

An American flag is draped across the top of a dark chalkboard. The stars and stripes are visible, with the blue field containing white stars on the left and the red and white stripes extending to the right. The chalkboard surface is dark and has some faint, light-colored marks or smudges.

Utah Civic Learning Collaborative

An informal group of stakeholders who are engaged in expanding and improving civic education.

Why are we here?

- to share best practices that can be adapted or scaled up.*
- to find synergies, explore ideas for strengthening civic teaching and learning*

THANK YOU TO OUR SPONSOR



UServeUtah

Utah Commission on Service & Volunteerism

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Introducing new participants...

EXCITING TO SEE SO MUCH INTEREST IN THIS WORK!

Please introduce yourself (name, affiliation, and what you do) if this is your 1st meeting...

EVERYONE: **please use the chat.**

TODAY'S AGENDA

- 3:30 Welcome/Introduction of 1st Timers
- 3:40 Overview of UCLC Priorities for 2021-2022
 - Listening Tours!
 - Professional development
 - Curriculum resources aligned to standards; *Spotlights & Sparks*
- 4:00 Updates on Civics-Related Legislative Initiatives with Q & A
 - Rep. V. Lowry Snow
 - Rep. Dan Johnson
 - Civic Secures Democracy Act (Congress)
- 4:20 USBE Updates + Discussion
 - Disposition of Civics in **Draft Elementary Social Studies Standards**
 - Guidance on Board Administrative Rule
- 4:40 Work Groups Discussion (20 min)
- 5:10 Report Back (highlights from breakout groups) + Introduce Joanna Sorensen...
- 5:30 Adjourn

Civic & Character education (Utah Statute)

53G-10-204. Civic and character education

"Civic education" means the cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Utah and the United States.

"Character education" means reaffirming values and qualities of character which promote an upright and desirable citizenry.

UCLC PRIORITIES FOR 2021-22

- **Listening Tours**
- **Professional Development**
- **Curriculum Resources tied to Core Standards**
 - **+ developing civic teaching angles across all disciplines**
 - **Spotlights & Sparks**

Listening Tours: OBJECTIVES

- **Learn about + stimulate interest in strengthening or “scaling up” approaches to civic teaching**
- **Start building a cohort of teachers and students to be tracked over time**
- **Discover local models & promising practices**
- **Learn about institutional or financial barriers to scaling up civic teaching**
- **Learn about current partnerships with nonprofits on hands-on civic learning, including simulations**
- **Recruit new participants for UCLC**

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Listening Tours

criteria for participation

- **Key personnel (ex. curriculum specialists) willing to serve as point of contact and recruit participants.**
- **Geographic and demographic diversity**
- **Interest in strengthening civic teaching and learning**

Listening Tours

Expectations of participating leas (15)

- **Complete preliminary survey designed to pinpoint current practices and support for innovative civic teaching and learning.**
- **Do an interview on Zoom or in person**
- **Willingness to invite social studies teachers (or interested teachers from other disciplines) and students to a focus group...**
- **Questions?**

UVU's Listening Tour

Thanks to Axel Ramirez for sharing

- **Purpose**: to get input for implementation of HB327 (see link in CHAT)
- **Participants**: 68 Teachers
- **Willingness to invite social studies teachers (or interested teachers from other disciplines) and students to a focus group...**
- **Questions?**

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UVU's Listening Tour

feedback from teachers (highlights)

- Many teachers want more resources on how to conduct civil discussions, including modeling
- Lack of open-mindedness from parents/community members was an often-stated concern.
- Build patriotism while still allowing for tolerance of other views.
- Need training on ways to communicate better with parents to reduce fears
- A huge and immediate need for more good resources to teach economics & connecting economics/financial literacy and civics.
- College classes have a bias (usually liberal) so college trained teachers are not getting the type of non-partisan training that they are expected to emulate.
- beneficial for colleges to create a speaker's bureau of professors
 - could also include practicing and retired government officials who could share their real-world expertise.

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UVU's Listening Tour

feedback from teachers (continued)

- Pre-service teacher programs need to emphasize best practices for teaching K-12 civics
- Opportunities for students who excel in civics should be promoted by colleges & Legislature.
- The lack of time to teach civics well came up as a concern for most teachers. Why wait until 12th grade for students to take the government and citizenship course?
- Civics is of such importance, it should be stressed by every K-12 teacher (not just social studies)
- simulations and experiential programs such as: We the People, the Citizen, and the Constitution (elementary, middle school, high school), Peer Courts, Project Citizen, and Boys/Girls State need to be better publicized and stressed.
- Rural Schools: smaller schools have many advantages associated with teaching civics! Students from small school districts usually know the people that are on city councils, school boards, county government, etc.
- Find ways for students to see a variety of opinions in schools where there is a lack of political diversity among the student body.

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Updates on Civics-Related Legislative Initiatives

- Rep. V. Lowry Snow and the HCR 15 Task Force
- Rep. Dan Johnson
- Civics Secures Democracy Act (Congress)
- Other legislative initiatives?
- Discussion

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USBE Updates

- Disposition of Civics in Draft Elementary Social Studies Standards
- Guidance on Board Administrative Rule
- Discussion

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BREAK INTO WORK GROUPS

- Classroom Instruction: Foundations & Civic Skills
- Character/SEL/School Culture
- Media Literacy & Digital Citizenship
- Experiential Civics/Academic Service Learning/Simulations

DEBRIEF

1-2 MINUTE topline or highlights from each group

A chalkboard with a faint outline of the United States map. At the top, a portion of the American flag is visible, showing the blue field with white stars on the left and the red and white stripes on the right. The text is written in a light yellow color on the dark grey chalkboard surface.

Introducing...Joanna Sorensen,
Elementary Social Studies Specialist

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THANK YOU & NEXT STEPS

- Next Meeting: December
- You will hear from us re-listening tours
- Get in touch if you have a good idea for Spotlight
- Again: THANK YOU!