



Center for Civic Education Research Report

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Fairbank, Maslin, Maullin & Associates
Opinion Research & Public Policy Analysis

Santa Monica, CA – Oakland, CA – Madison, WI – Mexico City

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METHODOLOGY

Between February 17 and March 18, 2009, Fairbank, Maslin, Maullin & Associates (FMM&A) conducted a survey of teachers who attended a professional development seminar sponsored by the Center for Civic Education. In all, 299 surveys were conducted over the Internet and 102 by telephone. The margin of error for the sample as a whole is +/-3.4 percent. The margin of error for smaller subsamples and subgroups analyzed will be larger.

Throughout this report it is important to remember that the small sample sizes within subgroups analyzed make the results statistically unreliable. In nearly all cases, the differences reflect potential trends that may hold up had a larger sample been interviewed. However, most differences are not statistically significant based on the sample sizes within each subgroup. Therefore, the subgroup results should be seen as generalizations only.

EXECUTIVE SUMMARY

The survey results clearly show that teachers who have been through the Center for Civic Education professional development program value what they learned and the Center’s “We the People” program. Further, most have taken advantage of the resources provided to them through the Center and consider these resources useful and a high priority. The following represents key findings from the research:

“We the People” Teaching Practices

- Two-thirds of survey respondents (66%) are currently teaching the “We the People” program in their classes.
 - Among them, 90 percent received a set of “We the People” textbooks at the professional development event they attended.
 - Just under half (45%) have received just one set of textbooks in the last three years, while 31 percent have received two sets, and 24 percent have received three or more.
 - Most teaching the “We the People” program are doing so in multiple classrooms, reflecting the high number who teach it to middle/intermediate and high school students. While 31 percent teach the program to just one class, 30 percent teach it to two or three classes and 38 percent to four or more.
 - Two-thirds (67%) of those teaching the program have used their textbooks for more than one of the last three years, with 24 percent having no plan to replace them. One in three (34%) have replaced them yearly. Eighteen percent (18%) plan to replace their textbooks every two years. Therefore, a majority (18%, as well as the 34% who do not use their books for more than one year) get new textbooks on a regular basis.
 - Six in ten (59%) do not share their textbooks with other teachers at their school, while 20 percent share with one teacher, 13 percent with two teachers, and eight percent with three or four teachers.
 - Most respondents teach “We the People” to classes of 21 to 30 students, with 63 percent giving this response. Just 23 percent teach the program to smaller classes and 15 percent to larger class sizes.
 - Three out of four (76%) of those teaching the “We the People” program are currently or plan to conduct a simulated Congressional hearing with their class as part of the program.

Review of the Center for Civic Education’s Summer Institute

- Regardless of whether one is currently teaching the “We the People” program or not, survey respondents nearly unanimously agree that professional development programs for teachers, like the one they attended at the Center for Civic Education Summer Institute, are important. Eighty-three percent (83%) consider them “extremely” important, while 15 percent believe they are “very” important. Just two percent consider them “only somewhat” important.
- Ninety-nine percent (99%) would recommend the Center for Civic Education’s Summer Institute based on their experience.
- There is also near unanimous agreement with a number of positive statements about the Center for Civic Education’s Summer Institute. Between 91 percent and 99 percent of all respondents agree with each statement presented.

There is strong agreement with statements that generally review the Institute (proportion in parentheses indicates “strong agreement”):

- *I found the Summer Institute intellectually stimulating* (94%)
- *Participating in the Summer Institute was a valuable professional development experience for me* (93%)
- *I have used knowledge gained from the Summer Institute during the school year* (84%)
- *Inspired my teaching of civics and government* (82%)
- *The training I received at the Institute improved the quality of my instruction* (77%)
- *Improved my ability to facilitate classroom discussions and debates about political issues* (69%)

Agreement is also high for providing knowledge in particular subject areas:

- *Increased by knowledge of the foundations of the American political system* (80% strongly agree)
- *Improved my understanding of how the framers created the Constitution* (79%)
- *Increased my confidence in teaching students about how the Constitution and Bill of Rights are relevant today* (78%)
- *Gave me new ideas on how to teach students about citizenship rights and responsibilities* (79%)
- *Taught me more about the development and expansion of the Bill of Rights* (78%)
- *Provided me with skills needed to facilitate simulated hearings* (65%)

Fewer, however, strongly agree that *I now use more interactive teaching methods in my classroom* (55% strongly agree), most likely reflecting the limited availability of technology rather than a negative review of the Institute’s education or services in this area.

Use of Multi-Media and the “Representative Democracy in America” Video Series

- Most teachers surveyed take advantage of multi-media opportunities. Just over six in ten (62%) use multi-media materials in their classroom “frequently,” while another 30 percent do so “sometimes” and seven percent “rarely.” Just one percent said they never do so.
- However, just 25 percent have used the video series, “Representative Democracy in America” to accompany their class textbook. Most doing so, used it along with the “We the People” textbook, with four out of five users of the video series giving this response. The vast majority of those not using the video series simply have not heard of it (with 61% of respondents unfamiliar with it). Just 14 percent of respondents have chosen *not* to use it.
- Reviews of the “Representative Democracy in America” video series are generally positive among those who have used it. Nearly all respondents, 98 percent, consider it useful. However, 56 percent consider only certain portions useful to them.
- Despite this review of the usefulness of the video series overall, high proportions find each program within the series to be useful. Considered most useful are Programs 1 (What are the Roots of Representative Democracy?) and 2 (What are Federalism and the Separation of Powers?), with 87 percent and 89 percent, respectively, calling each of these useful. Furthermore, 60 percent and 56 percent, respectively, consider each “very” useful. Nearly eight in ten (78%) consider Program 3 (What are the roles of Representatives, Executives, and Justices in our Democracy) useful, while 75 percent feel this way about Program 6 (What are Citizens’ Roles in Representative Democracy) and 73 percent about Program 4 (Who are Our Representatives and How do we Choose Them?). However, Programs 3 (46%), 4 (36%), and 5 (33%) are considered “very” useful to under half of respondents.
- Overall, when asked to name which program they consider most useful in teaching about representative democracy, the highest proportions name Program 1 (33%), 2 (21%), and 6 (21%).
- Just 18 percent of respondents who have used the video series have taken a teacher training workshop for the “Representative Democracy in America” video series. However, 86 percent of those who have not taken a teacher training workshop and are using the series would like to do so.

Use and Opinions of the Center for Civic Education Website Among Those not Using the “Representative Democracy in America” Video Series

- Among those who are not using the video series, just over one-third turn to the Center for Civic Education’s website at least three times a month (9%) or once or twice a month (26%). Another four in ten (40%) do so a few times a year and 24 percent less often than that. Most volunteered that they turn to the website for resources, materials, or lessons; for ideas, research, or methods; or to get continued education information.

- Most respondents who are not currently using the video series find the website offerings to be useful. Respondents were asked to rate the usefulness of information available on the website using a scale of ‘1’ to ‘10,’ where a “10” indicated that the information is “extremely” useful and a “1” indicated it is “not at all useful.” All items received mean ratings of 7.2 to 8.6, indicating a fairly strong perception of usefulness. The offerings considered most useful, based on a rating of eight or higher on the 10-point scale are:
 - *Lesson plans for a specific topic, such as Election Day, the Inauguration, or a Presidential birthday* (76% 8-10 rating)
 - *Additional resources to supplement the “We the People” textbook* (73%)
 - *Lesson plans for elementary, middle, and high school classes* (68%)
 - *Solutions and recommendations to problems encountered while teaching programs developed by the Center for Civic Education* (65%)
 - *Interactive content for classroom use and homework assignments* (60%)

- Most respondents who are not currently using the video series also consider different features to improve and enhance the Center for Civic Education’s website to be high priorities. Respondents were asked to rate how high of a priority each is using a scale of “1” to “10.” This time, a “10” indicated that the item is “a top priority” and a “1” indicated it is “not a priority at all.” The top priorities, based on a rating of eight or higher include:
 - *Increasing the amount of web-based content for teachers* (63% 8-10 rating)
 - *Providing online professional development resources* (60%)
 - *Increasing the amount of web-based content for students* (56%)
 - *Providing information about proposed legislation on civic education standards* (54%)
 - *Providing information about existing state education* (53%)

Slightly less important to respondents are social networking opportunities, opportunities to evaluate the Center’s programs, question and answer forums about the Center, and making research about the Center available.

It is important to note that there is very little difference throughout this study in responses based on the length of the professional development course taken, suggesting that there is

neither diminishing returns nor substantial benefit in perception of the Center's programs and services based on the length of one's course.

The remainder of this report presents the results in more detail.

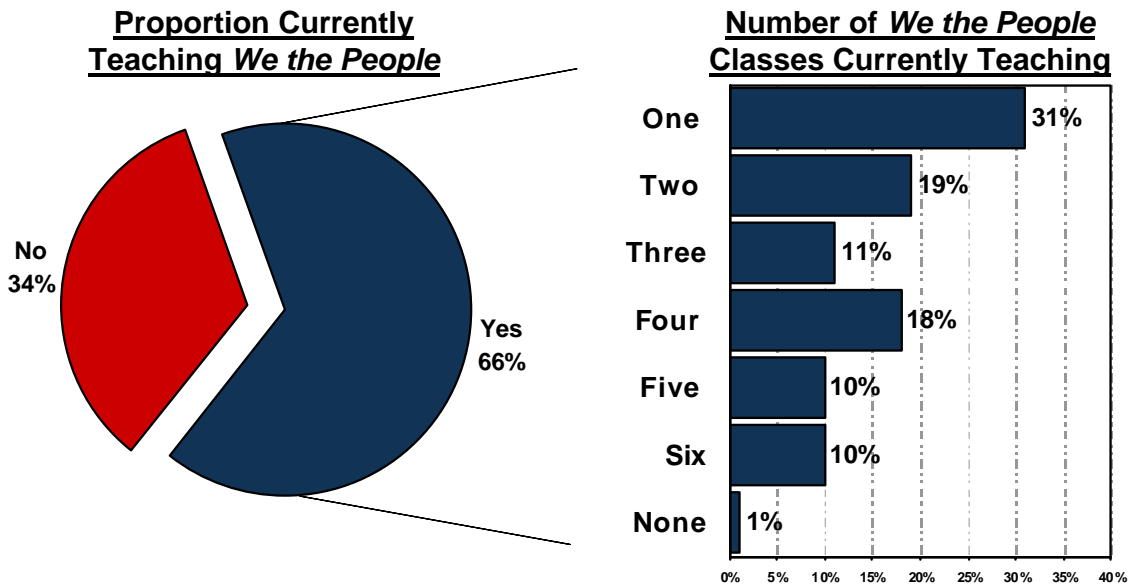
DETAILED FINDINGS

USE PATTERNS OF THE “WE THE PEOPLE” PROGRAM IN THE CLASSROOM

Proportion Teaching the “We the People” Program and in How Many Classes

Two-thirds (66%) of survey respondents are currently teaching the “We the People” program in their classes. Of those currently teaching the program, nearly seven in ten are using it to teach more the one class, with 31 percent using it for one class, 19 percent for two classes, 11 percent for three classes, 18 percent for four classes, 10 percent for five or six classes, and 20 percent for five or six classes (see **Figure 1**).

FIGURE 1:
PROPORTION TEACHING WITH *WE THE PEOPLE* AND IN HOW MANY CLASSES



Use of the “We the People” Program by Subgroups

- There is no significant variation in use of the “We the People” program based on the length of the professional development program that was taken when looking at those who took a one-day (73%), three-day (62%), four-day (62%), or five-to-seven-day (69%) course.¹

¹ Eighty-six percent of the 14 respondents who took a seven-day course said they are currently teaching the “We the People” program. However, the small sample size makes the result statistically unreliable.

- Those teaching kindergarten through 5th grade (72%) and sixth through eighth grade (70%) are slightly more likely to be teaching the program than those teaching ninth through 12th grade (61%).
- The proportion using or planning to use the program also increases slightly with years of teaching their primary subject (88% of the sample teaches social studies, history, or civics), from 50 percent of those teaching the subject from two years or less to 68 percent of those teaching it for four years or more.
- Eighty-five percent (85%) of those who visit the Center for Civic Education website at least three times a month are currently teaching the “We the People” program or planning to do so, as are 76 percent of those who visit the website once or twice a month. The proportion declines among those who visit the website a few times a year (68%) or less than twice a year (39%). This result most likely reflects the availability of resources to support the “We the People” program available online. Therefore, those teaching the program are more likely to turn to the website for such resources.

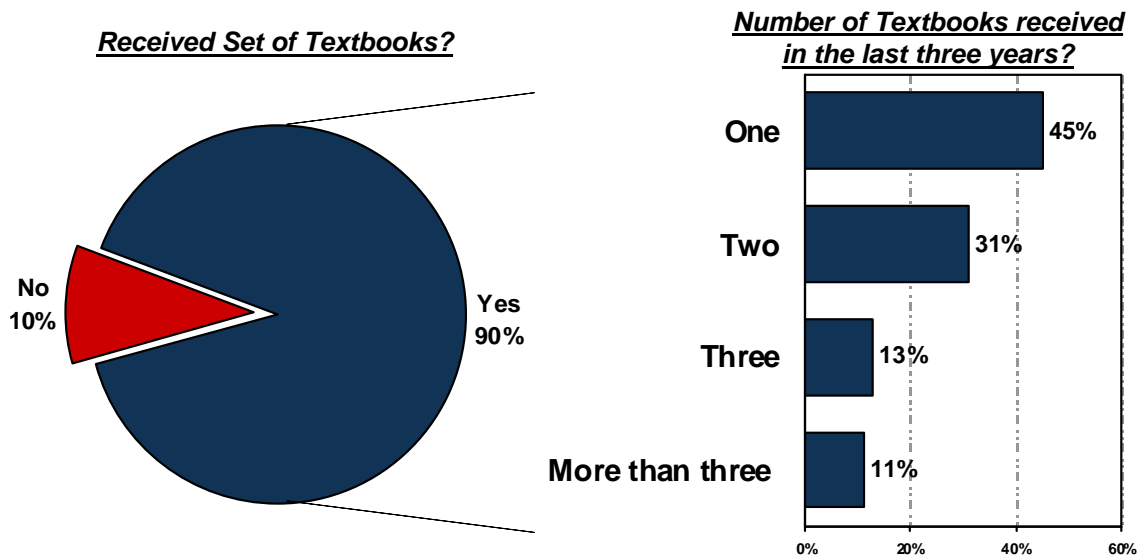
Number of Classes Taught Using the “We the People” Program by Subgroups

- Among those who are currently teaching the “We the People” program, those who have taken a four to seven day professional development program are more likely to be teaching four or more classes using the program, with 57 percent of those who took a four-day course and 45 percent of those who took a five to seven-day course giving this response compared to 31 percent of those who took a one or three-day course.
- Those teaching sixth to eighth grade are more likely to use the program in four or more classes (63%) than those teaching older (33%) or younger (15%) students. Reflecting the fact that primary school teachers generally teach a single classroom, 65 percent of K-5th grade teachers use the program in one class compared to 17 percent of sixth through eighth grade teachers and 26 percent of those teaching higher grades.
- The proportion teaching four or more classes rises with the use of multi-media, with 46 percent of those who use multi-media in their classrooms “frequently” teaching four or more classes using the program, compared to 28 percent of those who use multi-media “sometimes” or “rarely.”

Textbook Use

The vast majority of those teaching “We the People” received a set of “We the People” textbooks at a professional development event they attended, with 90 percent giving this response. Among them, three out of four (76%) have received one or two sets of textbooks in the past three years (See **Figure 2**).

FIGURE 2:
WHERE RECEIVED WE THE PEOPLE TEXTBOOKS AND HOW MANY
(Asked only among those currently teaching the “We the People” program in their classes, n=262 and those who received a set of textbooks, n=235)



Where Received Textbooks by Subgroups

- Although high numbers (eight in ten or more) of all subgroups received their textbooks at a professional development event they attended, those teaching a standard curriculum (94%), in suburban schools (95%), and in white or ethnically diverse schools (92%) are the most likely to give this response. There is no significant difference in the proportion who received their textbooks at a professional development event based on the number of days of the development program attended.

Sets of Textbooks Received by Subgroups

- Those teaching ninth through 12th grade students are more than twice as likely to have received three or more sets of textbooks in the last three years than those teaching lower grade levels (15% to 36%).

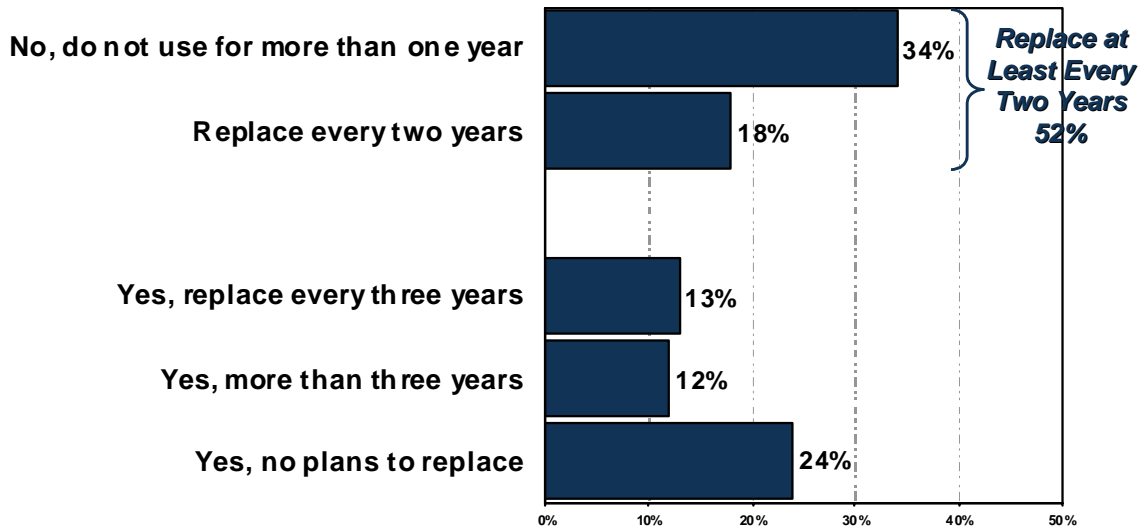
- Although the sample size is too small for reliable analysis, those teaching AP (45%) or honors (33%) classes are more likely to have received three or more sets of textbooks than those teaching a standard curriculum (22%). This reflects that AP and honors courses are offered most often in ninth through 12th grades.
- Those in rural areas are less likely to have received three or more sets of textbooks (16%) than those in other areas (24% to 30% in inner city, suburban and urban areas).
- Those conducting hearings are more likely to have received three or more sets of textbooks than those who are not conducting hearings (29% to 11%).
- There is no notable trend based on the length of one’s professional development program and the number of sets of textbooks received in the past three years.

A majority of teachers replace their “We the People” textbooks every few years. Just 34 percent said they do not use their textbooks for more than one year. Meanwhile 66 percent said they do so, with 18 percent saying they replace them every two years, 13 percent doing so every three years, and 12 percent more than three years. One-quarter (24%) of those who said they use their textbooks for more than one year have no plans to replace them. **Figure 3** shows that a majority, 52 percent, are replacing books yearly or twice a year.

FIGURE 3:

LENGTH OF TIME USE *WE THE PEOPLE* TEXTBOOKS

(Asked only among those currently teaching the “We the People” program in their classes and who received a set of textbooks at the professional training event they attended, n=234)



- Those who teach in suburban (34%) or rural (39%) schools are slightly more likely to replace their textbooks yearly than those from inner city (29%) or urban (25%) schools. One-third (33%) of those who teach in primarily white student populations (33%) or ethnically diverse populations (41%) are more likely to replace their textbooks yearly than those in primarily Latino (29%) or African-American (21%) student populations. Although these differences are not statistically significant, they suggest a trend worth noting.
- Likelihood of replacing textbooks yearly declines with the rising number of students one teaches. Fifty-four percent (54%) of those teaching 20 students or less in a class using the “We the People” program replace their textbooks yearly, compared to 32 percent of those teaching 21 to 25, 29 percent of those teaching 26 to 30 students, and 15 percent of those teaching more.

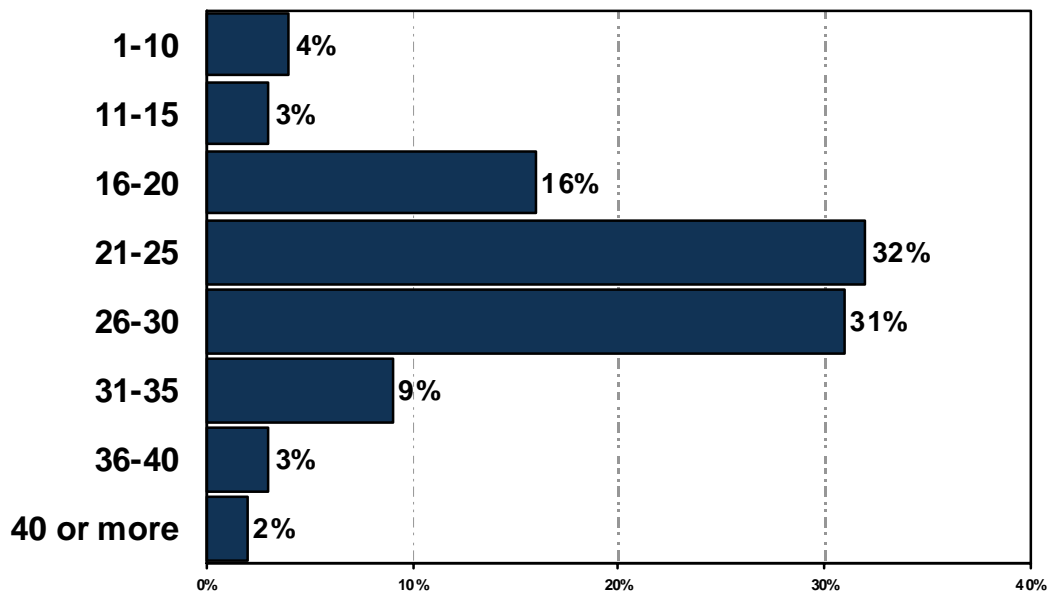
Class Sizes Among Those Teaching “We the People”

“We the People” is primarily taught in classes with 21 to 30 students, with 63 percent giving this response. Twenty-three percent (23%) use the program in classes with 20 or fewer students, 12 percent do so in classes with 31 to 40 students, and three percent in larger classrooms (See **Figure 4**).

FIGURE 4:

CLASS SIZE AND USING WE THE PEOPLE

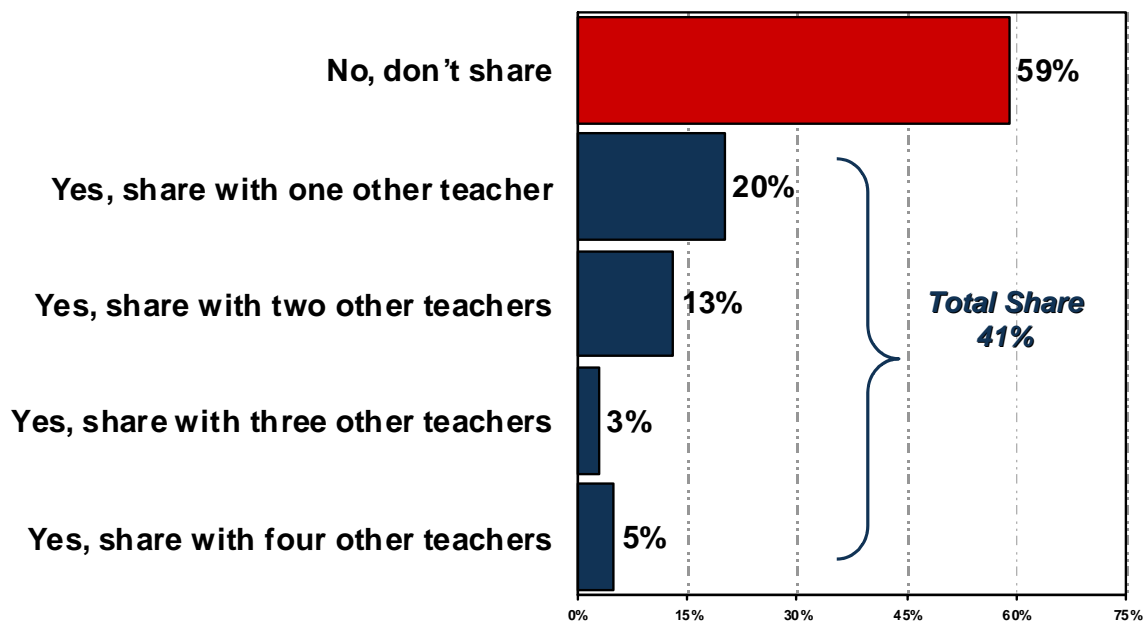
(Asked only among those currently teaching the “We the People” program in their classes and who received a set of textbooks at the professional training event they attended, n=234)



Sharing of “We the People” Textbooks

Most teachers do not share their “We the People” textbooks with other teachers. Six in ten (59%) said they do not, while 20 percent share with one other teacher, 13 percent with two, and eight percent with three or four other teachers (See **Figure 5**).

FIGURE 5:
SHARING OF WE THE PEOPLE TEXTBOOKS
(Asked only among those currently teaching the “We the People” program in their classes and who received a set of textbooks at the professional training event they attended, n=234)

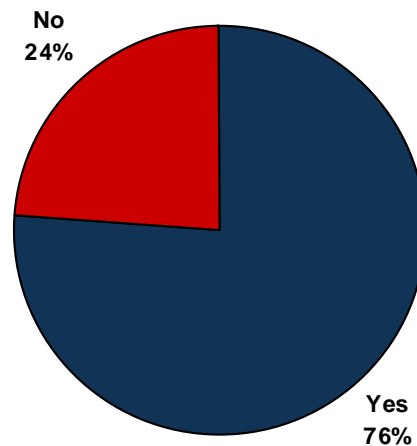


- There is little notable difference among subgroups in the proportion who share and do not share textbooks. Fifty percent (50%) of those who teach honors or AP courses share their books, compared to 36 percent of those who teach a standard curriculum. Suburban teachers (35%) are slightly less likely to share than inner city (43%), urban (50%), and rural (49%) teachers. Those who plan to or are conducting a simulated Congressional hearing as part of the “We the People” program are less likely to share textbooks (39%) than those who are not conducting hearings (50%).

Holding of Simulated Congressional Hearings

Three out of four (76%) of those using the “We the People” program plan to conduct a simulated Congressional hearing or are currently doing so with their class as part of the program (See **Figure 6**).

FIGURE 6:
PROPORTION PLANNING TO CONDUCTED A SIMULATED CONGRESSIONAL HEARING
(Asked only among those currently teaching the “We the People” program in their classes and who received a set of textbooks at the professional training event they attended, n=234)



- The proportion who plan to conduct or are conducting a simulated Congressional hearing with their class as part of the “We the People” program is highest among those who took a one-day professional development course (90%, compared to 76% of those who took a three-day course, 54% who took a four-day course, and 77% who took a longer course).
- Those teaching an AP or honors course (88%) are more likely to conduct a hearing than those teaching a standard curriculum (71%).
- Although the sample size is too small for reliable analysis, those teaching in the inner city are less likely to conduct a hearing (57%) than those teaching in urban (75%), suburban (82%), or rural (73%) areas.
- Those who have received three or more sets of textbooks in the last three years are more likely to conduct hearings (89%) than those who have received fewer sets (72%).

- Those with more students in their classes are more likely to conduct the hearings, with 59 percent of those with 20 or less students saying they plan to do so, compared to 82 percent of those with 21 to 30 students and 76 percent of those with more students.
- Those teaching five or six classes with the “We the People” program are slightly less likely to conduct a hearing, with 64 percent of those teaching five or six classes saying they would do so compared to approximately 77 percent of those teaching one to three classes and 84 percent of those teaching four classes.

RATING THE QUALITY OF THE CENTER FOR CIVIC EDUCATION’S SUMMER INSTITUTE

Agreement with Statements about the Institute

The survey results clearly show that teachers have an overwhelmingly positive opinion of the Center for Civic Education’s Summer Institute Professional Development Program. The respondents nearly unanimously agree with a series of positive statements about the Institute, with over nine in ten “strongly” agreeing that the Institute is “intellectually stimulating” and “a valuable professional development experience.” **Table 1** shows the strong level of overall agreement with each statement about the Institute.

**TABLE 1:
AGREEMENT WITH POSITIVE STATEMENTS ABOUT
THE CENTER FOR CIVIC EDUCATION’S SUMMER INSTITUTE**

	Total Agree	Strongly Agree	Somewhat Agree	Total Disagree
Participating in the Summer Institute was a valuable professional development experience for me	99%	93%	6%	2%
Inspired my teaching of civics and government	99%	82%	17%	0%
Increased my knowledge of the foundations of the American political system	99%	80%	19%	1%
I found the Summer Institute intellectually stimulating	98%	94%	4%	1%
Gave me new ideas on how to teach students about citizenship rights and responsibilities	98%	79%	19%	1%
Improved my understanding of how the framers created the Constitution	98%	79%	19%	2%
Increased my confidence in teaching students about how the Constitution and Bill of Rights are relevant today	98%	78%	20%	1%
Taught me more about the development and expansion of the Bill of Rights	98%	78%	20%	2%
Improved my ability to facilitate classroom discussions and debates about political issues	98%	69%	29%	3%
I have used knowledge gained from the Summer Institute during this school year	97%	84%	13%	2%
The training I received at the Institute improved the quality of my instruction	93%	77%	21%	2%
Provided me with skills needed to facilitate simulated hearings	93%	65%	28%	6%
I now use more interactive teaching methods in my classroom	92%	55%	37%	9%

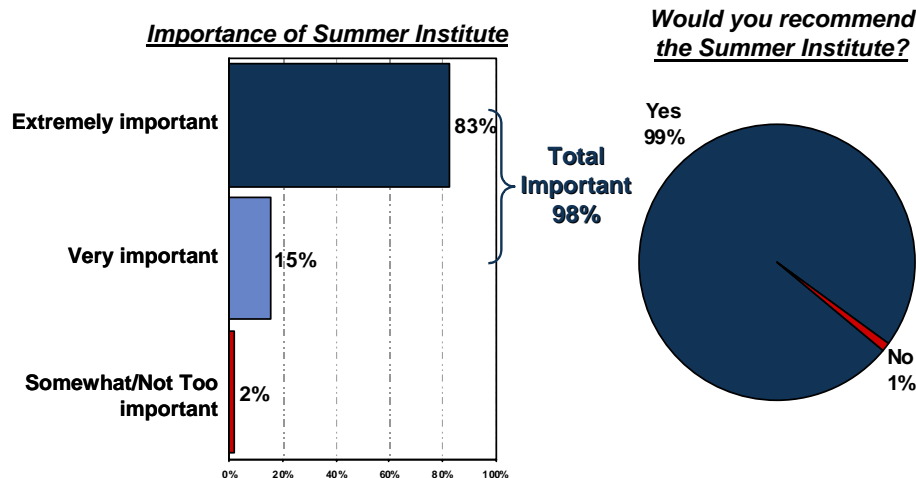
- There are few notable differences in reaction to each statement, with high proportions of all subgroups agreeing with each. Women are more likely than men to “strongly” agree with most statements. Among the most notable is that women are more likely to “strongly” agree that they “now use more interactive teaching methods” in their classrooms, with 60 percent giving this response compared to 44 percent of men. Those teaching kindergarten through fifth and sixth through eighth graders also “strongly” agree with this statement (64%) than those teaching older students (46%). Those teaching K-5th grade classes also “strongly” agree that their knowledge of the foundations of the American political system, how the framers created the Constitution, and the development and expansion of the Bill of Rights was improved. They also responded more strongly to learning new ideas of how to teach students about citizenship rights and responsibilities. Those who teach ninth through 12th grade “strongly” agree with many statements in lower numbers. However, overall agreement is equally high.
- There was no statistically notable pattern in the proportion “strongly” agreeing based on the length of the professional development program taken. However, those who took a one-day course “strongly” agree at a slightly higher rate to some of the statements.

Importance of Professional Development Programs

Nearly all teachers think professional development programs, like the Summer Institute, are important, with 83 percent considering them “extremely” important and 15 percent “very” important (for a total of 98%). Just two percent consider them only “somewhat” important and no one said they are “not too important.” High proportions of all subgroups give this response.

Furthermore, based on their experience, a nearly unanimous 99 percent would recommend the Center for Civic Education’s Summer Institute to other teachers. Again, this view is universally held regardless of subgroups. **Figure 7** illustrates the results.

FIGURE 7:
IMPORTANCE OF SUMMER INSTITUTE AND LIKELIHOOD TO RECOMMEND IT

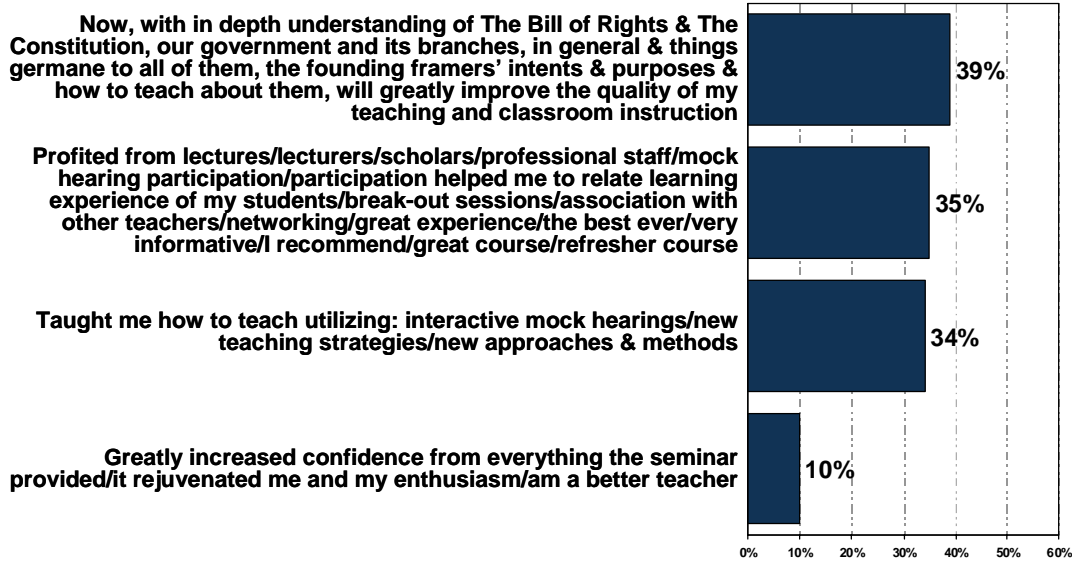


Lessons Learned From Seminars

Respondents were asked what they learned at the seminar and how it improved the quality of their classroom instruction. As **Figure 8** shows, the teachers focused their responses on how learning about the government and its branches improved the quality of their classroom instruction; the quality of the lectures, lecturers, and mock hearings; on learning how to teach utilizing interactive mock hearings; and new strategies and approaches.

FIGURE 8:
WHAT LEARNED AND HOW IT IMPROVED CLASSROOM AT THE SUMMER INSTITUTE

*(Open-ended; Top Responses Only; Responses Grouped;
Multiple Responses Accepted)*

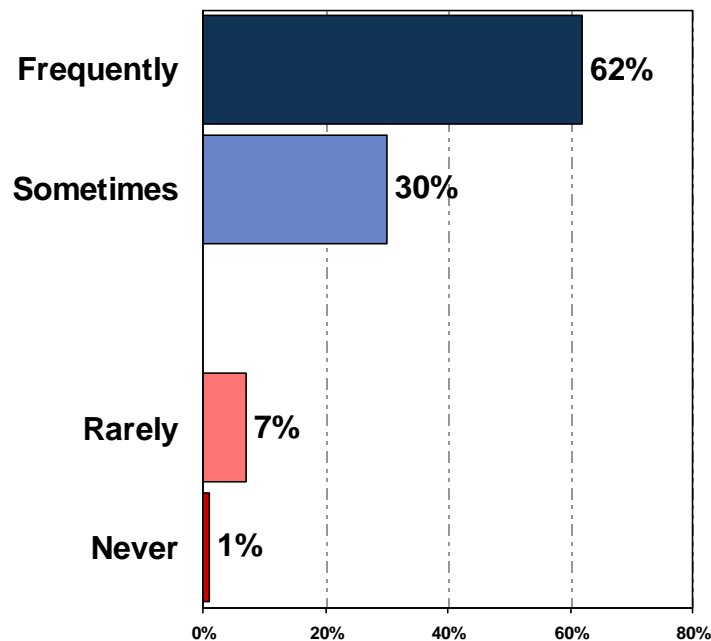


**USE OF MULTI-MEDIA IN THE CLASSROOM AND THE VIDEO SERIES REPRESENTATIVE
DEMOCRACY IN AMERICA**

General Use of Multi-Media

As **Figure 9** shows, nearly all respondents use multi-media materials in their classroom, with 99 percent saying they do so at least “rarely.” Six in ten (62%) do so “frequently,” while 30 percent use multi-media “sometimes” and seven percent “rarely.”

**FIGURE 9:
USE OF MULTI-MEDIA MATERIALS IN THE CLASSROOM**

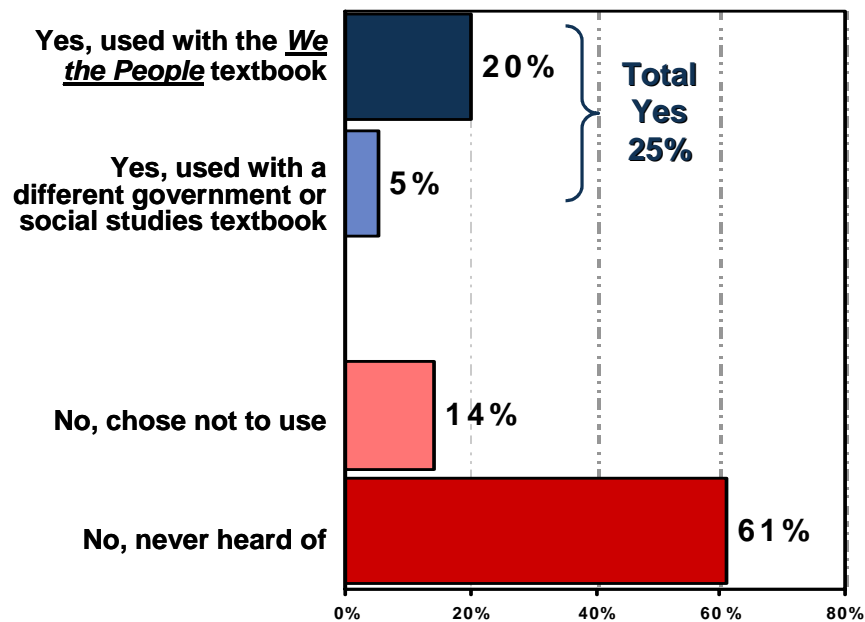


- There is little variation in the proportion who use multi-media in their classrooms at least “sometimes” by the subgroups analyzed, with nine in ten or more of nearly every subgroup giving this response. In fact, six in ten of most subgroups do so “frequently.” Those who teach 20 students or less are among the least likely to turn to multi-media frequently, with 43 percent giving this response compared to approximately 67 percent of those teaching larger classes. There is no notable difference by the length of one’s professional development program.

Use of the “Representative Democracy in America” Video Series

While most teachers use multi-media in their classrooms, just one-quarter (25%) of respondents have used the video series “Representative Democracy in America.” Most using this video series do so with the “We the People” textbook. Of those who are not using the video series, most said they simply had never heard of it, with 61 percent giving this response. Just a small proportion, 14 percent, made a choice not to use it. **Figure 10** shows the responses.

FIGURE 10:
USE OF *REPRESENTATIVE DEMOCRACY IN AMERICA* VIDEO SERIES



- Over half of respondents in nearly all subgroups analyzed had not heard of the video series. Just a small proportion—no more than two in ten of any subgroup—chose not to use the series.
- Those who teach ninth through 12th grade are more likely to have used the video series (36%) than those teaching sixth through eighth (12%) or primary school children (6%). Just over eight in ten of those teaching K-8th grade children had not heard of the video series, compared to 45 percent of those teaching higher grades.
- Those who have received one set of textbooks in the last three years are the least likely to be using the video series, with 12 percent giving this response. Those with no plans to replace their current textbooks are also less likely to use the video series (13%). This suggests that

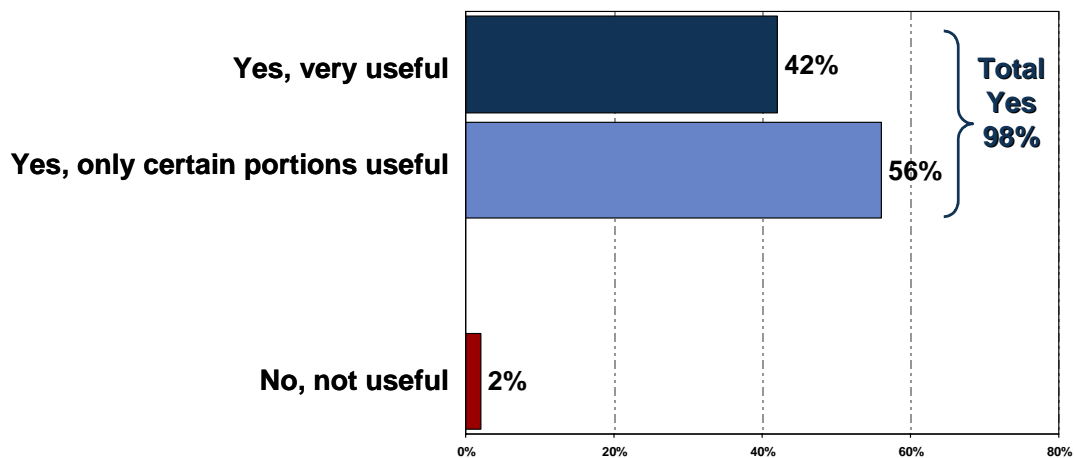
those who have received fewer sets of textbooks or will not replace their textbooks are less interested in the program.

- Those who conduct hearings are more likely to use the video series than those who do not (28% to 16%), with those who do not conduct hearings far less familiar with the series (73% have not heard of it compared to 54% of those who conduct hearings).
- Those who teach just one class using the “We the People” program are also less likely to use the video series (15%) and less familiar with it (70% have not heard of it) than those who teach multiple classes with the program.
- Those taking a four-day or five to seven-day program are slightly less familiar with the series than those taking a shorter program, while those taking the shorter one or three-day programs are slightly more likely to choose to not use the video series than those taking a longer program. However, it is important to note that these results are not statistically significant given the sample size. They simply suggest areas of further study.

Overall Usefulness of the Video Series

Nearly all teachers who have used the video series “Representative Democracy in America” consider it useful. However, more than half (56%) believe only certain portions were useful (see **Figure 11**).

FIGURE 11:
USEFULNESS OF THE *REPRESENTATIVE DEMOCRACY IN AMERICA* VIDEO SERIES
(Asked only among those who have used the video series
“Representative Democracy in America,” n=98)



- The small sample size makes the results statistically insignificant, however, those taking a one-day course (31% very useful) or a five to seven-day course (31%) are less likely to consider the video series “very” useful than those taking a three-day (47%) or four-day (62%) course. The sample size among subgroups is too small for reliable analysis.

Usefulness of Specific Program within Video Series

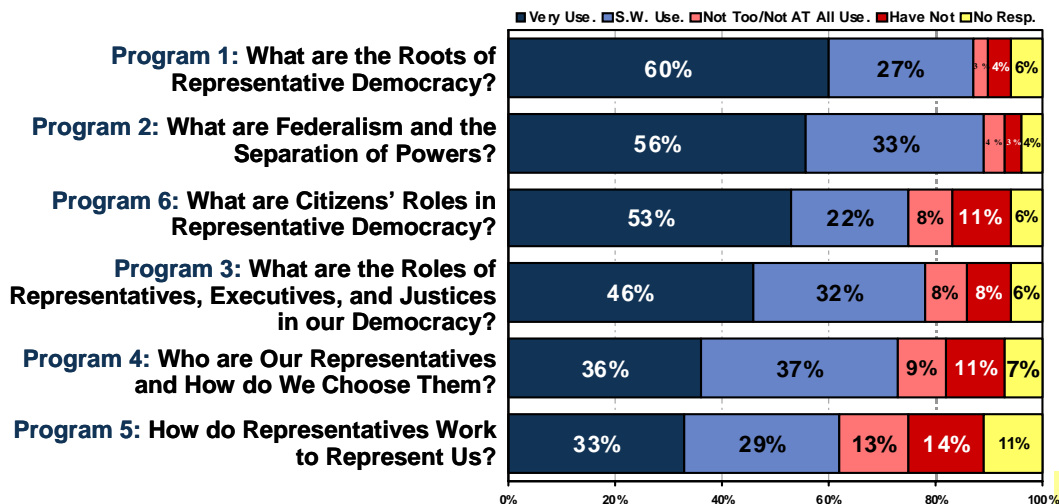
High proportions find each program within the series to be useful, however, some more so than others. Considered most useful are Programs 1 (What are the Roots of Representative Democracy?) and 2 (What are Federalism and the Separation of Powers?), with 87 percent and 89 percent, respectively, calling each of these useful. Furthermore, 60 percent and 56 percent, respectively, consider each “very” useful.

Nearly eight in ten (78%) consider Program 3 (What are the roles of Representatives, Executives, and Justices in our Democracy) useful, while 75 percent feel this way about Program 6 (What are Citizens’ Roles in Representative Democracy) and 73 percent about Program 4 (Who are Our Representatives and How do we Choose Them?).

The program considered useful by the lowest proportion is Program 5 (How do Representatives Work to Represent Us?), with 62 percent calling it useful. While 13 percent said this program was not too useful or not useful at all, a high 14 percent have not used it and 10 percent were uncertain (based on their failure to respond to the question). Therefore, the vast majority able to give a rating find this program useful as well (See **Figure 12**).

FIGURE 12:
USEFULNESS OF SPECIFIC LESSONS OR PROGRAMS FROM THE REPRESENTATIVE DEMOCRACY IN AMERICA VIDEO SERIES
(Asked only among those who have used the video series “Representative Democracy in America,” n=98)

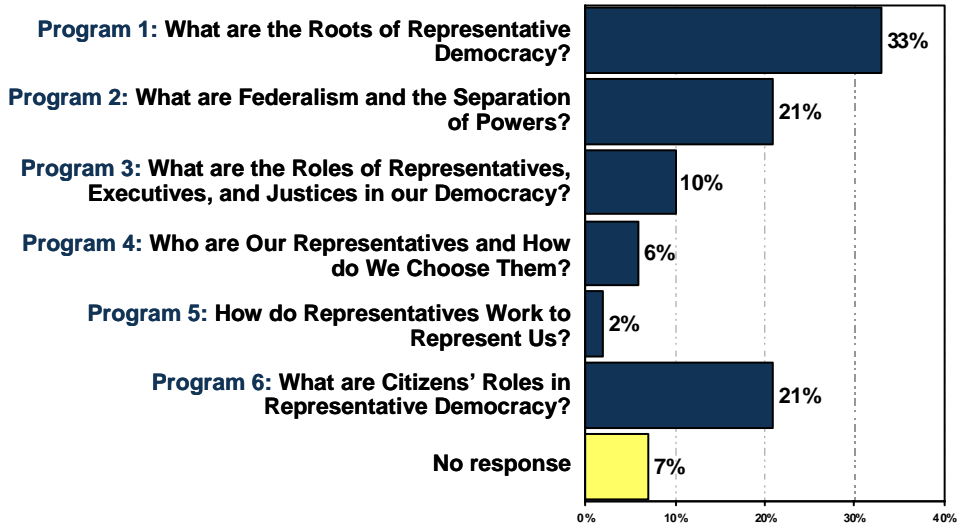
(Ranked by Very Useful)



One-third (33%) of respondents who used the video series consider Program 1 (What are the Roots of Representative Democracy?) to be the most useful program in the series. Program 2 (What are Federalism and the Separation of Powers) and Program 6 (What are Citizens' Roles in Representative Democracy) are the second most mentioned, with 21 percent considering each the most useful. While 10 percent consider Program 3 (What are the Roles of Representatives, Executives, and Justices in our Democracy) the most useful, just six percent feel this way about Program 4 (Who are Our Representatives and How do We Choose them) and two percent about Program 5 (How do Representatives Work to Represent Us). **Figure 13** illustrates the results.

**FIGURE 13:
MOST USEFUL PROGRAM IN THE VIDEO SERIES FOR TEACHING ABOUT REPRESENTATIVE
DEMOCRACY**

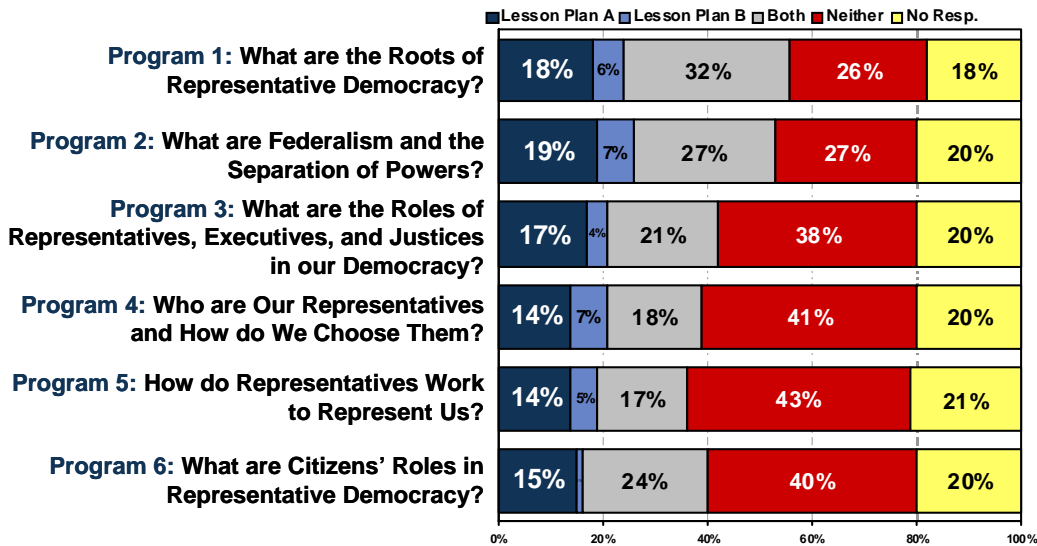
*(Asked only among those who have used the video series
"Representative Democracy in America," n=98)*



Use of Video Series Lesson Plans

In general, Lesson Plan A was used more for each program than B, although high numbers used both plans. **Figure 14** shows the use of each plan for each program.

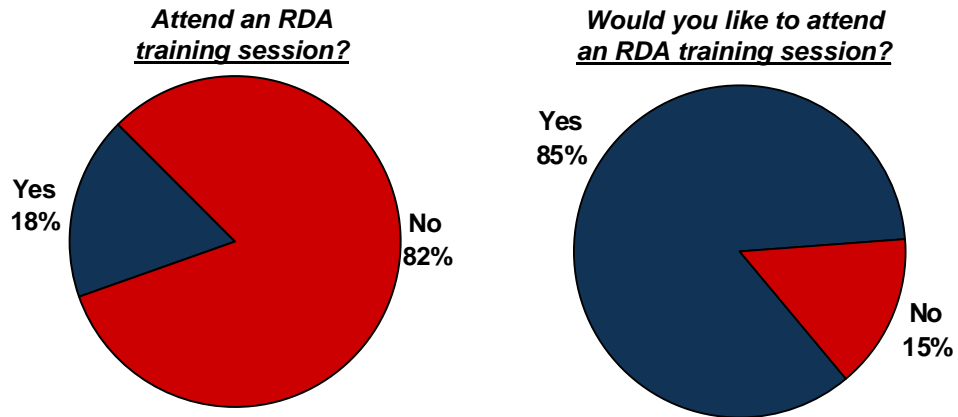
FIGURE 14:
LESSON PLAN USED FOR EACH PROGRAM
*(Asked only among those who have used the video series
 “Representative Democracy in America,” n=98)*



Attendance and Interest in the “Representative Democracy in America” Training Sessions

Fewer than one in five teachers using the video series have attended a “Representative Democracy in America” training session, but the vast majority would like to do so. Of the 82 percent who said they had not attended such a training workshop, 85 percent said they would like to do so (see **Figure 15**). In fact, 88 percent of those who have used the video series but not taken a training session would like to do so, as would 71 percent of those who chose not to use the video series and 88 percent of those who had not previously heard of it. High proportions of all subgroups would like to attend this training workshop, although the sample size is too small for reliable analysis.

FIGURE 15:
ATTENDANCE AT VIDEO SERIES TRAINING WORKSHOPS AND INTEREST IN ATTENDING
*(Attendance question asked only among those who have used the video series
“Representative Democracy in America, n=98; interest in attending asked of all respondents
who have not taken such a course, n=382)*

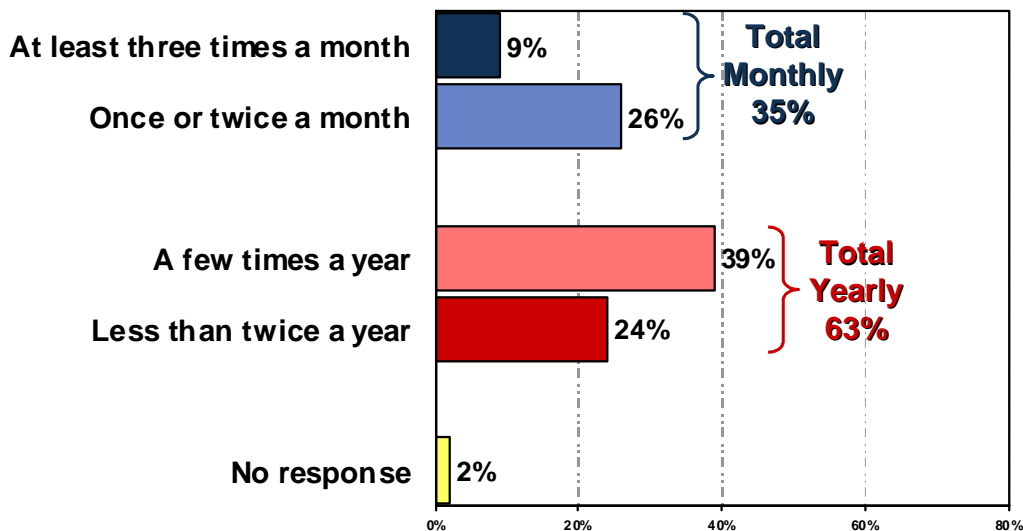


INTERNET USAGE AND CENTER FOR CIVIC EDUCATION WEBSITE AMONG NON-VIDEO SERIES RESPONDENTS

Use of the Center for Civic Education Website Among Those Not Using the Video Series

Teachers surveyed who said they have not used the “Representative Democracy in America” video series were asked if they visit the website for the Center for Civic Education. Just nine percent visit the website at least three times a month and 26 percent once or twice a month (for a total of 35% turning to the website frequently). Another four in ten (40%) use the website a few times a year and 24 percent use it less than twice a year (2% did not respond). (see **Figure 16**)

FIGURE 16:
FREQUENCY OF VISITING THE CENTER’S WEBSITE
(Asked only among those who do not use the video series, n=302)



- Those who attended a five to seven-day professional development program are less likely to visit the website at least once a month (14%) than those taking a three or four-day program (37%), or a one-day program (42%).
- Those who have conducted hearings are more likely to turn to the website at least once a month (49%) than those who have not (23%).
- Although the difference is modest, those teaching sixth through 12th grade are more likely to turn to the website at least once a month (37%) than those teaching primary grades (28%).
- Again, although the sample size makes the results statistically unreliable, inner city teachers are less likely to turn to the website at least once a month (23%) than those in urban (43%), suburban (31%), or rural (40%) areas.

- Not surprisingly, those who are not teaching the “We the People” program are less likely to turn to the website at least once a month than those who are teaching the program (22% to 42%).

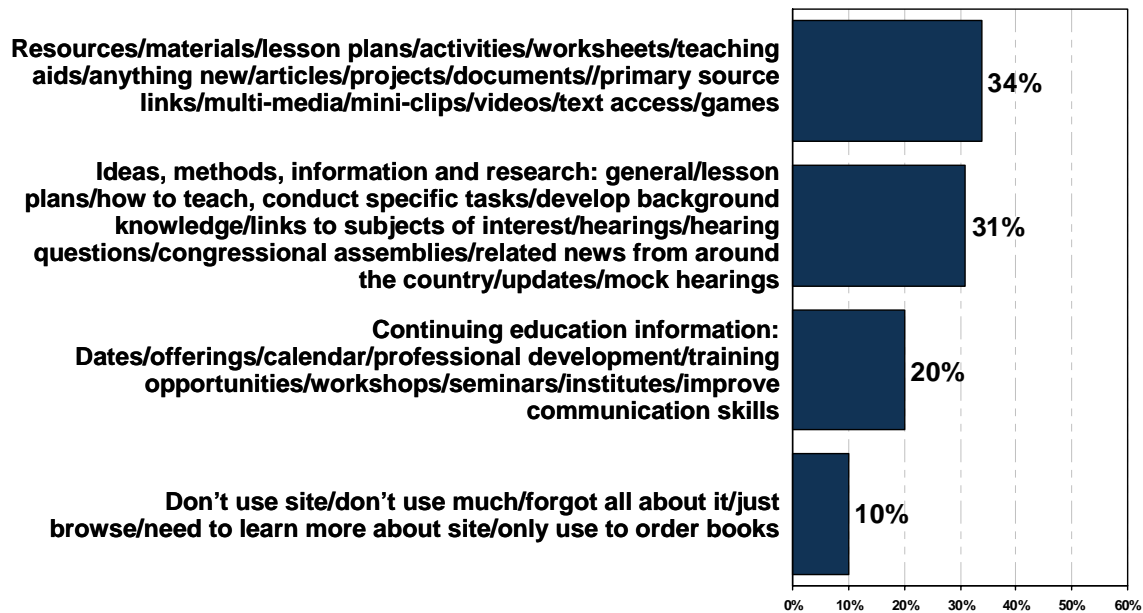
What Teachers Look for When Using the Website

When visiting the website, these respondents are looking for resources and ideas most of the time. Thirty-four percent (34%) volunteered that they are seeking out materials, lesson plans, activities, and other teaching aides and 31 percent said they turn to the website for methods, information and research on teaching and conducting specific tasks. Another two in ten (20%) turn to the website for continuing education information. **Figure 17** shows the results.

FIGURE 16:

WHAT TEACHERS LOOK FOR WHEN VISITING THE CENTER FOR CIVIC EDUCATION’S WEBSITE

(Asked only among those who do not use the video series, n=302; open-ended; Top responses only; responses grouped; Multiple responses accepted)



Perceived Usefulness of Website Content

Those who have not used the video series were presented with information that is currently available on the Center for Civic Education’s website and asked how useful they feel this type of information would be for them. They were asked to use a scale from “1” to “10,” where a “10” meant they consider the information “extremely useful” and a “1” meant it is “not at all useful.” As **Table 2** shows, large proportions find each specific information area useful, with mean scores of 7.2 or higher, indicating at least a moderate level of importance is assigned to each information area.

- Considered most important is *lesson plans for a specific topic, such as Election Day, the Inauguration, or a Presidential Birthday*. This received a mean score of 8.6 on the 10-point scale, indicating it is of high importance overall. In fact, six in ten gave a rating of “9” or “10” on this offering. Just 12 percent gave a rating of six or lower.
- Nearly equally well received is *additional resources to supplement the “We the People” textbook*, with a mean rating of 8.4 and a “9” or “10” rating from 55 percent of respondents.
- *Lesson plans for elementary, middle, and high school classes* received a mean rating of 8.3 and a “9” or “10” rating from 52 percent.
- High proportions also considered useful *solutions and recommendations to problems encountered while teaching programs developed by the Center for Civic Education*, with a mean rating of 8.0 and a “9” or “10” rating from 45 percent.

All other items received mean scores between 7.2 and 7.8 and “9” or “10” ratings between 35 percent and 42 percent, indicating that they are all considered useful on average.

TABLE 2:
**RATINGS FOR USEFULNESS OF INFORMATION CURRENTLY ON THE CENTER FOR CIVIC
EDUCATION’S WEBSITE**
*(Using a scale of 1 to 10, where a “1” is “not at all useful” and a “10” is “extremely useful;”
Asked only among those who do not use the video series, n=302)*

	Mean Rating	Very Useful (8-10 rating)	Moderately Useful (5-7 rating)	Not Useful (1- 4 rating)
Lesson plans for a specific topic, such as Election Day, the inauguration, or a Presidential Birthday	8.6	76%	14%	5%
Additional resources to supplement the “We the People” textbook	8.4	73%	16%	5%
Lesson plans for elementary, middle, and high school classes	8.3	68%	22%	5%
Solutions and recommendations to problems encountered while teaching programs developed by the Center for Civic Education	8.0	65%	16%	8%
Interactive content for classroom use and homework assignments	7.8	60%	23%	9%
Research conducted by the Center for Civic education	7.4	52%	29%	9%
Web-based content for student use, such pod-casts, slideshows, and videos	7.4	53%	27%	14%
Full-text on-line versions of Center for Civic Education textbooks, such as “We the People,” “Project Citizen,” and “Foundations of Democracy”	7.2	53%	25%	17%
Research on Center for Civic Education programs	7.2	49%	32%	12%

Usefulness of Information on the Website by Subgroups

There are some notable differences in opinion regarding the usefulness of information on the website by subgroups.

- Women are more likely to consider each item on the website useful than men, based on a rating of eight or greater.
- Those who teach ninth through 12th grade are less likely to give an eight to 10 rating in each area other than *the full-text on-line versions of the Center for Civic Education textbooks and additional resources to supplement the “We the People” textbook.*

- Those teaching their subject for four or more years are also generally less likely to give a rating of high usefulness, based on an eight to 10 rating. The only exception is with *additional resources to supplement the “We the People” textbook*, where just over seven in ten respondents regardless of years teaching the subject gave a high rating.
- Respondents who teach mostly Latino student populations are less likely to give an eight to ten rating in many areas – although the small sample size makes the results statistically unreliable. They are less likely to give high useful ratings to *lesson plans for elementary, middle, or high school classes* (and more likely to be uncertain); *lesson plans for a specific topic*; *web-based content for student use*; *additional resources to supplement the “We the People” textbook*; and *research on Center for Civic Education programs*. The small subsample of respondents teaching at school with predominantly African-American student populations are also less likely to give a high usefulness rating to *web-based content for student use* (32%) than white (57%) or ethnically diverse (55%) student populations as well. African-American student populations are less likely to give a strong rating to *interactive content for classroom use and homework assignments*, with 48 percent giving an eight to 10 rating, compared to 54 percent to 65 percent of other ethnic groups. Further, 20 percent give a rating of less than five, suggesting low usefulness, compared to no greater than 10 percent of Latino, white, or ethnically diverse student populations. White (49%) and ethnically diverse (51%) populations are less likely to give a high rating for the *full text on-line versions of Center for Civic Education textbooks* than Latino (57%) and African-American (68%) student populations. Again, it is important to note that the small sample size makes the results statistically less reliable, and these differences should be further explored before decisions are made based on them.
- In general, those who visit the website less often are less likely to give an eight to 10 rating for the usefulness of its content.
- There is not a lot of difference in perceptions of usefulness of content on the Center for Civic Education’s website based on those currently teaching the “We the People” program and those who are not. Those who are teaching it are more likely to consider the *full text on-line versions of the Center for Civic Education textbooks*, the *additional resources to supplement the “We the People” textbooks*, and the *solutions and recommendations to problems encountered while teaching programs development by the Center for Civic Education* to be of high usefulness.
- Those who used their “We the People” textbooks for more than one year are more likely to give high ratings in nearly every area. This suggests that these respondents may have been more satisfied with the program, and use it year after year.
- Those who do not conduct hearings are equally likely as those who do to consider *lesson plans for elementary, middle, or high school classes or for specific topics or additional*

resources to supplement the “We the People” textbook to be of high usefulness, but less likely to feel this way about most other resources on the website.

- There is little difference by the number of days of a professional development program.

Opinion of Website Improvements or Enhancements

Those who have not used the video series were asked how high of a priority are a number of different features and types of information to improve and enhance the Center for Civic Education’s website. Respondents were again asked to use a “1” to “10” scale, where a “1” indicated the item is not a priority at all and a “10” indicated that it is a top priority. As **Table 3** shows, all items are considered priorities, based on mean scores above the midpoint of 5.5. At the top of the list is *increasing the amount of web-based content for teachers*, with a mean score of 8.0. This is considered a strong priority overall to 42 percent (based on respondent scores of “9” or “10”). Other top items include:

- *Providing online professional development resources* (7.8 mean score, 39% high priority)
- *Increasing the amount of web-based content for students* (7.6, 38%)
- *Providing information about proposed legislation on civic education standards* (7.5, 38%)
- *Providing information about existing state education standards or civic education* (7.3, 37%)
- *Creating social networking opportunities for classes to share experiences about the program* (7.1, 33%)

Other items receive mean scores between 6.6 and 6.8 and are a high priority to 24 percent to 30 percent.

TABLE 3:
PRIORITY FOR DIFFERENT FEATURES AND TYPES OF INFORMATION TO IMPROVE AND ENHANCE THE CENTER FOR CIVIC EDUCATION’S WEBSITE
*(Using a scale of 1 to 10, where a “1” is “not a priority at all” and a “10” is “a top priority;”
Asked only among those who do not use the video series, n=302)*

	Mean Rating	High Priority (8 or 10 rating)	Moderate Priority (5-7 rating)	Low Priority (1-4 rating)
Increasing the amount of web-based content for teachers	8.0	63%	27%	4%
Increasing the amount of web-based content for students	7.6	57%	29%	9%
Providing question and answer forums about Center for Civic Education programs	6.7	40%	40%	15%
Providing on-line professional development resources	7.8	59%	28%	7%
Making research about the Center for Civic Education programs available	6.8	44%	35%	15%
Creating social networking opportunities for teachers in the program	7.1	48%	32%	15%
Creating social networking opportunities for classes to share experiences about the program	6.8	45%	35%	17%
Providing opportunities for teachers to evaluate and assess Center for Civic Education programs	6.6	42%	37%	16%
Providing information about existing state education standards for civic education	7.3	52%	29%	12%
Providing information about proposed legislation on civic education standards	7.5	54%	28%	11%

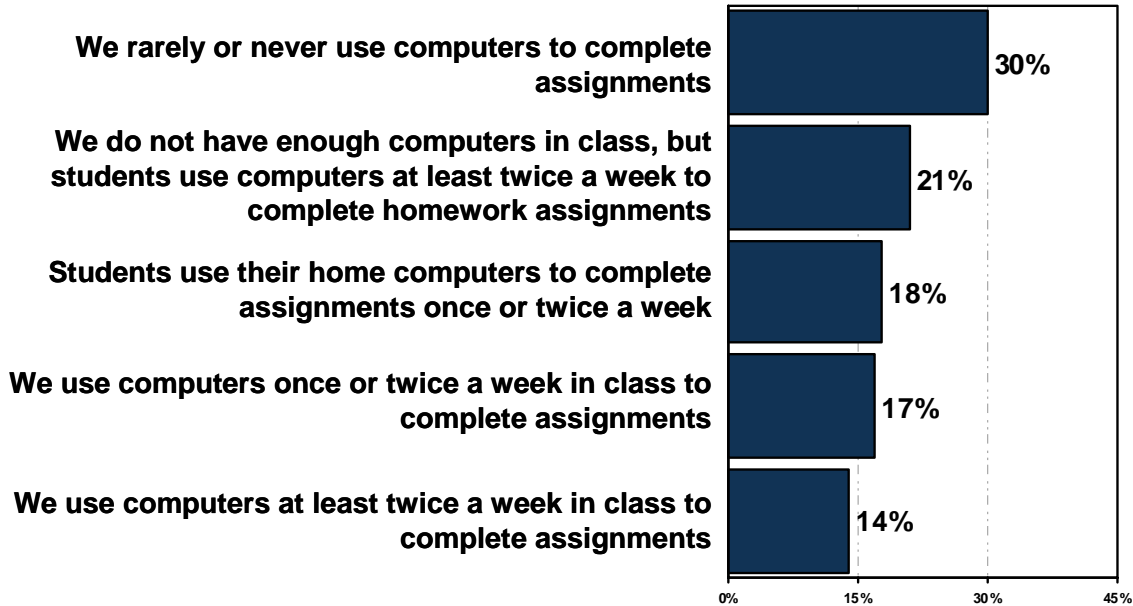
Priorities by Subgroups

- In a number of areas, women are more likely to give a “10” rating than men, but, overall, similar proportions gave a rating of eight to 10 for each.
- Those teaching ninth through 12th grade, teaching their subject for four or more years, currently not teaching “We the People,” and who visit the website less frequently are less likely to give each priority an eight to 10 rating.
- Those who conduct hearings are more likely to consider *providing on-line professional development resources* to be a top priority than are those who do not (65% 8-10 rating compared to 51%). There is little other notable difference by those conducting hearings and those not doing so.
- There is little difference in the proportion giving an eight to ten rating by the number of days of one’s professional development course. However, those who took a five to seven-day course are less likely than those who took a shorter course to give a top rating to *providing online professional development resources* (49% to 62% 8-10 rating), *creating social networking opportunities for teachers in the program* (37% to 51%), and *creating social networking opportunities for classes to share experiences about the program* (33% to 47%).

Classroom Computer Use

There is a wide diversity of computer usage among those who have not used the “Representative Democracy in America” video series. As shown in **Figure 17**, three in ten said they rarely or never use computers to complete assignments. One-third (33%) said they use computers at least twice a week in class to complete assignments, but 21 percent said they do not have enough computers. Seventeen percent (17%) use computers once or twice a week in class and 18 percent said their students use their home computers to complete assignments once or twice a week.

FIGURE 17:
USE OF COMPUTERS IN THE CLASSROOM
(Asked only among those who do not use the video series, n=302)



Use of Online Resources Generally

Two out of three (65%) respondents who do not use the video series go online to *share their work, such as lesson plans, with others*. Over half also go online to *share work someone else has created, such as lesson plans, with others* (57%) or *network with other teachers* (54%). Just under half turn to the web to *create or work on a webpage for either personal or classroom use* (48%), or *post a comment on a website* (45%). Lower numbers turn to the web to *join an online group, either professional or personal* (39%), to *post a question to an online question and answer forum* (30%), or to *create or work on your blog* (20%).

- There are few notable differences in response to this question by subgroups. However, those from urban area schools are more likely to go online than those from inner city, suburban or rural areas to share their work with others, such as lesson plans. Those who have conducted hearings are slightly more likely to go online for most purposes than those who have not. Those who use multi-media in their classrooms frequently are also more inclined to go online for most purposes than those who use multi-media sometimes or less often.

FIGURE 18:
USE/PARTICIPATION IN ONLINE OFFERINGS
(Asked only among those who do not use the video series, n=302)
The following is a list of activities people sometimes do on-line. For each one please indicate whether is something you have done:

