE II: SUMMER INSTITUTE FOLLOW-UP SURVEY**

Six months after the WTPSI, participants were invited to participate in a follow-up survey. The follow-up survey examined participants' perceptions of the effects of the summer institute on their 1) attitudes and dispositions towards teaching civics, 2) civic teaching practices, 3) civic content knowledge, and 4) civic pedagogical content knowledge. Participants of the PHASE I WTPSIs and the participants of the Indiana/Kentucky WTPSI were invited to participate.

### **PHASE II SURVEYED EVENTS**

#### *High School Institutes*

Grand Teton Summer Institute; July 5 – 11; Jackson, WY

Iowa Summer Institute; July 15 – 21; Iowa City, IA

Indiana/Kentucky Summer Institute; July 18 – 24; Bloomington, IN

#### *Middle School Institute*

National Middle School Institute; July 19 – 25; Harrisonburg, VA

#### *Elementary Institutes*

National Elementary Institute I; July 5 – 11; Harrisonburg VA

National Elementary Institute II; July 12 – 18; Harrisonburg, VA

### **PHASE II RESPONSE RATE**

Of 179 valid participant email addresses, KSU received completed surveys from 126 WTPSI participants for a response rate of 70.4%. For an online, anonymous survey, this is considered an above average response rate.

## **SURVEY METHODOLOGIES**

The post-institute survey was developed by Thomas S. Vontz in consultation with Center for Civic Education staff and administered by Kansas State University's Office of Educational Innovation and Evaluation (OEIE). Participants were invited to complete the online survey through emails sent by OEIE. OEIE's automated system sent 2009 WTPSI participants four email invitations. Participant responses were anonymous. Participants were asked to provide the last four numbers of their cell phone numbers to match follow-up survey results with the results of a pre- and post-institute content knowledge test (these data are reported in a separate report).

## **GENERAL ATTITUDES ABOUT WTP SUMMER INSTITUTE**

Six months after the WTPSI, participants' general perceptions of their experiences were positive. Table 33 reports data about the general attitudes of WTPSI participants. Eighty-five percent of respondents, for example, strongly agreed that the WTPSI was a "valuable professional development experience" and 83% strongly agreed that they would "recommend the WTPSI to a colleague." Seventy-six percent of respondents strongly agreed that the WTPSI was "one of the best" professional development experiences they had encountered. Respondents, however, believed that the WTPSI had a greater impact on their content knowledge than on their teaching methods. The afternoon pedagogy sessions were not as highly regarded as the morning scholar sessions. Less than half of participants strongly agreed that they had learned new teaching methods or that the WTPSI had "improved my teaching." Seventy-one percent strongly agreed that the simulated congressional hearing a valuable part of the institute.

TABLE 33: GENERAL ATTITUDES ABOUT THE WE THE PEOPLE SUMMER INSTITUTE

	Strongly Disagree	2	3	Neither Disagree nor Agree	5	6	Strongly Agree	N	Mean	St. Dev.
Q3.1: Participating in the WTP Institute was a valuable professional development experience.	1 .8%	1 .8%	0 0%	1 .8%	6 4.9%	10 8.1%	104 84.6%	123	6.71	0.88
Q3.2: Compared to other professional development experiences, the WTP Institute was one of the best.	0 0%	1 .8%	1 .8%	4 3.3%	7 5.7%	16 13.0%	94 76.4%	123	6.59	0.91
Q3.3: The WTP Institute was well organized.	1 .8%	0 0%	2 1.6%	1 .8%	7 5.7%	19 15.4%	93 75.6%	123	6.59	0.92
Q3.4: The morning scholar sessions were valuable parts of the WTP Institute.	1 .8%	1 .8%	2 1.6%	2 1.6%	9 7.3%	24 19.5%	84 68.3%	123	6.46	1.05
Q3.5: The afternoon pedagogy sessions were valuable parts of the WTP Institute.	3 2.4%	1 .8%	2 1.6%	5 4.1%	12 9.8%	33 26.8%	67 54.5%	123	6.16	1.30
Q3.6: The simulated congressional hearing was a valuable part of the WTP Institute.	2 1.6%	0 0%	1 .8%	5 4.1%	7 5.7%	21 17.1%	87 70.7%	123	6.46	1.10
Q3.7: I learned new ideas about content at the WTP Institute.	1 .8%	1 .8%	1 .8%	1 .8%	6 4.9%	24 19.5%	89 72.4%	123	6.56	0.95
Q3.8: I learned new teaching methods at the WTP Institute.	4 3.3%	0 0%	4 3.3%	9 7.3%	21 17.1%	24 19.5%	61 49.6%	123	5.92	1.44
Q3.9: The WTP institute improved my teaching.	3 2.4%	0 0%	0 0%	6 4.9%	16 13.0%	37 30.1%	61 49.6%	123	6.15	1.19
Q3.10: I would recommend the WTP Institute to my colleagues.	1 .8%	0 0%	2 1.6%	3 2.4%	3 2.4%	12 9.8%	102 82.9%	123	6.67	0.93

## INCREASED UNDERSTANDING OF CIVIC PRINCIPLES

Respondents believed that the WTPSI significantly increased their understanding of several important civic principles. The principles identified in PHASE II and reported in Table 34 are prominent components of WTPSIs. Participants believed that the WTPSI influenced their understanding of some civic principles more than others. The civic principles that were among the most highly rated by WTPSI participants included:

- constitutional history (79% rated a 6 or a 7)
- responsibilities of citizens (69% rated a 6 or a 7)
- the Bill of Rights (73% rated a 6 or a 7)
- purposes of government (74% rated a 6 or a 7)
- importance of participation (72% rated a 6 or a 7)

The civic principles that were not rated as highly included:

- liberalism (30% rated a 6 or a 7)
- classical republicanism (47% rated a 6 or a 7)
- elections (40% rated a 6 or 7)
- voting (47% rated a 6 or a 7)

An examination of the simulated hearing questions used at the WTPSIs helps to interpret this set of findings. Liberalism and classical republicanism are concepts that are featured in unit one of the WTPSI. Most of the hearing questions, however, focused on constitutionalism, not directly on the theoretical foundations of government in the United States. And, the simulated hearing questions that guided participants understanding of unit six required an examination of the importance of participation, of which voting and elections were only a small part.

TABLE 34: PERCEPTIONS OF INCREASES IN CIVICS CONTENT KNOWLEDGE

	Low	2	3	4	5	6	High	N	Mean	St. Dev.
Q4: Liberalism	1 .8%	4 3.3%	6 4.9%	33 27%	36 29.5%	30 24.6%	7 5.7%	122	4.70	1.40
Q5: Classic Republicanism	3 2.5%	2 1.7%	7 5.8%	18 15%	33 27.5%	41 34.2%	16 13.3%	120	5.19	1.34
Q6: Purposes of Government	0 0%	1 .8%	4 3.3%	5 4.1%	21 17.4%	42 34.7%	48 39.7%	121	6.01	1.08



Q7: Separation of Powers	1 .8%	2 1.6%	5 4.1%	9 7.4%	26 21.3%	35 28.6%	44 36.1%	122	5.77	1.29
Q8: Federalism	1 .8%	4 3.3%	4 3.3%	16 13.2%	21 17.4%	39 32.2%	36 29.8%	121	5.59	1.37
Q9: Limited Government	2 1.7%	3 2.5%	4 3.3%	11 9.1%	22 18.2%	42 34.7%	37 30.6%	121	5.66	1.36
Q10: Constitutional Government	1 .8%	2 1.6%	1 .8%	7 5.7%	18 14.8%	41 33.6%	52 42.6%	122	6.03	1.16
Q11: Constitutional History	1 .8%	2 1.6%	2 1.6%	6 5.0%	14 11.8%	30 25.2%	64 53.8%	119	6.16	1.21
Q12: Rule of Law	1 .8%	0 0%	5 4.1%	13 10.7%	30 24.8%	40 33.1%	32 26.4%	121	5.64	1.18
Q13: The Bill of Rights	2 1.7%	2 1.7%	1 .8%	8 6.7%	19 15.8%	37 30.8%	51 42.5%	120	5.96	1.27
Q14: Fourteenth Amendment	1 .8%	3 2.5%	4 3.3%	14 11.6%	28 23.1%	38 31.4%	33 27.3%	121	5.57	1.30
Q15: The Executive Branch	1 .9%	2 1.7%	3 2.6%	13 11.1%	36 30.8%	33 28.2%	29 24.8%	117	5.53	1.23
Q16: The Judicial Branch	1 .8%	1 .8%	5 4.1%	14 11.6%	22 18.2%	42 34.7%	36 29.8%	121	5.69	1.25
Q17: The Legislative Branch	1 .8%	1 .8%	6 5%	13 10.7%	32 26.4%	35 28.9%	33 27.3%	121	5.57	1.26
Q18: Voting	2 1.7%	4 3.4%	5 4.2%	28 23.7%	24 20.3%	35 29.7%	20 16.9%	118	5.14	1.40
Q19: Elections	4 3.3%	4 3.3%	9 7.4%	23 19%	32 26.4%	34 28.1%	15 12.4%	121	4.96	1.45
Q20: Rights of Citizens	3 2.5%	2 1.6%	5 4.1%	6 4.9%	25 20.5%	39 32%	42 34.4%	122	5.73	1.39
Q21: Responsibilities of Citizens	3 2.5%	2 1.7%	6 5.0%	10 8.3%	17 14.0%	37 30.6%	46 38.0%	121	5.74	1.46
Q22: Importance of Participation	3 2.5%	2 1.7%	6 5.0%	6 5.0%	17 14.0%	40 33.1%	47 38.8%	121	5.81	1.43

### CONFIDENCE IN TEACHING CIVIC CONCEPTS

The relationship between confidence in teaching and teachers effectiveness has been established generally, and in civics specifically.<sup>x</sup> Generally, the more confident teachers are in teaching a particular topic, the more effectively they tend to teach that topic. Table 35 reports teacher confidence levels in teaching core civic concepts. Across concepts, WTPSI participants report a high degree of confidence in teaching core civic concepts. Six-month post institute confidence levels were high for all of the examined concepts:

- citizenship (79% rated their confidence level a 6 or a 7)

- representative democracy (77% rated their confidence level a 6 or a 7)
- constitutionalism (72% rated their confidence level a 6 or a 7)
- human rights (72% rated their confidence level a 6 or a 7)
- civil society (68% rated their confidence level 6 or a 7)

The extent to which teacher confidence is related to participation in a WTPSI will be examined in a later section of this report.

TABLE 35: CONFIDENCE IN TEACHING CORE CIVIC CONCEPTS

	Low	2	3	4	5	6	High	N	Mean	St. Dev.
Q23: Constitutionalism	1 .8%	0 0%	2 1.6%	6 4.9%	25 20.5%	53 43.4%	35 28.7%	122	5.89	1.02
Q24: Representative Democracy	0 0%	0 0%	2 1.6%	9 7.4%	17 13.9%	50 41.0%	44 36.1%	122	6.02	0.98
Q25: Citizenship	0 0%	1 .8%	1 .8%	5 4.1%	19 15.6%	41 33.6%	55 45.1%	122	6.16	0.98
Q26: Civil Society	0 0%	0 0%	2 1.6%	7 5.7%	30 24.6%	46 37.7%	37 30.3%	122	5.89	0.96
Q27: Human Rights	1 .8%	1 .8%	1 .8%	7 5.7%	24 19.7%	44 36.1%	44 36.1%	122	5.95	1.10

### IMPROVEMENTS IN CIVIC TEACHING METHODS

Table 36 identifies teacher attitudes about the effects of the WTPSI on various elements of their teaching. Six-months after a WTPSI, participants report that their institute attendance improved their civics teaching methods. According to a host of well-respected researchers, being able to lead meaningful discussions of controversial issues is an important aspect of being an effective teacher of civics and government.<sup>xi</sup> Respondents believe that that the WTPSI influenced positively their ability to lead meaningful civics discussions. More than half of survey respondents, for example, strongly agreed that the WTPSI experience helped them to “better frame historic and contemporary issues” and 79% agreed or strongly agreed that the WTPSI “enabled me to facilitate better classroom discussions.” Seventy-three percent of respondents

agreed or strongly agreed that that as a result of the their WTPSI experiences, they use “more interactive strategies” in their teaching. Eighty-five percent of respondents agreed or strongly agreed that the WTP materials “offer superior teaching resources” compared other civics and government textbooks. Fifty-five percent of respondents strongly agreed that the simulated congressional hearing motivates student learning. And, the vast majority (84%) of WTPSI participants feel comfortable contacting a WTP colleague with a question.

TABLE 36: METHODS OF TEACHING CIVICS

	Strongly Disagree	2	3	Neither Disagree nor Agree	5	6	Strongly Agree	N	Mean	St. Dev.
Q28.1: The WTP Institute enabled me to facilitate better classroom discussions.	0 0%	1 .8%	4 3.3%	2 1.7%	18 14.9%	42 34.7%	54 44.6%	121	6.13	1.04
Q28.2: The WTP Institute enabled me to better frame historic and contemporary issues.	0 0%	0 0%	3 2.5%	6 4.9%	14 11.5%	34 27.9%	65 53.3%	122	6.25	1.01
Q28.3: The WTP Institute provided me with new teaching ideas.	1 .8%	1 .8%	4 3.3%	5 4.1%	21 17.2%	29 23.8%	61 50.0%	122	6.07	1.21
Q28.4: Compared to other civics/government textbooks, the WTP materials offer superior teaching resources.	0 0%	0 0%	4 3.3%	2 1.6%	12 9.8%	34 27.9%	70 57.4%	122	6.34	0.96
Q28.5: The WTP Institute inspired me to consider new methods of teaching.	2 1.6%	1 .8%	3 2.5%	7 5.7%	14 11.5%	35 28.7%	60 49.2%	122	6.07	1.27
Q28.6: I use teaching resources (other than the WTP textbook) that were provided to me at the WTP Institute.	1 .8%	2 1.6%	6 4.9%	11 9.0%	16 13.1%	28 23.0%	58 47.5%	122	5.91	1.37
Q28.7: After participating in the WTP Institute, I use more interactive strategies.	2 1.7%	1 .8%	2 1.7%	15 12.4%	22 18.2%	31 25.6%	48 39.7%	121	5.80	1.32

Q28.8: The simulated congressional hearing motivates student learning.	2 1.7%	1 .8%	3 2.5%	8 6.6%	12 9.9%	28 23.1%	67 55.4%	121	6.13	1.30
Q28.9: I feel comfortable contacting a WTP colleague if I have a question about teaching.	4 3.3%	1 .8%	3 2.5%	9 7.4%	12 9.0%	29 23.8%	65 53.3%	122	6.02	1.45

**USE OF WTP MATERIALS**

Tables 37 – 40 examine the extent to which WTPSI participants use various components of the WTP program. Ninety-three percent of respondents report using the WTP textbook. Less than half of respondents (38%) reported participation in some form of simulated congressional hearing, the culminating activity of WTP. However, the survey was conducted in January and 71% of participants who had not participated planned to participate in hearing later in the year. Still, a relatively significant number of participants (22 or 12%) had no plans of participating in a simulated congressional hearing. And, only 12 participants (7%) reported participating in a simulated congressional hearing that was part of a WTP-sponsored district or state program.

TABLE 37: USE OF WTP TEXTBOOK AND HEARING PARTICIPATION

	Yes	No	N
Q29: I use the WTP textbook.	114 93.4%	8 6.6%	122
Q30: Have you conducted a simulated congressional hearing with one or more of your classes this year?	46 37.7%	76 62.3%	122

TABLE 38: PLANNED CONGRESSIONAL HEARING PARTICIPATION

Responded only if answered No to Q30	Yes	No	N
Q31: If you have not participated in a simulated congressional hearing, do you plan to have your students participate in one this year?	53 70.7%	22 29.3%	75

TABLE 39: HEARING PARTICIPATION PLANS

Responded only if answered Yes on Question 31	Yes	No	N
Q32: If you are planning to have your students participate in a simulated congressional hearing, will your participation be at a congressional district or state hearing?	6 11.3%	47 88.7%	53

TABLE 40: USE OF WTP NETWORK

Responded only if answered Yes to Q30	Yes	No	N
Q33: Was the simulated congressional hearing associated with a congressional district or state hearing?	12 26.1%	34 73.9%	46
Q34: Did your congressional district or state coordinator contact you after the summer institute?	62 51.7%	58 48.3%	120
Q35: Did you contact your congressional district or state coordinator after the summer institute?	56 46.3%	65 53.7%	121

## PERCEIVED STRENGTHS, LIMITATIONS, AND SUGGESTIONS FOR IMPROVEMENT

Tables 41 – 43 report participants’ perceptions about perceived strengths, limitations, and suggestions for improvement. All of the major components of a WTPSI (scholar presentations, pedagogy sessions, team discussions, the simulated congressional hearing, WTP resources and materials, and the development of professional relationships) were identified as strengths. Overall, few limitations were identified by respondents.

Many of the perceived limitations were associated with interpersonal relationships (with mentors or with other team members). A few respondents (less than 10%) reported that the institute needed to focus more on pedagogy or content specific teaching methods. A few (less than 5%) said that that the experience was too intense or competitive. Still, no significant theme emerges from this data across institutes.

The most remarkable aspect of the suggestions for improvement were the relatively few suggestions provided by WTPSI participants. Most of the suggestions for improvement were clustered around 1) increased attention to teaching methods, 2) increased attention to follow-up, or 3) more time for collaboration with colleagues.

TABLE 41: PERCEIVED STRENGTHS OF WTP INSTITUTE

	Count
guest scholars	52
content knowledge gained	39
pedagogy/ can apply to classroom	33
teamwork/ group discuss	29
development of personal and professional relationships	26
resources/ books provided	25
congressional hearings	21
group leaders/ instructors/ facilitators	16
overall excellence	15
enthusiasm gained	14
good organization	13
hands-on activities	9
mentors	8
intensity, scholarly approach	7
historical site visits	4
setting/ immersion	4
food	2
<i>N</i> = 110	

TABLE 42: PERCEIVED WEAKNESSES OF WTP INSTITUTE

Themes	Count
mentors not all helpful	9
intensity	8
too much focus on competition	7
need level-specific content/ strategies	7
some speakers more interesting/ focused	6
more guidance on hearing	6
distance from home	5
too short	5
not enough modeling of instructional strategies	5

group dynamics	5
need collaboration time with colleagues	4
WTP leadership unfriendly/ unprofessional	4
lack of continued developmental opportunities	4
scholar lectures too long	3
some afternoon sessions unproductive	3
lack of computer/ print access	2
scholars promoted personal political views	2
too structured	2
food	1
parking	1
shared bathrooms	1
access to news (TV, Internet, print)	1
enrollment/ billing problems	1
limited in scope	1
does not align with state standards	1
needs more promotion	1
networking after the institute	1
N=96	

TABLE 44: SUGGESTIONS FOR IMPROVEMENT OF THE WTPSI

Themes	Count
more classroom activity ideas/ strategies/ pedagogy	9
follow-up session for attendees	6
additional historical excursions	5
match mentors to grades taught	5
better speakers	4
regional WTP meetings/ institutes	4
clarify hearings expectations and implementation	3
planned collaboration time for teachers to share best practices/ ideas	3
extend	3
more discussion time	3
less competitive	2
more hands-on activities	2
broaden scope	2

more content learning	2
more time with scholars	2
shorten	2
more individual planning time	2
shorten guest lecturer time	2
ability to participate annually	2
separate lectures by grades taught	2
more promotion of program	2
more lively Monday morning speaker	1
provide demo of competitions	1
more focus on hearings	1
have plans for afternoon groups	1
end-of-institute exam	1
more team-building activities	1
more voluntary evening sessions	1
lengthen guest lecturer time	1
send book in advance	1
more WTP textbooks	1
more centralized location	1
WTP leaders should be more forthcoming about threat of illness	1
<i>N</i> =62	

## MULTI-PHASE DATA AND ANALYSES

Across the pre-institute, post-institute, and follow-up surveys, the only items to remain consistent were *level of confidence* in teaching the following concepts:

- Constitutionalism
- Representative Democracy
- Citizenship
- Civil Society
- Human Rights

These items were measured on a scale of low (1) to high (7). For some analyses, the confidence items were combined into a mean, composite score (confidence in teaching core civic concepts).

Due to a small sample size ( $N = 76$ ) and violations of assumptions of normality that were present in the data, nonparametric procedures were used, when applicable. For example, instead of one-way ANOVAs, Kruskal-Wallis tests were frequently used.



### WTPSI Influence on Confidence in Teaching Core Civic Concepts

Confidence matters in teaching generally and teaching civics specifically.<sup>xii</sup> Confidence is related to both teaching effectiveness and student academic achievement. The more confident a teacher is at teaching a particular topic, the more likely they are they are to be professionally committed, seek better teaching methods, and implement innovative strategies.<sup>xiii</sup>

Friedman's test (Table 44) was utilized to determine if differences existed on WTPSI participants' pre-institute, post-institute, and six months post-institute confidence in teaching core civic concepts composite scores. The test yielded a significant result,  $\chi^2(2) = 92.4$ ,  $ps = .000$ . Follow-up pairwise analyses (Wilcoxon signed rank tests) indicated that there were significant differences ( $p = .000$ ) between pre-institute ( $M = 4.23$ ) and post-institute confidence ( $M = 5.76$ ) and pre-institute ( $M = 4.23$ ) and six months post-institute confidence ( $M = 5.98$ ); however, there was not a significant difference ( $p = .102$ ) between post-Institute ( $M = 5.76$ ) and six months post-institute confidence ( $M = 5.98$ ).

TABLE 44: FRIEDMAN'S REPEATED MEASURES ANALYSIS OF VARIANCE FOR PARTICIPANTS' PRE-INSTITUTE, POST-INSTITUTE, AND SIX MONTHS POST-INSTITUTE CONFIDENCE IN TEACHING CORE CIVIC CONCEPTS

	Mean	Std. Deviation	N
Pre-Institute	4.23 <sup>a</sup>	1.16	76
Post-Institute	5.76 <sup>b</sup>	.82	76
Six Months Post-Institute	5.98 <sup>b</sup>	.77	76

Note: Different superscripts following the means indicate those means are significantly different.

Tables 45 and 46 report the results of multiple analysis of variance (MANOVA), which was used to further analyze the influences of the WTPSI on teacher confidence. For grade levels, between-subjects tests showed that grade level was significantly related to pre-institute confidence ( $p=.001$ ;  $\eta_p^2 = .17$ ). Examination of post-hoc (Bonferroni) comparisons revealed significant differences between elementary school teachers ( $M = 3.71$ ) and middle school

teachers ( $M = 4.59$ ), as well as elementary school teachers and high school teachers ( $M = 4.80$ ). In other words, elementary school teachers, when compared to middle and high school teachers, had the least amount of confidence in teaching core civic concepts prior to the WTPSI.

TABLE 45: MULTIPLE ANALYSIS OF VARIANCE FOR PARTICIPANTS' PRE-INSTITUTE CONFIDENCE IN TEACHING CORE CIVIC CONCEPTS BY GRADE LEVEL

		Mean	Std. Deviation	N
Pre-Institute	Elementary	3.71 <sup>a</sup>	1.00	35
	Middle	4.59 <sup>b</sup>	1.11	26
	High	4.80 <sup>b</sup>	1.18	15

Note: Different superscripts following the means indicate those means are significantly different

TABLE 46: MULTIPLE ANALYSIS OF VARIANCE FOR PARTICIPANTS' PRE-INSTITUTE CONFIDENCE IN TEACHING CORE CIVIC CONCEPTS BY GENDER

		Mean	Std. Deviation	N
Pre-Institute	Male	4.87	1.45	17
	Female	4.04	1.01	59

Years of experience was found to be non-significantly related to pre-institute, post-institute, and six months post-institute confidence in teaching core civic concepts. And finally, for gender, the between-subjects tests revealed that gender and pre-institute confidence was statistically significant ( $p = .009$ ;  $\eta_p^2 = .09$ ). Examination of estimated marginal means revealed that women reported less confidence ( $M = 4.04$ ) than men ( $M = 4.87$ ) on the pre-institute survey.

### Years of Teaching Experience and Attitudes

Kruskal-Wallis tests were conducted to determine if years of teaching experience influenced three aspects of the general attitudes scale. For learning of new ideas about content at the WTPSI (Question 3.7), there was no difference in the level of agreement across years of experience,  $\chi^2(3) = .48$ ,  $p = .92$ . The results for Questions 3.8 and 3.9 were similar, in that there were no statistically significant differences in teaching experience and the level of agreement to learning new teaching methods ( $\chi^2(3) = 3.30$ ,  $p = .35$ ) nor improvement in teaching ( $\chi^2(3) = 2.20$ ,  $p = .53$ ).

### Relationship of Confidence in Teaching and Teaching Methods

Pearson's correlation analyses resulted in statistically significant relationships between the majority of confidence items and civics content knowledge items (Questions 4-22). The strongest

positive correlations, yet still classified as moderate (.50 - .70), were between confidence in teaching Human Rights and the following civics knowledge items: Importance of Participation,  $r(76) = .558, p = .000$ , Elections,  $r(75) = .554, p = .000$ , Rights of Citizens,  $r(76) = .530, p = .000$ , and Responsibilities of Citizens,  $r(75) = .519, p = .000$ . Also exhibiting a moderately positive correlation was confidence in teaching Civil Society and the civics knowledge item Fourteenth Amendment,  $r(75) = .511, p = .000$ .

Pearson's correlation analyses were conducted on confidence items and methods of teaching civics (Questions 28.1-28.9). Most correlations were not statistically significant, and for the several that were, the correlation was close to or under .3, indicating weak correlations. To determine if confidence in teaching, as a composite score, influenced aspects of civics content knowledge (Questions 4-22), Kruskal-Wallis tests were conducted. No statistically significant results were found. When the same analyses were conducted with methods of teaching civics (Questions 28.1-28.9) as the dependent variables, item Q28.2: The WTPSI enabled me to better frame historic and contemporary issues, was found to be statistically significant,  $\chi^2(2) = 7.69, p = .02$ .

### **Demographic Variables and Increased Understanding of Civic Content**

Kruskal-Wallis tests determined if demographic variables, such as grade levels, years of teaching experience, institute location, and gender, impacted understanding of civics content knowledge items (Questions 4-22) six months post-institute (Tables 47 – 50). For grade level, a statistically significant difference was found for Question 6: Purposes of Government ( $p = .002$ ). Upon further examination of the data using Mann-Whitney tests of statistical independence, it was found that the statistically significant differences were present between elementary and middle school teachers (Mann-Whitney  $U = 291.5, p = .017$ ) and elementary and high school teachers (Mann-Whitney  $U = 109.5, p = .001$ ) in that elementary school teachers exhibited the greatest increase in understanding of Question 6: Purposes of Government.

Question 7: Separation of Powers was also found to be statistically significant ( $p = .003$ ). Similar follow-up analyses revealed the statistically significant difference could be explained by the difference between elementary and high school teachers. Elementary school teachers exhibited a greater increase in understanding of Question 7: Separation of Powers (Mann-Whitney  $U = 111.0, p = .001$ ).

For Question 14: Fourteenth Amendment, a significant difference was found ( $p = .024$ ) and again follow-up analyses were conducted. Upon examination of the Mann-Whitney tests, it was determined that the statistically significant difference could be attributed to elementary and middle school teachers, in that elementary school teachers were significantly greater in their understanding of the Question 14: Fourteenth Amendment (Mann-Whitney  $U = 271.5$ ,  $p = .010$ ).

Question 17: The Legislative Branch was the final item in which statistically significant results were found when comparing grade level ( $p = .004$ ). Follow-up analyses revealed two significant findings – between elementary and middle school teachers and elementary and high school teachers, in that elementary school teachers gained more knowledge about Question 17: The Legislative Branch than middle (Mann-Whitney  $U = 257.5$ ,  $p = .005$ ) and high school teachers (Mann-Whitney  $U = 139.5$ ,  $p = .007$ ).

TABLE 47: MANN-WHITNEY TESTS FOR PURPOSES OF GOVERNMENT BY GRADE LEVEL

	N	Mann-Whitney U	Asymp. Sig. (2-tailed)
Grade level - Elementary and Middle	61	291.5	.017
Grade level - Elementary and High	48	109.5	.001

TABLE 48: MANN-WHITNEY TESTS FOR SEPARATION OF POWERS BY GRADE LEVEL

	N	Mann-Whitney U	Asymp. Sig. (2-tailed)
Grade level - Elementary and High	50	111.00	.001

TABLE 49: MANN-WHITNEY TESTS FOR FOURTEENTH AMENDMENT BY GRADE LEVEL

	N	Mann-Whitney U	Asymp. Sig. (2-tailed)
Grade level - Elementary and High	61	271.50	0.10

TABLE 50: MANN-WHITNEY TESTS FOR LEGISLATIVE BRANCH BY GRADE LEVEL

	N	Mann-Whitney U	Asymp. Sig. (2-tailed)
Grade level - Elementary and Middle	61	257.5	.005

	N	Mann-Whitney U	Asymp. Sig. (2-tailed)
Grade level - Elementary and High	41	139.5	.007

### Years of Teaching Experience and Self-Reported Civic Content Knowledge

Kruskal-Wallis tests were conducted to determine if years of teaching experience impacted the understanding of civics content knowledge items (Questions 4-22) six months post-institute. No statistically significant differences were found. Therefore, for WTPSI participants teaching experience has little impact on an increased understanding of civics content knowledge.

Kruskal-Wallis tests were used for the demographic variable gender. There were no statistically significant differences found. Therefore, it can be determined that gender has little impact on WTPSI participants increased understanding of civics content knowledge.

### Demographic Variables and Teaching Methods

Kruskal-Wallis tests were conducted to determine if demographic variables, such as grade levels, years of teaching experience, institute location, and gender, impacted methods of teaching civics (Questions 28.1-28.9). For all demographic variables (grade levels, years of experience, institute location and gender) no statistically significant differences were found. These analyses indicate that elementary, middle, and high school teachers, institute locations of the WTPSI, and men and women reported relatively the same perceptions about methods of teaching civics, as well as years of teaching experience had no impact.

## RECOMMENDATIONS

The results of this evaluation of WTPSIs suggest several recommendations:

### Minor Modifications

Any modifications to the WTPSI should be minor. The major components of the WTPSI (morning scholar sessions, afternoon pedagogy sessions, hearing preparation sessions, resources and materials, and the simulated congressional hearing) were highly rated by participants.

Participants offered few tangible suggestions for improvements and most rated the WTPSI as one of the most powerful professional development experiences of their career.

### **Possible Content Modifications**

The results of this evaluation suggest that the WTPSIs successfully foster an increased understanding of civic knowledge. The results also suggest that the WTPSI emphasizes content development, which is consistent with the research on effective professional development in civic education.<sup>xiv</sup>

#### **Increased attention to concept development.**

The WTPSIs should focus more explicit attention on concept development. Scholars and mentors should explicitly show the relationships between and among important civic and political ideas.

#### **Use graphic organizers to show conceptual connections.**

The ideas at the core of WTP program and of civics are complex and interrelated. Graphic organizers might be used to show participants how ideas connect to one another and to show their relative level of generality.

#### **Select hearing questions that require conceptual understanding.**

Although all of the hearing questions require various degrees of conceptual understanding, some require more conceptual understanding than others. Hearing questions should be selected that require more conceptual understanding.

#### **Provide opportunities for participants to identify the big ideas of each scholar presentation.**

WTPSI leaders should not assume that participants exit every session with an understanding of the big ideas that were a part of each session. Asking participants to identify and summarize the big ideas of each session will help participants develop deeper conceptual understanding.

### **Possible Pedagogy Modifications**

#### **Demonstrate content-specific (civics) pedagogy.**

Afternoon pedagogy sessions should include a variety of content-specific strategies. Mentor teachers might consider primary document analysis, leading controversial issue discussions or seminars, court or other civic simulations, or Supreme Court case studies. The goal for the afternoon pedagogy sessions should not just be how to use the WTP textbook; but how to use the WTP textbook in interesting and meaningful ways. Mentor teachers should not just “talk through” a lesson; rather, they should actually teach a powerful lesson.

**Identify content-specific web resources.**

Participants leave the institute with a variety of highly-rated print resources. However, mentor teachers might show participants how to better utilize the Center for Civic Education's website or other electronic resources. Experienced WTP teachers use a variety of web resources using the WTP textbook.

**Ensure pedagogy sessions are directly related to morning scholar sessions.**

A few participants noted a disconnect between afternoon pedagogy sessions and the content of the WTPSI. Afternoon pedagogy sessions should demonstrate how teachers can make the ideas presented in the morning come to life with K-12 students.

**Possible Research Modifications****Revise Civic Knowledge Inventory (CKI) for use with middle and high school teachers.**

The CKI was designed for elementary teachers and needs to be modified for middle and high school teachers.

**Possible Program Modifications****Provide additional, more explicit, and better follow-up after a WTPSI.**

The relatively small number of WTPSI participants who participated in a simulated congressional hearings suggests the need for additional follow-up. Perhaps mentor teachers could maintain contact with their teams or someone at CCE could serve as a follow-up mentor? Maybe CCE could develop web-based follow-up with participants? Using the textbooks is not as time-consuming or challenging as preparing students to participate in a simulated congressional hearing. Many teachers need additional guidance to prepare their students for the hearings.

**Connect WTPSI participants with other teachers in the WTP network.**

Another aspect of the WTPSI experience that participants noted as a benefit was the increased professional connections. Perhaps CCE could take more advantage of this benefit by facilitating increased communication between novice and experienced WTP teachers?

## Appendix A: The Civic Knowledge Inventory

### Civics Knowledge Inventory

Thank you for volunteering to complete this inventory of important civics concepts. You are one of approximately 300 social studies teachers participating in this study. The results from this inventory will assist the Center for Civic Education to better meet the professional needs of teachers.

Your responses on this inventory are anonymous and your personal information will never be linked to individual results. This inventory is not timed. However, it is estimated to take about 35 minutes. You may stop at any time if you change your mind regarding your participation.

**--- Please record your responses on the SCANTRON Sheet ---**

#### Participant Information

- Select the grade level you currently teach. [If you teach at more than one level, select the level in which you primarily teach.]
  - Elementary
  - Middle
  - High
- Enter the number of years you have been teaching.
- Enter your age.
- Select your gender (M/F).
- Enter the number of undergraduate coursework hours you completed in **history**.
- Enter the number of graduate coursework hours you completed in **history**.
- Enter the number of undergraduate coursework hours you completed in **political science**.
- Enter the number of graduate coursework hours you completed in **political science**.

It is imperative for the evaluation that pre- and post-responses to inventory questions be matched. In order to do this, we request that you designate two codes that will be used to match your pre- and post-responses.

- Enter the last 4 digits of your cell phone number. If you do not own a cell phone, enter the last 4 digits of your home phone number.
- Enter the numeric date of your birthday [i.e. If you were born on the 13<sup>th</sup>, enter 13. If you were born on the 2<sup>nd</sup>, enter 02.]

#### Confidence in Teaching

Please mark the scale from 1 (low) -7 (high) to indicate your level of confidence in teaching the following concepts:

- Constitutionalism
- Representative Democracy
- Citizenship
- Civil Society
- Human Rights



**Knowledge of Civics**

**Instructions:** For each question, select **one** best answer. Please mark your answers on the SCANTRON sheet provided.

1. **Commentators such as Alexis De Tocqueville in the 1830s and more recently Robert Putnam have written about the importance of a civil society in maintaining the American Republic. Which of the following activities best exemplifies involvement in civil society?**
  - A. voting in primary and general elections
  - B. participating in PTA and Lions Clubs
  - C. serving in the military
  - D. representing a district in Congress
  
2. **The civil society of a constitutional democracy exemplifies**
  - A. civic engagement.
  - B. civil authority.
  - C. civil law.
  - D. civic identity.
  
3. **In his book, Democracy in America, Alexis de Tocqueville said, “An association for political, commercial or manufacturing purposes, or even for those of science or literature, is a powerful and enlightened member of the community . . . which, by defending its own rights against encroachments of government, saves the common liberties of the country.” This statement refers directly to the**
  - A. market economy in a democracy.
  - B. civil society in a democracy.
  - C. political parties in a democracy.
  - D. governmental organizations in a democracy.
  
4. **“Americans of all ages, all stations in life, and all types of disposition are forever forming associations...where in France you would find the government or in England some territorial magnate, in the United States you are sure to find an association.”**

**-- Alexis De Toqueville (1835)**

**Here De Toqueville is referring to the importance of**

  - A. an independent judiciary.
  - B. freedom of speech.
  - C. the right to dissent.
  - D. civil society.
  
5. **Which of the following is an example of an organization that falls within the category of civil society?**
  - A. The U.S. Forestry Service
  - B. The Colorado State Board of Education
  - C. The Lexington, Kentucky City Council
  - D. The Hartford, Connecticut League of Women Voters
  
6. **“A democratic society based on a free and open social order” would include all of the following EXCEPT:**
  - A. upward mobility based on merit
  - B. equality of social opportunity
  - C. government regulation of access to education
  - D. a variety of private organizations and interest groups

7. **Which of the following principles are best represented by this James Madison quotation? “If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls of government would be necessary.”**
- A. Government is designed to safeguard all citizens.
  - B. Government does not represent all of the people.
  - C. Legislators are trustworthy and honest representatives.
  - D. Before the Constitution was written, individuals ruled themselves.
8. **Due process is based on the principle that**
- A. government officials must follow the law.
  - B. police officers must have the power to enforce the law.
  - C. citizens’ rights are more important than common good.
  - D. criminal justice must be financially responsible.
9. **The founding fathers believed the separation of powers was important to**
- A. prevent the abuse of power.
  - B. make the government more responsible.
  - C. provide for greater voting rights.
  - D. allow for greater economic equity.
10. **Which of the following provisions of the U.S. Constitution is also a major characteristic of the rule of law?**
- A. freedom of speech
  - B. freedom of religion
  - C. a well regulated militia
  - D. equal protection under the law
11. **If a police officer in the U.S. makes an arrest and does not inform the suspect of his or her rights, which constitutional principle is the police officer violating?**
- A. eminent domain
  - B. equal protection
  - C. due process
  - D. unreasonable search
12. **Which principle did the Framers use to achieve ALL of the following goals: “to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty”?**
- A. representative democracy
  - B. constitutionalism
  - C. citizenship
  - D. civil society
13. **Which of the following constitutional principles was devised as a compromise between a powerful central government and a loosely organized confederation of states?**
- A. federalism
  - B. liberalism
  - C. constitutionalism
  - D. rule of law
14. **Former U.S. Congressman Lee Hamilton has suggested that the U.S. Congress is no longer the powerful and influential institution that it once was and that it does not exercise the authority**

**that it should in comparison to other branches of the government. He is apparently concerned about which of the following issues...**

- A. social justice
- B. checks and balances
- C. due process
- D. independent judiciary

**15. In a representative democracy, citizens have the right to which of the following:**

- A. free, fair and regularly scheduled elections
- B. economic justice
- C. public education
- D. all forms of personal expression

**16. Representative democracy is based on the principle of**

- A. popular sovereignty.
- B. rule of law.
- C. equality of justice.
- D. due process of law.

**17. Every four years citizens vote for their representatives in government. Which of the following statements from the Declaration of Independence best reflects this principle?**

- A. "among these [rights] are Life, Liberty, and the pursuit of Happiness"
- B. "all men are created equal"
- C. "deriving their just powers from the consent of the governed [people]"
- D. "they are endowed by their Creator with certain inalienable rights"

**18. "As citizens of this democracy, you are the rulers and the ruled, the lawgivers and the law-abiding, and the beginning and the end."**

--Adlai Stevenson (c. 1956)

**This statement addresses the principle of**

- A. equal protection.
- B. habeas corpus.
- C. popular sovereignty.
- D. civil rights.

**19. A representative democracy is a form of government in which**

- A. frequent and fair elections allow citizens to vote on government policies.
- B. two or more political parties are actively functioning to influence government policies.
- C. government officials are duly sworn to represent all of their constituents.
- D. citizens elect their representatives in order to influence the actions of government.

**20. Popular sovereignty is the idea that**

- A. unpopular elected officials should be impeached.
- B. people should be more powerful than government.
- C. people serve as the source of authority for government.
- D. people influence government through participation in political parties.

**21. In a representative democracy, there is**

- A. equality of power among the people.
- B. popular sovereignty.
- C. popular policymaking.
- D. equality of living standards.

- 22. Which form of dissent, pioneered by Gandhi in India, has also been used in the U.S. and other countries to protest injustice?**
- A. obtaining foreign aid
  - B. violent revolution
  - C. civil action
  - D. nonviolent civil disobedience
- 23. The term “tyranny” refers to a**
- A. strong central government.
  - B. powerful monarchy.
  - C. government that abuses its powers.
  - D. government controlled by terrorists.
- 24. “I fear three newspapers more than a hundred bayonets.”**  
–Napoleon Bonaparte (c. 1800)
- This statement emphasizes the importance of**
- A. the right to bear arms.
  - B. freedom of expression.
  - C. judicial restraint.
  - D. civil disobedience.
- 25. Human rights can be divided into political/public rights and personal/private rights. Which of the following is a political/public right?**
- A. political participation beyond voting
  - B. freedom of conscience
  - C. private property rights
  - D. right to be left alone (privacy)
- 26. The Bill of Rights in the U. S. Constitution specifically protects all of the following EXCEPT:**
- A. right to an education
  - B. right not to self-incriminate
  - C. right to due process of law
  - D. right to free speech
- 27. The teaching of “creationism” in public schools has been restricted because**
- A. the majority of citizens don’t believe in it.
  - B. it is not based upon valid scientific evidence.
  - C. it attempts to “establish” religion in violation of the First Amendment.
  - D. it is too controversial.
- 28. What do citizens of a constitutional democracy have in common?**
- A. civic identity
  - B. political party identity
  - C. equal political power
  - D. equal civic competence
- 29. You exercise a reserved right of citizens every time you**
- A. speak your mind.
  - B. get a fair trial.
  - C. receive equal protection of the laws.
  - D. vote in public elections.

- 30. Which of the following is a right of citizenship that is only guaranteed to natural or naturalized citizens?**
- A. the right to a trial by jury
  - B. access to public parks
  - C. freedom of association
  - D. possession of a US passport
- 31. In the United States, voting, serving on a jury, paying taxes, and obeying laws are**
- A. guaranteed rights of citizenship.
  - B. responsibilities of citizenship.
  - C. civic virtues.
  - D. benefits of citizenship.
- 32. Naturalized citizens**
- A. do not have the right to vote.
  - B. are required to learn to speak English.
  - C. cannot serve as president or vice president of the United States.
  - D. were born on United States soil.
- 33. All of the following are rights reserved exclusively for citizens EXCEPT:**
- A. suffrage
  - B. franchise
  - C. membership in a political party
  - D. jury service

## Appendix B: Research Protocol

### We The People Workshops Instructions to Institute Directors for Data Collection

Greetings Institute Director,

Thank you for agreeing to assist us in the data collection from the *We The People* Institute. The Office of Educational Innovation and Evaluation (OEIE) is assisting the Center for Civic Education in collecting this valuable data.

Please collect data at two points during the *We The People* Institute. Use the materials enclosed.

**Pre-institute:** At some point prior to the first content session, administer the following:

**Letter to Participants** (100 copies): This letter explains the purpose of the data collection and the rights of participants.

Pass out two (2) copies to each participant. As participants read, you should highlight the following:

- The purpose of the data collection is to gather information regarding participant knowledge of civics concepts.
- Participants will complete the inventory both before and after the institute.
- Participant responses are anonymous, with no way to identify individual respondents. Therefore, to match responses participants will provide codes.
- Participation is voluntary (but very much appreciated) and the participant may withdraw at any point.
- All findings are aggregated.
- Participants should sign and date both copies of the letter.
- Collect one copy from each participant. These will be mailed to OEIE.
- The second copy is for the participant.

**Civics Knowledge Inventory** (50 copies): This instrument will be used for both the pre- and post-institute data collection.

- This instrument contains the questions participants are to answer.
- Answers should be recorded on the SCANTRON sheets.
- Remind participants not to write on the **Civics Knowledge Inventory**.

**SCANTRON sheets** (50 copies pre-coded as “Pre-Inventory”): Participants should record their responses onto the SCANTRON sheets.

- Use the set of SCANTRON sheets that have been pre-coded as “**Pre-Inventory**” (see upper left corner under the title).
- Provide sharpened #2 lead pencils.
- Do not bend, fold or staple SCANTRON sheets.

**Addressed Envelope labeled “Pre”:** Insert the signed copies of the letter of consent and the completed SCANTRON forms from the pre-institute data collection. Place in the mail at your earliest convenience.

**Post-institute:** At some point after completion of the institute hearing (the hearing is a part of the professional development experience), administer the following:

- **Civics Knowledge Inventory** (50 copies): Use the same instrument as used for the pre-institute data collection.
  - This instrument contains the questions participants are to answer. Answers should be recorded on the SCANTRON sheets.
  - Remind participants not to write on the **CKI**.
- **SCANTRON sheets** (50 copies pre-coded as “Post-Inventory”): Participants should record their responses onto the SCANTRON sheets.
  - Use the set of SCANTRON sheets that have been pre-coded as “**Post-Inventory**” (see upper left corner under the title).
  - Provide sharpened #2 lead pencils.
  - Do not bend, fold or staple SCANTRON sheets.
- **Addressed Envelope labeled “Post”:** Insert the completed SCANTRON forms. Place in the mail at your earliest convenience.

Thank you for helping us collect this important information. If you have questions or comments regarding the process, please use the contact information below.

Respectfully,



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## Appendix C: CKI Concepts

### I. Constitutionalism

- A. Rule of Law
  1. Due process
  2. Equitable enforcement
  3. Equal protection of the law
  4. Equal justice under the law
- B. Limited Government
  1. Powers are enumerated
  2. Powers are separated and distributed among different departments or branches
  3. Checks and balances system among the departments or branches
  4. Decentralization of power throughout the state
  5. Accountability to the people through a democratic electoral process
- C. Constitutional Government
  1. Constitution, framework for government, usually a written document
  2. Government functions within the framework
  3. Government both empowered and limited to achieve ordered liberty
  4. Separation of powers with checks and balances to both empower and limit government
  5. Independent judiciary with power of judicial review to maintain limited govt.
- D. Forms of Constitutional Government
  1. Federal System (Federalism)
  2. Confederal System (Confederalism)
  3. Unitary System

### II. Representative Democracy

- A. Popular Sovereignty
  1. People as source of authority for government
  2. Government by consent of the governed, the people
- B. Electoral Democracy
  1. Free, fair, competitive, regularly scheduled elections
  2. Inclusive eligibility to vote for representatives in government
  3. Indirect majority rule by the people through their elected representatives
  4. Inclusive participation by the people to influence representatives in government
  5. Two or more political parties
  6. Accountability of representatives to the people
  7. Public Policy

### III. Citizenship

- A. Citizen, legal status
  1. Natural citizen
  2. Naturalized citizen
- B. Civic Identity
  1. Common attribute of citizens



2. Common bond of a civic community
  3. Commitment to common civic culture
- C. Civic Dispositions
1. Characteristics of the good citizen
  2. Civic virtue
  3. Civic morality
- D. Civic Duties and Responsibilities
1. Civic and political engagement
  2. Loyalty to the state and government
  3. Commitment to the common good
- E. Rights of Citizenship (Exclusive to the status of the citizen)
1. Voting for Representatives in Government
  2. Qualification to hold certain high government offices

#### IV. Human Rights

- A. Political and Public Rights
1. Voting
  2. Political participation beyond voting
  3. Civil liberties necessary to free political participation
- B. Personal and Private Rights
1. Freedom of conscience
  2. Right to be left alone (privacy)
  3. Personal pursuit of happiness
  4. Private property rights
- C. Economic and Social Rights
1. Social security and welfare entitlements
  2. Right to an education
  3. Right to minimum income
  4. Right to safe working conditions
- D. Rights of Accused Person
- E. Ongoing Issues on Government's Responsibilities for Rights
1. Political and personal rights: what should the government be constitutionally prohibited from denying to individuals?
  2. Economic and social rights: what should the government be constitutionally empowered to provide for individuals?
  3. Equality and fairness for all the people in their exercise of rights and receipt of entitlements: How do we know when justice is achieved in the distribution of rights and entitlements?
  4. Right to dissent

#### V. Civil Society

- A. Pluralism and diversity in the society
1. Free expression and exercise of various individual and group interests
  2. Freedom of association
  3. Multiplicity of social and cultural and political identities
  4. Voluntary civil associations or non-governmental organizations
  5. Regulation of society by government to prevent either anarchy or tyranny
- B. Private Sources of Social-Political Power and Resources
1. Nongovernmental organizations and institutions as private sources of support for the common good

2. Nongovernmental organizations and institutions as countervailing forces against despotic tendencies in government
- C. Open and Free Social Order
1. Flexible social class structure
  2. Equality of social opportunity
  3. Upward mobility based on merit
  4. Freedom within the context of government

## Appendix D: Endnotes

<sup>i</sup> Vontz Thomas S. and Robert S. Leming. "Designing and Implementing Effective Professional Development in Civic Education." *International Journal of Social Education* 20 (Fall/Winter, 2005 – 2006): 67-85.

<sup>ii</sup> Lee S. Shulman, "Knowledge and Teaching: Foundations of the New Reform," *Harvard Educational Review* 57 (February 1987): 8.

<sup>iii</sup> David K. Cohen, and H. C. Hill, "Instructional Policy and Classroom Performance: The Mathematics Reform in California," *Teachers College Record* 102 (2000): 294-343 and Kennedy.

<sup>iv</sup> Samuel S. Wineburg and Suzanne M. Wilson, "Subject Matter Knowledge in the Teaching of History," in *Advances in Research on Teaching: A Research Manual. Teachers' Knowledge of Subject Matter as it Relates to their Teaching Practice*, ed. Jere Brophy (Greenwich, Conn.: Jai Press, 1991), 305-47.

<sup>v</sup> John J. Patrick, "Defining, Delivering, and Defending a Common Education for Citizenship in a Democracy," in *Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers*, eds. John J. Patrick and Robert S. Leming (Bloomington, Ind.: Eric Clearinghouse for Social Studies/Social Science Education, 2003), 5-23. The core concepts of the civic knowledge component were developed initially by John J. Patrick and published in 1999. John J. Patrick, "Concepts at the Core of Education for Democratic Citizenship," in *Principles and Practices of Education for Democratic Citizenship: International Perspectives and Projects*, eds. Charles F. Bahmueller and John J. Patrick (Bloomington, Ind.: Eric Clearinghouse for Social Studies/Social Science Education, 1999), 1-40.

<sup>vi</sup> Ibid.

<sup>vii</sup> Ibid.

<sup>viii</sup> Ibid.

<sup>ix</sup> Thomas S. Vontz and Robert S. Leming, "Promoting Civic Learning in the Preparation of Social Studies Teachers: Criteria and Principles for Selecting Exemplary Methods and Materials," in *Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers*, eds. John J. Patrick and Robert S. Leming (Bloomington, Ind.: Eric Clearinghouse for Social Studies/Social Science Education, 2003), 79-102.

<sup>x</sup> Theresa Alviar-Martin, Jennifer D. Randall, Ellen L. Usher, and George Engelhard, Jr. "Teaching Civic Concepts in Four Societies: Examining National Context and Teacher Confidence." *Journal of Educational Research* 101 (January/February) 2008: 177-187.

<sup>xi</sup> Diana Hess. "How do teachers' political views influence teaching about controversial issues?" *Social Education* 69 (January/February) 2006: 47.

<sup>xii</sup> Theresa Alviar-Martin, Jennifer D. Randall, Ellen L. Usher, and George Engelhard, Jr. "Teaching Civic Concepts in Four Societies: Examining National Context and Teacher Confidence." *Journal of Educational Research* 101 (January/February) 2008: 177-187.

<sup>xiii</sup> Ibid.

<sup>14</sup> Vontz and Leming, 2003.



