

OFFICE OF CURRICULUM
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Welcome to
Civic Participation Projects
for the NYSED Seal of Civic Readiness
Part II: Capstone Projects
June 7, 2021
4:30-5:30





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Webinar Outcomes:

- Describe the overall goals of NYSED's Civic Readiness Initiative
- Review the requirements of the NYSED Civic Readiness Diploma Seal (pilot)
- Describe the essential elements of the Capstone Projects
- Identify next steps for local projects



Civic Readiness Initiative

The New York State Board of Regents is committed to civic education that empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Civic education facilitates the development of civic competencies, which are needed for a democratic society to flourish. Through civic education, students learn how to identify and address problems in their community or school community. Students also learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. Civic education can strengthen the relationships of schools and students with parents, families, civic leaders, and organizations and community partners.

In January 2020 The Civic Readiness Task Force appointed by the Board of Regents presented their recommendations to the Board of Regents. The recommendations include a Seal of Civic Readiness, a definition of Civic Readiness and the elements of a Civic Capstone Project.

Civic Readiness Task Force



Updates



Seal Of Civic Readiness



Definition Of Civic Readiness



Civic Capstone Project





Where we are now

- At the May Board of Regents meeting the Regents approved the Seal of Civic Readiness pilot to begin in 2021-2022 and reaffirmed their commitment to the K-12 Civic Readiness Initiative.
- Schools who have been selected to participate in the pilot have been notified and will be assigned a supervisor and begin meeting with NYSED this month.



Next Steps

- The Department proposed a rule to allow students who earn the Seal of Civic Readiness to apply that accomplishment toward a +1 Civic Readiness pathway to a diploma. Public comments will be accepted through July 26, 2021. If adopted at the September 2021 meeting, the proposed rule will become effective on September 29, 2021.

REGCOMMENTS@NYSED.GOV

- We anticipate allowing all school districts across NYS to apply for the Seal of Civic Readiness in the Fall 2022- Spring 2023 school year.
- Once a school is approved, students may retroactively count points towards the Seal.

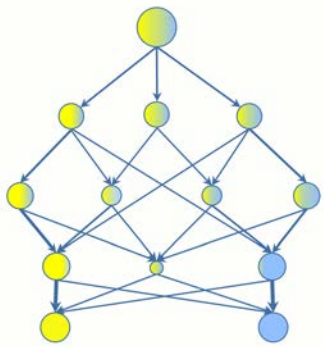


Civic Readiness Pilot 2021-2022

- The Civic Readiness Task Force, SCDN and NYSED staff will support and monitor pilot districts throughout the school year including virtual site visits and onsite technical assistance to the extent practicable.
- Student work product from across the state will be analyzed and added to the Manual for the Seal of Civic Readiness to provide further guidance to interested schools.
- The Task Force will evaluate the current point system on the Criteria for the Seal of Civic Readiness and recommend to SED any appropriate changes or additions if needed.

Criteria for the Seal of Civic Readiness. Students must earn at least 2 points in Civic Knowledge, 2 points in Civic Participation and a total of 6 points to earn the Seal of Civic Readiness.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 Credits of Social Studies	1	High School Civics Project	1.5
Mastery level on Social Studies Regents	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Social Studies Regents Exams Proficiency Level	1*	Proficiency level in an elective course that promotes civic engagement	.5*
Advanced Social Studies Courses	.5*	Middle School Capstone Project	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4



The Civic Readiness Diploma Seal provides many opportunities for local creativity and decision-making.

- Choice
- Responsibility
- Seal of Civic Readiness Committee



Civic Readiness Task Force Capstone Project Working Group Members

Joseph Karb, NYSUT
Shenendehowa CSD

Lisa Kissinger,

Debra Lesser, Justice Resource Center

Aruna Patel, New Visions

Charles Perreaud, 7th Judicial District
Community College

Peter Sawyer, Hudson Valley

Joe Schmidt, NYC DOE

Ellen Sullivan,

What is a Civic Readiness Capstone Project?



A Civic Readiness Capstone Project is a **culminating, summative project** assessing a student's **civic knowledge, skills, dispositions** and **actions** that will be:

- Social Studies standards-based
- Locally developed
- Authentic, hands on, including real-world investigation and application
- Include a reflection of the experience through the lens of Civic Readiness

Civic Readiness Capstone Project



The Capstone Project includes these components:

- Identify an issue (local, state, national, or global)
- Apply civic knowledge, skills, actions, and mindsets to the issue
- Engage in a civic experience based on the issue to influence positive change to the community (local, state, national, or global) and reflect on that experience
- Present overall project to the school's Civic Readiness Committee

Capstone Projects



Capstone Project - Simulation

Students will be able to:

- Identify a civic issue (problem) facing them, their school, or their community
- Analyze a civic issue (problem), evaluate alternative solutions, design and/or execute a solution for this problem.
- Take informed action to address the civic issue.
- Reflect on what they have learned about their school or community from the Capstone project.
- Make a presentation about their Civic Readiness Capstone project

What are the Essential Elements of a Civics Capstone Project?

1. Examine community
2. Identify Issues
3. Conduct Research
4. Analysis
5. Develop Strategies and Solutions
6. Take Informed Action
7. Communicate
8. Reflection

Based on the New York State Social Studies Practices, Grades 9-12, the New York State Performance Level Descriptors for the Global History & Geography II and the U.S. History & Government Regents exam, the NYSED Definition of Civic Readiness, and the [American Association of Colleges and University VALUE Rubric for Civic Engagement](#).

Essential Element: Examine Community

Civic Knowledge	Civic Skills	Civic Mindset
<p data-bbox="73 259 637 471">Demonstrate an understanding of the structure and function of government and democracy at the appropriate level, and how to participate therein.</p> <p data-bbox="73 526 637 738">Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.</p> <p data-bbox="73 792 637 917"><i>For example, students can conduct community walks/drives and asset map their community.</i></p>	<p data-bbox="681 259 1246 559">Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</p>	<p data-bbox="1294 259 1858 428">Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</p>

Essential Element: Identify Issues

Civic Knowledge	Civic Skills	Civic Mindset
<p data-bbox="73 259 620 380">Integrate alternate, divergent, or contradictory perspectives or ideas.</p> <p data-bbox="73 438 620 559">Describe the impact of individual and collective histories in shaping contemporary issues.</p>	<p data-bbox="681 259 1248 696">Analyze a civic issue (problem) in the community <i>For example, include data to describe the number of people affected by the issue, the age/gender/socio-economic status of the people affected by the issue, the geographic impact of the issue, the environmental impact of the issue, etc.</i></p> <p data-bbox="681 751 1219 875">Integrate evidence from multiple disciplines into the Capstone Project.</p>	<p data-bbox="1294 259 1825 471">Reflect on how different cultures have values, norms and beliefs that shape how they understand their communities and the problems they face.</p>

Essential Element: Conduct Research

Civic Knowledge	Civic Skills	Civic Mindset
<p>Describe how the issue affects the daily lives and shapes the perspectives of similar and different stakeholder groups.</p> <p><i>For example, conducting interviews and administering surveys will help students understand the issue from different perspectives, including diverse cultural groups.</i></p>	<p>Analyze and evaluate news, media, social media and other sources of information for accuracy, bias, reliability, and credibility.</p>	

Essential Element: Analysis

Civic Knowledge	Civic Skills	Civic Mindset
<p>Analyze a civic issue (problem) in the community, describe past attempts to address the issue, generate and evaluate alternative solutions to a civic problem.</p>	<p>Weigh appropriate evidence from multiple disciplines to support claims, which may include political science, history, natural sciences, economics, geography, and sociology.</p>	<p>Reflect on how personal attitudes and beliefs are different and the same from those of other cultures and communities.</p> <p>Integrate what can be learned through engagement with diversity into the Capstone Project.</p>

Essential Element: Develop Strategies and Solutions

Civic Knowledge	Civic Skills	Civic Mindset
<p>Design and/or execute a solution for this problem.</p>	<p>Evaluate the feasibility of proposed actions to address the community or civic issue. <i>For example, determine an appropriate course of action; deconstruct and construct plausible and persuasive arguments using evidence.</i></p>	<p>Analyze factors that influenced the perspectives of stakeholders involved in the civic issue central to the Capstone Project.</p> <p>Integrate alternate, divergent, or contradictory perspectives or ideas.</p>

Essential Element: Take Informed Action

Civic Knowledge	Civic Skills	Civic Mindset
	<p>Design and implement a Capstone Project that engages the school and/or out-of-school community.</p> <p><i>For example, determine an appropriate course of action; work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights; develop an awareness of and/or engage in the political process.</i></p>	

Essential Element: Communicate

Civic Knowledge	Civic Skills	Civic Mindset
	<p>Communicate in a civic context, showing the ability to express ideas, discuss, persuade, debate, negotiate, build consensus and compromise to organize and conduct civic action.</p> <p>Strategically use different forms of communication to persuade/advocate and express ideas.</p> <p>Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</p>	

Essential Element: Reflection

Civic Knowledge	Civic Skills	Civic Mindset
		<p>Analyze Capstone Project experience, reflecting on the process that was implemented, challenges faced, project limitations, successes, future civic actions and transferable skills.</p> <p>Demonstrate and reflect on a sense of self as an active participant in society, willing to contribute to solving local and/or national problems.</p>

Research or Capstone?

Research Projects	Both	H.S. Capstone Project
<p>Worth 1 point (HS) Done only once Preferably, the student identifies issue Done individually</p>	<p>Civic Issue based Student gathers data/research Analyze data Communicate Criteria based on the Civic Readiness Definition</p>	<p>Worth 4 points (HS) Done only once Student(s) identifies issue Student(s) gathers data Student(s) take informed action Can be done by individuals or in a small group</p>

Capstone or Civic Projects?

H.S. Civic Projects	Both	H.S. Capstone Project
<p>Worth 1.5 points Can be done more than once Issue may be identified By the teacher Data may be gathered by the teacher More likely to be done in a group</p>	<p>Civic Issues based Analyze data Recommend solutions Communicate Reflection Criteria based on the Civic Readiness Definition</p>	<p>Worth 4 points (HS) Done only once Student(s) identifies issue Student(s) gathers data Student(s) take informed action Can be done by individuals or in a small group</p>

Capstone or Service Learning Projects?

H.S. Service Learning	Both	H.S. Capstone Project
<p>Worth 1 points Can be done more than once Includes 5 Stages (investigation, preparation, action, reflection, demonstration/celebration) Includes direct or indirect service Minimum of 25 hours</p>	<p>Civic Issue based Take Action Reflection Criteria based on the Civic Readiness Definition</p>	<p>Worth 4 points (HS) Done only once Student(s) identifies issue Student(s) gathers data Student(s) analyze data Student(s) communicate</p>

Middle School Capstone Project

The Basics:

- Teacher guidance is very important at the MS level
- Projects can be done in 7th grade or 8th grade
- Group Work options are determined by the school
- Projects should take an inquiry approach

Middle School Capstone Committee

- Includes three educators, including at least one social studies teacher and will collaborate with teachers to develop Middle School Capstone evaluation criteria.
- Will review projects to determine if students meet the criteria set by the school to receive the 1 point of credit toward the Seal of Civic Readiness.
- Students are not required to present to the entire Middle school Civic Readiness committee.

Middle School Capstone Project

After the completion of their research students develop an informed action plan

Option A

Students develop an action plan that focuses on how individuals can make a difference with the chosen problem or issue. After developing the plan, students should complete service hours as determined by the school.

Option B

Detailed Action Plan: Students develop a detailed action plan that includes:

- Analysis of research and data to determine the impact of the issue on the community.
- Evaluate a number of possible solutions to address the problem.
- Recommend one strategy and develop a detailed plan to implement that strategy.

Middle School Capstone Project

Complete the middle school capstone project that includes the essential elements listed below:

- Examine Community
 - Identify Issues
 - Conduct Research
 - Develop Strategies
 - Take Informed Action
 - Communicate
 - Reflect

MS Essential Element: Examine Community

Civic Knowledge	Civic Skills	Civic Mindset
<p>Identify situations in which social actions are required.</p>	<p>Participate in activities that focus on a classroom, school, community, state, or national issue or problem with the support of the classroom teacher.</p>	<p>Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</p>

MS Essential Element: Identify Issues

Civic Knowledge	Civic Skills	Civic Mindset
	<p>With the support of the classroom teacher, identify a civic issue (problem) in the community.</p> <p><i>For example, define and frame questions about events and the world in which we live, and use evidence to answer these questions.</i></p>	<p>Identify rights and responsibilities as a citizen of the community and the state.</p>

MS Essential Element: Conduct Research

Civic Knowledge	Civic Skills	Civic Mindset
<p data-bbox="69 263 581 508">Describe how the issue affects the daily lives and shapes the perspectives of similar and different stakeholder groups.</p> <p data-bbox="69 574 624 926"><i>For example, conducting interviews and administering surveys will help students understand the issue from different perspectives, including diverse cultural groups.</i></p>	<p data-bbox="681 263 1219 489">Analyze and evaluate news, media, social media and other sources of information for accuracy, bias, reliability, and credibility.</p>	

MS Essential Element: Develop Strategies and Solutions

Civic Knowledge	Civic Skills	Civic Mindset
	<p>With the support of the classroom teacher, identify or develop solution(s) in the form of a public policy.</p> <p><i>For example, recognize an argument and identify evidence that supports the argument; examine arguments that are related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective. Communicate in a civic context, showing the ability to express ideas, discuss, and persuade when presenting ideas.</i></p>	

MS Essential Element: Take Informed Action

Civic Knowledge	Civic Skills	Civic Mindset
	<p>With the support of the classroom teacher,</p> <ul style="list-style-type: none">● Develop an awareness of and/or engage in the political process.● Create a political action plan to enlist local or state authorities to adopt their proposed policy	<p>Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p>

MS Essential Element: Communicate

Civic Knowledge	Civic Skills	Civic Mindset
	<p>Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate. Demonstrate respect for the rights of others in discussions and debates; respectfully disagree with other viewpoints.</p>	

MS Essential Element: Reflection

Civic Knowledge	Civic Skills	Civic Mindset
		<p>Analyze the experience, reflecting on the process that was implemented, challenges faced, successes, and future civic actions.</p>

Next Steps - We Suggest:

1. Start conversations - with 12th grade PIG teachers, with MS teachers, with counseling, administrators
 - a. Understanding of school-based options for the Seal
 - b. Curriculum development/enhancement for the Diploma Seal options
 - i. Current and future
 - c. Tracking system to manage completion of requirements
 - d. Community partners?
2. Develop a timeline for your own school for implementation
 - a. Do you want to start with MS or HS?
 - b. Is your goal to offer the Capstone?

Follow up Questions from Part I Webinar

Do the capstone projects have to be monitored by SS teachers only?	We recommend that Social Studies teachers take the lead on Capstones. The School-based Seal Committee is responsible for the overall monitoring of student progress toward the Seal.
Examples of current pilot programs within the middle school level?	Not yet! We will be gathering samples from the pilot schools.
What steps can middle school and elementary teachers take to assist our 9-12 teachers?	Teach Social Studies!
Will specific guidelines and exemplars be shared with us with regards to what the 8/12th grade capstone project will look like?	We will be gathering samples from the pilot schools.
What amount of time are you thinking would probably be necessary for students to work on a project that would meet the criteria of a capstone project (Would it most likely require most / all of a semester) What is the time table for completion of a capstone project? (If this is flexible, would the be a minimum time expectation)	We'll know more after the pilot, but we anticipate that it will take a semester.
Would the AP Capstone courses meet the criteria	No. Civic Capstones need to be based on the Essential Elements and the Civic Readiness SKills, Experiences and Mindset.
In a middle school setting, would it be appropriate to add a "lab" period for students to work on the Capstone?	No. The MS Capstone project should be based in the NYSED Social Studies Curriculum Framework. A Capstone experience could also inspire many interdisciplinary connections.

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Thank you!!

Evaluation Survey Link

<https://forms.gle/gMVGxW4wZQNyycTZ6>