

## Michigan Center for Civic Education

### James Madison Legacy Project

#### Frequently Asked Questions

<p><b>Q: How do I apply?</b></p>	<p>Please use this registration link - <a href="http://bit.ly/applyMIJMLP">http://bit.ly/applyMIJMLP</a></p>
<p><b>Q: How many teachers will be accepted?</b></p>	<p>Twenty-five (25) teachers will be accepted into Cohort 3. This is the third year of the Project which takes place for the 2017-2018 school year. An equal number of teachers participated in the first two cohorts.</p>
<p><b>Q: What is the James Madison Legacy Project?</b></p>	<p>The James Madison Legacy Project (JMLP) is a three-year nationwide research initiative of the Center for Civic Education. JMLP seeks to increase the number of highly effective teachers of high-need students through the professional development of teachers, increase the achievement of students in civics and government, and more.</p> <p>The Michigan Center for Civic Education (MCCE) has been selected to coordinate the James Madison Legacy Project in Michigan. JMLP is funded through a grant from the U.S. Department of Education through the Supporting Effective Educator Development (SEED) program.</p>
<p><b>Q: What are the research goals of the James Madison Legacy Project?</b></p>	<p>The James Madison Legacy Project Project analyzes the impact of <i>We the People: The Citizen and the Constitution</i> curriculum on civic learning. It also evaluates the impact of professional learning on teacher knowledge and its impact on student learning. The James Madison Legacy Research Project is the primary work of Dr. Diana Owen of Georgetown.</p>
<p><b>Q: What does the research say so far?</b></p>	<p>We are in the third year of the Project. The results demonstrate significantly significant improvement in student knowledge and student efficacy. Teachers also benefited in knowledge and enhancing their craft. Access to the preliminary research can be found <a href="http://jmlpresearch.org/research/">here</a>. [link: <a href="http://jmlpresearch.org/research/">http://jmlpresearch.org/research/</a>]</p>
<p><b>Q: What is the Michigan Center for Civic Education’s involvement? Why is the MCCE involved in the Project?</b></p>	<p>The Michigan Center for Civic Education’s mission is to prepare students to be active, informed, responsible citizens in a democratic society. The MCCE is recognized as Michigan’s leader in civic education. For over 30 years, the MCCE has conducted programs in support of its mission including authentic assessment in law-related civic education, civics and law institutes, Mock Trial, Project Citizen, Student Courts, Teens, Crime and the Community, Youth Law</p>





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	<p>Conference, Civitas: International Civic Education Exchange Program, and much more.</p> <p>The MCCE has coordinated the <i>We the People: The Citizen and the Constitution</i> program in Michigan since 1987 when the program was developed as part of the celebration of the Bicentennial of the US Constitution.</p>
<p><b>Q: What is the <i>We the People: The Citizen and the Constitution</i> curriculum? What does it cover?</b></p>	<p>The <i>We the People: The Citizen and the Constitution</i> curriculum is divided into six units.. Those six units are:</p> <ul style="list-style-type: none"> <li>Unit One: What Are the Philosophical and Historical Foundations of the American Political System?</li> <li>Unit Two: How Did the Framers Create the Constitution?</li> <li>Unit Three: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?</li> <li>Unit Four: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?</li> <li>Unit Five: What Rights Does the Bill of Rights Protect?</li> <li>Unit Six: What Challenges Might Face American Constitutional Democracy in the 21st Century?</li> </ul> <p>An important component of the curriculum is a simulated congressional hearing, which can be a culminating activity. (see next question)</p>
<p><b>Q: How does <i>We the People: The Citizen and the Constitution</i> promote authentic, active learning? What are examples of activities?</b></p>	<p>The <i>We the People: The Citizen and the Constitution</i> Program culminates with simulated Congressional hearings. Students create a prepared statements to answer questions they receive in advance. They also prepare to answer questions they may be asked from a panel about their topic. Students are encouraged to make connections between historical underpinnings and current events regarding key governing principles.</p> <p>The MCCE hosts <b>optional</b> district and state competitions, each with their own set of hearing questions.. A current list of the questions can be found <a href="http://www.civiced.org/wtp-the-program/hearings/hearing-questions">here</a> (<a href="http://www.civiced.org/wtp-the-program/hearings/hearing-questions">http://www.civiced.org/wtp-the-program/hearings/hearing-questions</a>). Please visit the Center for Civic Education’s website for examples of hearings. While you are not expected to compete at any level, you are expected to use some variation of the hearings in your class - adapted in ways that best serve your students.</p>
<p><b>Q: I teach A.P. students, I teach general education students, I teach English Language</b></p>	<p>Teachers have great freedom and flexibility to implement the program to meet the needs of their students.</p> <p>We often see the curriculum being integrated into:</p> <ul style="list-style-type: none"> <li>- A.P. United States Government and Politics courses.</li> <li>- General Government or Civics courses</li> </ul>





<p><b>learners, I teach nontraditional students, I teach special education students, and more</b>  <b>How might <i>We the People: The Citizen and the Constitution</i> fit within my course?</b></p>	<ul style="list-style-type: none"> <li>- Stand alone <i>We the People: The Citizen and the Constitution</i> courses</li> <li>- Civics and Government courses at treatment/residential schools (often modified with the struggling readers resource of a different level of book)</li> <li>- Special Education courses. There are numerous adaptations available to meet the needs of students successfully.</li> <li>- General education courses (often modified with the struggling readers resource)</li> <li>- English Language Learner courses (often modified with the struggling readers resource of a different level of book). This is an excellent method to focus on spoken language and American government fundamentals</li> <li>- Speech, humanities, and/or current events courses</li> <li>- Many more</li> </ul> <p>Successful implementation can occur within most scheduling variations - from trimesters, semesters, to year-long courses. Teachers have the flexibility to integrate in ways to best meet their needs as long as it maintains the research criteria.</p> <p><i>We the People: The Citizen and the Constitution</i> correlates with the Michigan state standards and with many A.P. United States Government and Politics outcomes. Draft correlation guides are available.</p>
<p><b>Q: I don't teach government or civics. Can I attend?</b></p>	<p>Upon reviewing the curriculum, if you feel you can implement the material and the requirements of this Project, with fidelity, we would encourage you to apply.</p>
<p><b>Q: Can more than one teacher from my school apply?</b></p>	<p>Yes. If you have colleagues would you like to attend, we encourage all of you to apply. In fact, preference will be given to teacher teams.</p>
<p><b>Q: What style of instruction does <i>We the People: The Citizen and the Constitution</i> support?</b></p>	<p><i>We the People: The Citizen and the Constitution</i> is a student-centered, active learning curriculum. Teachers facilitate learning through questioning and student dialogue. Students demonstrate learning through discussion and dialogue. In the professional learning sessions, mentor teachers will demonstrate effective strategies and techniques.</p>
<p><b>Q: What criteria will you use to determine who is accepted?</b></p>	<p>Priority will be given to teachers who teach government and civics primarily and serve high-needs students. We also have accepted history and current events teachers who emphasize civic education in their courses. Preference will be given to secondary teachers.</p>
<p><b>Q: Who is a high-needs student?</b></p>	<p>The SEED Grant Program Notice from the Department of Education defines "high-needs students" as students who are at risk of educational failure or</p>



	<p>otherwise in need of special assistance and support. The notice indicates that high-need students are in one or more of the following categories.</p> <ol style="list-style-type: none"> <li>a) Students served by Rural Local Educational Agencies</li> <li>b) Students with disabilities</li> <li>c) English learners</li> <li>d) Students in lowest-performing schools</li> <li>e) Students who are living in poverty and are served by schools with high concentrations of students living in poverty (can be measured by free and reduced lunch)</li> <li>f) Disconnected youth or migrant youth</li> <li>g) Students who are members of federally recognized Indian tribes</li> <li>h) Students who attend high minority schools</li> <li>i) Students who are far below grade level</li> <li>j) Students at risk of not graduating with a diploma on time</li> <li>k) Students who are homeless or foster care</li> <li>l) Students who are incarcerated</li> </ol> <p>Again, please do not let this limit your consideration. Please apply regardless of your student population.</p>
<p><b>Q: What are the known dates meetings?</b></p>	<p>For this Cohort, you will need to attend and participate in the summer institute plus additional sessions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summer Institute: July 23-28, 2017 in Lansing</li> <li><input type="checkbox"/> Fall Session: November 16-17, 2017 in Grand Rapids*</li> <li><input type="checkbox"/> Winter Session: January 11-12, 2017 in Lansing*</li> </ul> <p>You will also be expected to join us in an online Professional Learning Community.</p> <p>*Exact agendas are in development in effort to reduce the amount of time teachers need to be out of the classroom. Start times for November 16 and January 11 may permit local teachers to remain the classroom. Participants will be in session all day November 17 and January 12.</p>
<p><b>Q: How do the meetings during the school year work? How do I arrange subs?</b></p>	<p>For the face-to-face meetings, the Project will cover the cost of your substitute teacher plus your mileage to and from the workshops. You/your district will need to arrange your substitute and complete a reimbursement request. Upon successful participation at the session and receipt of the request, your district will be reimbursed directly.</p>
<p><b>Q: Do I need to attend the summer session the whole time?</b></p>	<p>Yes. Attendance the summer session is required.</p>
<p><b>Q: What am I committing to in my classroom practice?</b></p>	<p>To be included in the third Cohort of JMLP, you will need to:</p> <ul style="list-style-type: none"> <li>• Participate in our Professional Learning Community, an online discussion of <i>We the People: The Citizen and the Constitution</i> curriculum and instruction</li> </ul>



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	<ul style="list-style-type: none"> <li>● Infuse a minimum of 40 hours of <i>We the People: The Citizen and the Constitution</i> curriculum and instruction into your designated classes</li> <li>● Invite MCCE staff and mentor teachers to observe and support classroom instruction and curriculum.</li> <li>● Take a teacher knowledge pre and post-test.</li> <li>● Administer student knowledge pre- and post- test to the same group of students.</li> <li>● Involve students in the curricular culminating activity: simulated congressional hearing(s).</li> <li>● Collect, provide, and share data from classes or students (consistent with the IRB process).</li> </ul>
<p><b>Q: What does the summer institute agenda look like?</b></p>	<p>Our days will be filled with scholarly discussions, classroom demonstrations, instructional strategies, and more. An example of the second year cohort agenda can be found <a href="#">here</a> (or <a href="http://bit.ly/MIJMLP2016">http://bit.ly/MIJMLP2016</a>). All meals and lodging are included during our time together.</p>
<p><b>Q: What support will I receive for doing the <i>We the People: The Citizen and the Constitution</i> curriculum?</b></p>	<p>As part of your participation, you will receive a classroom set of textbooks or a set of e-textbooks. There are also numerous online companion resources including guides for struggling readers, accompanying primary documents outlined by unit and lesson, previous institute information, and more. As part of your participation, you will also have access to mentor teachers and the MCCE staff. This could take multiple forms – from in class instructional support, curriculum discussions, working with your administration, and so much more.</p>
<p><b>Q: When do I receive my \$500 stipend?</b></p>	<p>You will receive the stipend upon completion of the research project requirements. This depends on when you administer the student pre and post-tests plus complete the teacher post-tests. We expect to submit for your payment toward the end of the 2017-2018 school year.</p>
<p><b>Q: What out of pocket costs are there?</b></p>	<p>Initial out of pocket costs will include mileage to and from the workshops. The grant will reimburse you for your miles (at a set rate). Meals, lodging, and substitutes are paid for by the grant. There should be no additional out of pocket costs unless individuals choose to incur additional expenses.</p>
<p><b>Q: What does my administration need to know or do to support me?</b></p>	<p>We hope your district will fully support you in your decision to utilize the <i>We the People</i> curriculum. We would be happy to facilitate a conversation on the potential benefits of involvement in the study and how it may benefit both you and your students. We will ask your administrator(s) to complete a brief form supporting your participation in the Project.</p>
<p><b>Q: What type of scholars will I learn with?</b></p>	<p>We will provide a mix of Constitutional scholars and experts working in the field. You can expect professors and Constitutional advocates in the field to join us. In the past, we have heard from Kevin denDulk of the Henry Institute at</p>





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	<p>Calvin College, Michael Lawrence of Michigan State University Law School, Mary Beth Tinker from the <i>Tinker v West Des Moines School District</i> court case, Paula McAvoy of the University of Wisconsin, Lena Zwarenstejn of the American Constitution Society, and many more.</p> <p>Please see the agenda above for an example of last year’s scholars. 2017-2018 scholars are being finalized now. A finalized agenda can be expected in May.</p>
<p><b>Q: Will you be able to support my accessibility needs?</b></p>	<p>Yes. Please communicate those needs in advance so we can meet your needs. We will communicate with our host facilitates to meet your needs. Our goal is an inclusive environment permitting freedom of movement and comfort for all.</p>
<p><b>Q: Will you be able to accommodate my dietary needs?</b></p>	<p>Yes. Please communicate those needs in advance so we can best meet your needs. We will communicate with our host facilitates to meet your needs.</p>
<p><b>Q: I cannot participate this year but I am very interested in the research. What can I do? How else can I participate?</b></p>	<p>You can also be involved in the research study by being one of our ‘control’ teachers. As a control teacher, you would take the teacher pre and post-tests plus administer the student pre and post-tests. The main difference is that you would not receive the professional development or any instructional resources.. This provides a control group to compare against the group of teachers who do receive the professional development. There is a small stipend for being a control teacher. Please email Ellen Zwarenstejn with your interest in being a control teacher. We are looking for 5-7 secondary teachers to join us as control teachers.</p>
<p><b>Q: I have more questions. Who can I contact?</b></p>	<p>Great! Please direct your questions to us at the MCCE. Your primary contact person for the James Madison Legacy Project is Ellen Zwarenstejn. She can be reached at: ezwarenstejn @ gmail.com or (248) 321-4842.</p>

