

ECEP School Application Sample #2
School of Excellence

Q1: Please provide the following school information:

Name XXXX

Address XXXX

Grade Levels 5-12

Number of Students Enrolled XXXX

Phone Number XXXX

Q2: Please provide the following information for the person submitting the application on behalf of the school:

Name XXXX

Title/Position XXXX

Phone Number XXXX

E-mail address XXXX

Q3: Please provide the following information for the Principal of the school:

Name XXXX

Phone Number XXXX

E-mail Address XXXX

Q4: Please provide the following information for a summer contact

Name XXXX

Title/Position XXXX

Phone Number XXXX

E-mail Address XXXX

Q5: Any other person(s) you would like to recognize in assisting with the application process (Optional)

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PAGE 3: Proven Practice #1: Classroom Instruction

Q6: Question #1: Explain the extent to which your school provides standards-based, student-centered and literary-rich instruction in civics, government, history, economics, geography, law and democracy. Cite specific evidence of how this instruction increases civic knowledge for your students.

Our school's Social Studies Department is dedicated to providing students with a rigorous, standards-based, and student centered approach in civics, government, history, economics, geography, law and democracy that uses primary sources and readings to foster critical thinking, analysis, and civic minded skills. We use a philosophy of constructivism in our classrooms, giving students the ability to work collaboratively with documents in order to use evidence to analyze historical events and contribute to the historiography of topics by writing in the discipline. Students receive 65 minutes of social studies instruction four days week in grades five through twelve. We also use Arizona's College and Career Ready Standards in all classes to foster the skills that our students need to not only meet 21st century challenges but to also instill in them virtues that are required of citizens in the United States such as community service, volunteering, and voting. Teachers at all levels require students to read and analyze primary sources in order to interpret events and enhance their understanding of history, government, and civics.

This level of instruction can be seen in the fifth grade through their study of American history from exploration through the American Revolution. Students focus on a third quarter presentation related to the 13 colonies where they engage in in-depth research on an aspect of society, such as religion, medicine, government, etc. and write a research paper as well as provide an oral presentation of their information. In the sixth grade, students study ancient civilizations utilizing the six characteristics of civilization, government, religion, economy/division of labor, resources, social classes, and culture, to analyze these civilizations. They explore government in depth and compare and contrast how different forms of government function. They also focus on the importance of the rule of law and how the rule of law has changed throughout world history. In seventh grade, students focus strongly on civics through the exploration of government and economics. They use role-playing and simulations to understand the democratic process as well as compare and contrast different forms of government and economic models throughout history. During this year, students will also learn about American foreign policy and how past foreign policy decisions have impacted current events. In eighth grade, students focus on the ideas of human rights on a global and national scale. They study issues related to the Universal Declaration of Human Rights, the Holocaust, the Civil Rights Movement, and culminate with a project that requires them to take a step toward fixing an issue in their own community. During this time they examine ideas related to not only US law, but international law as well, especially with how it relates to genocide. In the ninth grade students work towards understanding culture through anthropology and the study of Eastern culture. They research how religion, government, and culture develop within different societies as well as how geographic forces can impact the creation of culture. In tenth grade, students learn about different government systems created and used throughout Western Civilization. This includes the origin of democracy in ancient Greece, the origins of representative republics through ancient Rome, empires in ancient and modern civilizations, monarchies throughout the Middle Ages,

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absolute monarchies in England and France, and constitutional monarchies in England. Students also learn about the origins of Communism in Russia. Many debates and Socratic seminars are conducted throughout the year to analyze and discuss the advantages and disadvantages of each system with students creating their own opinions about each based on numerous primary and secondary sources. Throughout the 10th grade year of social studies, students also learn about the numerous social class systems throughout Western Civilization. During their first unit in 10th grade, the students conduct a case study as to whether or not someone could live on minimum wage in Phoenix, Arizona. Students strengthen their research skills by choosing a minimum wage job in Phoenix and researching their cost of living for a year including food, housing, and insurance costs. The students, during this project, learn more about the thousands of citizens who work these jobs in America and how they try to survive in their own city. Throughout the year, then, students make comparisons between modern America and other civilization social structures throughout Western Civilization to create their own opinions on how to help struggling citizens in society. In the eleventh grade students engage in an in-depth look at US history. They examine critical themes related to government, economics, law, and history analyzing how the history of the US influenced as well as shaped these areas. For example, after learning about the Progressive Era, students were challenged with identifying a current issue that they feel needs to be changed and then comparing how Progressive Era reform movement strategies could help their movement. They also engage with primary sources on a daily basis, using them to defend conclusions in whole group and small group discussions. The collaborative element and student focused learning is evident as students engaged in multiple group research projects, debates, and presentations throughout the year. In the twelfth grade, students examine government and economics both at the national and international level. Students engage in discussions on the purpose of government and what the ideal governments would be before looking at government through a comparative lens, researching the institutions, policy, public attitudes and stakeholders in various governments through the world. The rest of the civics course delves deep into the American government, where the students learn the justifications and reasoning behind the system of government in the United States. The students finish the course by researching the citizen's role in democracy and what makes an active and good participant. During the second semester, students focus on economics and all that it entails. Finally, the social studies department has implemented rubrics for writing across grade levels that match the Arizona standards for writing in social studies as well as provide our students with effective rubrics that will make them better writers.

Throughout the department, we have implemented geography units as this an area that we identified could use improvement. Teachers at all levels are using maps, charts, and graphs to teach the importance of geography and how it can impact society. We also pride ourselves on our collaborative environment. Students sit at tables with three or four other students in every class and work together in small group and whole group settings to tackle challenging information. As we are student centered, we ensure that the voices of the students are heard and we foster their ability to present in public and work together to complete projects and assignments. The students at our school are presented with a rigorous, civics based social studies education every year that allows them to develop critical thinking

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and analytical skills as well as work towards exceeding the Arizona College and Career Readiness Standards.

Q7: Question #2: List frequency of this instruction within the social science subjects in question #1 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Daily

Q8: Question #3: Explain the extent to which your school addresses civic learning concepts in non-social science subjects.

Our school addresses civic concepts in a multitude of classes. In the fifth grade Life Skills class students engage in the Biztown simulation where they learn about the economics of business. During this class in the sixth grade, students engage in a mall setting where they plan, advertise, and staff a business for other students. They learn about a multitude of economic policies from budgeting money, advertising, and even pricing to earn profits. In math classes throughout grade levels, teachers use economics to bring math to the real world in terms of budgeting and currency. In Spanish, students complete their twelfth grade presentation in Spanish, which is a presentation related to a community issue that they have identified with a solution that they have implemented. In English classes throughout all years, students engage in the analysis of age appropriate texts and engage in student led discussion and seminars related to questions that they devise. Specifically in the eleventh grade, students engage in Socratic circles after reading texts throughout the year, engaging in dialogue that fosters collaboration and respect, two important, fundamental aspects of civic education.

Q9: Question #4: List frequency of this instruction within non-social science subject areas in question #3 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Weekly

Q10: Question #5: List the number and grade level of students impacted by this practice.

Grades 5-12, All Students

PAGE 4: Proven Practice #2: Discussion of Current Events and Controversial Issues

Q11: Question #1: Explain how discussions of current local, national and international issues and events important to your students are incorporated into courses at your school. Cite specific evidence of how these discussions increase civic knowledge for your students.

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The discussion of current events and issues are imperative to the study of history and teachers incorporate this study at all grade levels. As teachers, we encourage our students to bring topics into the classroom that they are interested in and passionate about. This allows students to be involved in their learning as well as provides students and teachers with the ability to connect the study of history to what is happening in the world today. In sixth grade social studies, students complete weekly current event projects where they identify, summarize, and discuss events that are affecting their world. In seventh grade, they bring in outside sources to connect modern issues to historical events that they are studying in every unit. In the eighth grade, their culminating project requires students to identify a current issue and attempt to solve it using what they have learned throughout the year. In ninth grade, students engage in debates related to current political events in the Middle East, culminating in a discussion on the Israeli/Palestinian peace summit where students use knowledge of an assigned country to debate their current position about this issue. In tenth grade, students are required to discuss how the topic of every paper that they write connects to today using specific examples of current issues. In the eleventh grade, students complete multiple research projects that connect the topic that is being discussed with current events or complete papers researching similar events. For example, students write a research paper on a current revolution and the US response in the world while examining the American Revolution. Finally, in twelfth grade, students study the US government, economics, and world governments, bringing in current topics and relating their learning to their lives such as their study of economics and how their daily decision impact economics. By allowing students the freedom to bring in current events as well as planning their use in our units, we are showing students why civic skills are necessary and important for their lives. As we are dedicated to preparing our students for becoming informed and active citizens, the use of current events is imperative for student learning.

As a whole, the social studies department will also incorporate major current events throughout the whole grade level curriculum. For example, we all taught age appropriate lessons for the ten year remembrance day of September 11 to mark this important date. We will also incorporate the election cycle into our curriculum by giving students the ability to get involved in kids voting.

Q12: Question #2: List the name and grade levels of the courses participating in this practice.

5th Grade Social Studies

6th Grade Social Studies

7th Grade Social Studies

8th Grade Social Studies

9th Grade History

10th Grade Western Civilization

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11th Grade US History AP and Standard College Prep

12 Grade Economics

12th Grade Government

Q13: Question #3: List the frequency of this practice (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Weekly

Q14: Question #4: List the number and grade levels of students impacted by this practice.

5th-12th grade, all students

PAGE 5: Proven Practice #3: Service-Learning

Q15: Question #1: List and briefly describe the academic objective(s) and correlated community service project activities for each Service-Learning component.

Service Learning is a key component of our 8th, 11th, and 12th grade curriculums. In the eighth grade, students complete a take action project as the culmination of their year for social studies. During this project, students select a current human rights issue and utilize their knowledge of human rights and social movements to design an appropriate solution for that issue before implementing a meaningful step towards their solution. For example, students collected one thousand butterflies to increase the awareness of bullying by creating a display and sharing their results with the community. Students also complete a volunteer project in their 8th grade Life Skills class where they design and implement a volunteer project for their community. Students completed projects from building chicken coops for local homeless shelters to provide food and work for individuals staying there to tutoring underprivileged youth at inner city schools. In the 11th grade students completed a project in which they attempted to implement a change regarding an issue that they identified in their community. Students started by researching the Progressive Era and then focused on an issue that they felt was a problem in modern society. After writing a paper discussing the methods of the Progressive Era and how their ideals could be applied to a modern movement, students were challenged to implement their change. Students created twitter accounts to raise awareness of underage drinking, created presentations that they are scheduled to give at conferences and for younger children, and even put together a review of songs to form an anti-bullying arts project that they pitched to their theater teacher. In the 12th grade, students complete a capstone project in which they work together to identify an issue facing their community, research the issue, create a solution, and then implement their solution. This is a yearlong process in which students build relationships with local organizations and

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work with their community to improve their issue. Students this year created a community garden for a local YMCA, developed a dance curriculum for students in a homeless shelter, and put on Autism awareness seminars with local organizations. This project is the epitome of service learning and is the culmination of student's years at our school as they take everything that they have learned and apply to an issue facing their community.

We also have a few clubs that are involved in service learning. Key Club, Community Service groups, the Knitting Club, and NHS provide service throughout our community and provide reflection opportunities and all of our students a chance to connect service with the community. For example, the knitting club recently put together a public art piece around a light pole in our lunch area with statistics related to the homeless population in Phoenix. This opened dialogue between students as they discussed the art piece with each other and were challenged by the members of knitting club to bring this up in their classes and engage in further research and reflection.

Q16: Question #2: Provide a brief description of the reflection activities that link the academic objectives and community service activities for each of the Service-Learning components you listed for Question #1.

In the 8th grade their reflections involve a portion in their final paper where they create connections and discuss their reflection as well as a presentation that discusses these same topics in both Life Skills and Social Studies. In the 11th grade the students must complete a written reflection after the implementation of their change that discusses their reactions to the assignment and their attempted change. In the 12th grade, students must complete a written reflection as well as present this information. In regards to club work, teachers provide their students with written reflections as well as discussions in order to give students a chance to reflect on the process as a whole.

Q17: Question #3: List the teacher or facilitator for each Service-Learning component and their grade level(s)/course(s).

8th Grade Social Studies

11th Grade US History/ Key Club

12th Grade English

12th Grade Government/ Economics

11th Grade Physics

8th Grade Life Skills

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Q18: Question #4: List the percentage (%) of classroom teachers in the school participating in this practice.

12%

Q19: Question #5: List the number of students in the school impacted by this practice.

350

PAGE 6: Proven Practice #4: Extracurricular Activities

Q20: Question #1: List all extracurricular program names at your school with brief description and include frequency of activities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.).

Mock Trial - students compete at both a regional and state level in a simulated trial acting as both the lawyers and witnesses for a case. Students are taught by practicing attorneys in collaboration with their teachers. This provides students with a deeper understanding of the legal system and the logic skills necessary to succeed in the legal field. The mock trial team meets twice a week.

We the People - a competition in which students apply the principles of the Constitution to diverse and rigorous questions. Students work collaboratively in order to produce a four minute presentation on their questions and answer probing questions from a panel of community volunteers. This is a year round activity.

Community service groups – These groups give the students and opportunity to become involved in the community through events such as book drives and volunteering at the food bank. Students meet once a week.

MSA - Middle School Assembly is an opportunity for 5th and 6th graders and 7th and 8th graders to get involved in their community and school. Both groups raise and donate money to local charities, work on cleaning the school grounds, and engage in volunteer opportunities throughout the year. These groups also hold elections for officers and are representatives of their grades. MSA meets once a week and plans two socials for their grade levels a year.

National Honors Society - NHS is a national organization that recognizes outstanding students who have demonstrated excellence in service, leadership, and character. Students are required to be actively involved in school events and community service projects. Our chapter cleans a mile of a roadway by our campus twice a year and raises money for Free Arts Arizona through a fashion show fundraiser. NHS meets weekly and plans multiple events throughout the year.

Ambassadors - Ambassadors are representatives of our school both on and off campus. They give guided tours for prospective students and stakeholders. They also represent and uphold the values of our

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school at functions such as the enHance Park celebration for Margaret T. Hance Park's remodel. Students must apply and interview for their position as ambassador as well as receive recommendations from two of their current teachers. Ambassadors meet as needed, which can be a few times a week.

Model United Nations – Model UN is a nationally recognized club that competes in statewide competitions as representatives of assigned countries in a model United Nations. Model UN meets twice a week.

Speech & Debate – Speech & Debate is a nationally recognized club that prepares students for competitions at multiple levels. This group meets once a week.

Student Council – Student Council represents the student body that work with administration regarding issues concerning the school and student body. They elect officers who then spearhead issues brought up by the student body in order to work with administration to come up with solutions to issues. Student Council meets weekly.

Student Government - The mission of student government is to design and execute events to promote the community of the school. The events that Student government handles are socials, assemblies, fundraisers, and community service opportunities. Student Government meets weekly.

Key Club – Key Club is a nationally recognized volunteering club that meets weekly to plan and implement community service opportunities for its members.

Mu Alpha Theta – Mu Alpha Theta is a nationally recognized honors organization for Mathematics. Students in MAT provide tutoring for students of all grades twice a week while officers meet twice a month.

Lego Robotics – Lego Robotics is a nationally recognized club that meets twice a week and provides students with an opportunity to compete in regional, state, and national competitions after designing and programming robots made of Legos.

STEM Club – Our newest club provides students with an opportunity to use science, technology, engineering and math to compete in a competition related to the construction of a Rube Goldberg device. This club meets once a week.

Kids Voting Arizona – Kids voting provides students an opportunity to engage in the electoral process and get a sense of what voting is like for when they turn eighteen.

The following clubs were created by students. Our school encourages students to create clubs to meet their passions and most faculty members are happy to advise these clubs.

Feminist Alliance – The Feminist Alliance is a club that deals with gender issues. They meet once a week and spearheaded a collection of feminine products and underwear for homeless youth in Phoenix.

Listening Club – Listening Club meets once a week and provides students with an opportunity to share their favorite music. Participants listen to and discuss an album every week.

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Basketball Club –Basketball Club became a weekly opportunity for all students to play organized sports.

Games Club – Games Club meets once a week and provides students with the opportunity to play games (board, card, etc.) and make friends.

Knitting Club – Knitting Club meets weekly and spearheads art and service projects throughout the community. From designing a quilt for an art installation that was then donated to the homeless to knitting socks and scarves for underprivileged members of society, Knitting Club attempts to changes its community for the better.

Q21: Question #2: List the number of students participating in each program listed in Question #1.

Mock Trial: 20

Ambassadors: 50

Model United Nations: 20

Key Club: 25

Speech & Debate: 20

Middle School Assembly 7/8: 15

Middle School Assembly 5/6: 25

Student Council: 30

Student Government: 30

National Honor Society: 25

Community Service Groups: 30

Mu Alpha Theta: 15

Lego Robotics: 40

STEAM Club: 30

We the People: 814

Kids Voting Arizona: 814

Student Created:

Feminist Alliance: 25

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Listening Club: 15

Basketball Club: 20

Games Club: 30

Knitting Club: 30

PAGE 7: Proven Practice #5: Student Participation in School Governance

Q22: Question #1: List school governance opportunities/positions with brief descriptions of how students participate in the management of their own classrooms and school. *Be sure to note any specific governance opportunities that are systemic and/or student-initiated.

One of the most important aspects of civics engagement is getting students involved in their school. In order to accomplish this, we have a variety of opportunities for student leadership in the classroom, in clubs, and in our community. Every club elects officers and provides every student with a chance to run for office. The following are specific examples of this process, but for clubs not listed, we use democratic elections, as each group must have officers to be created.

A student at our school, who is a member of Inspire Arizona, registered every senior in the 2013-2014 class to vote in the next election as well as obtained pledges from the sophomore class to do the same. This student's work is truly indicative of not only governance opportunities at our school, but our dedication to civic engagement as this was created and completed by one student who represents the ideals of civic engagement.

In the 5th and 6th grade, students can join Middle School Assembly, which is the club that represents the 5th and 6th graders and their interests. Anyone can join MSA, but in order to be elected to office, students must manage and run a campaign that the entire 5th and 6th grade student body then vote on. If you enter the halls of the 5-6 areas of campus during this time, you will see campaign signs for the various candidates and then you would be able to watch their speeches before casting a vote for the candidate that you prefer.

In the 7th and 8th grades, MSA serves many of the same functions, but for their respective grade levels. Students who are interested in holding office run a campaign and give a speech on their qualifications to the club before every member of the club votes for each office. MSA in the 7th and 8th grades has two co-consuls, similar to ancient Rome so that each grade has one individual in a position of power. The Consuls run the meetings with the teachers acting as facilitators.

Student Council is a club for students in the 7th through 12th grades. Interested students must apply for membership in the club after obtaining letters of recommendations from teachers who will vouch for their leadership abilities. Student Council represents the student body that work with administration regarding issues concerning the school and student body. They elect officers who then spearhead issues

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brought up by the student body in order to work with administration to come up with solutions to issues. Student Council has recently been meeting with administrators on a weekly basis to work on policy proposals for the student body.

Student Government is a club for 9th - 12th graders. The mission of student government is to design and execute events to promote the community of the school. The events that Student government handles are socials, assemblies, fundraisers, and community service opportunities. Interested students apply for acceptance in the club and elections for officers are held yearly.

Ambassadors is a club for 8th-12th graders. The goal of Ambassadors is to be the face of our school. These students conduct tours of the campus to prospective students, the media, and additional stakeholders. They also represent the school at various functions throughout the year such as fundraisers, concerts, and banquets. Interested students must apply for the position and obtain signatures from teachers who will vouch for their qualifications.

Governance also happens on a daily basis in the classroom. In eleventh grade US history students identify the norms for discussions, elect leaders to run class discussions, and have opportunities to lead their small group on a daily basis. As we are a student-centered school, these same techniques apply across grade levels and disciplines. Students are also involved in the creation of rules, have opportunities to perform different functions during group work, and can be peer mentors and tutors. Our eighth grade students mentor our fifth grade students, our junior class acts as mentors for our tenth grade class, our seniors plan, fundraise, and execute a junior picnic, and our juniors plan, fundraise, and execute the senior farewell. In all of these cases students plan and lead all aspects of the events as the teachers are just facilitators. Finally, in our twelfth grade science and eleventh grade history class, students must plan and teach lessons covering specific content. During this time, they are the teachers and are expected to lead their classmates to understand the assigned information.

Q23: Question #2: List frequency of school governance opportunities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) for your students.

Daily/ weekly

Q24: Question #3: List the number and grade levels of students at your school participating in each governance opportunity.

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5th - 12th, all students have an opportunity for governance

PAGE 8: Proven Practice #6: Simulations of Democratic Processes

Q25: Question #1: List the opportunities that exist at your school for students to participate in simulations of democratic processes and procedures. Cite specific evidence.

At our school, we feel that simulations are an incredible way to engage students in learning about civics. We pride ourselves on providing students with numerous opportunities to enhance their understanding of history, civics, government, economics, and law through engaging simulations that help their critical understanding.

Every two years, students from grades 5-12 participate in Kids Voting. Each student learns about the candidates and issues in the current political race and chooses for themselves the issues that relate to them the most. Students discuss and debate the candidates in class and vote either on the internet or through paper ballot.

In the fifth grade students engage in a "Discovery" simulation where they break up into groups and simulate the colonization of the US. They must work together to choose where they create their colony, reach it by boat, deal with trade, setup governments, and deal with real situations that colonists faced when they landed. This simulation provides students with an opportunity to step into the shoes of early Americans and supremely enhance their understanding of this time period.

In the sixth grade, students participate in a mock assembly to experience the process of direct democracy and throughout the year they participate in other mock governmental systems, including republics, dictatorships, and monarchies; comparing and contrasting the government systems as they go along. Students also participate in the mummification of a Cornish game hen, learning the scientific process beyond the ritual as well as the historical precedent for the Egyptian process. This simulation is finished by interning the mummies (in the garbage) and showing their understanding of the funerary right of the Egyptians.

Students in seventh grade participate in simulations regarding how bills become laws. They work in committees to get bills to the whole House or Senate before starting the process in the opposite chamber. They also participate in an Electoral College simulation, mock trials, and various other simulations, such as how taxation without representation angered colonists enough to start a revolution.

In the eighth grade students do an apartheid simulation based on the "Choices Program" in which they develop a solution to apartheid after the Sharpeville massacre. They have three options to choose from and must come up with a solution to how they will respond to issues in South Africa.

In the ninth grade, students engage in a Peace Summit where they become representatives of a specific country in order to broker a peace agreement regarding the Israeli-Palestinian conflict. Students spend

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weeks researching their countries so that they can provide an accurate portrayal of that country and how they would argue this complex topic.

In the tenth grade students engage in simulations from the “Choices Program” related to revolutions (French and Russian).

In the eleventh grade, students engage in simulations related to governance, as they take on the role of presidential advisors in key moments in US history. For example, when studying the Vietnam War, students must take on the role of advisor to LBJ and argue either for or against escalating the war. Students also engage in mock trials, such as putting the atomic bomb on trial. Finally, students engage in the “Choices Program” related to the American Revolution, the Cold War, and Vietnam.

Students in the twelfth grade civics class participate in an in depth and rigorous month long project in order to simulate the election of a president. In this project the students are placed into four different groups and given specific roles and responsibilities related to campaigns. Each group independently researched the platforms of their political parties and develops a media strategy, a debate, a stump speech and political advertisements. This simulation allows students to get a deep knowledge of party politics and participate in the complicated running of a political campaign. Students also engage in economic simulations as well as using the “Choices Program” to simulate decisions made on foreign policy related to Iran.

Q26: Question #2: List the frequency of simulations of democratic processes and procedures (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) at your school.

daily, weekly, monthly

Q27: Question #3: List the number and grade levels of students participating in each simulation.

5-12, all students

PAGE 9: Professional Development

Q28: Question #1: List school-sponsored (e.g., webinars, paid conference registrations, substitute coverage, travel expenses, etc.) civic-related professional development opportunities your faculty attended from August, 2013-April, 2014, that addressed any of the six proven practices in civic learning. Please provide the following information for each professional development opportunity: Title, Date, Organization, Number of Faculty Attended, Number of hours per person

AZ Council for the Social Studies Fall Conference, Nov. 2 2013, AZ Council for the Social Studies, 8, 8

Civic Learning Conference, Apr. 25, 2014 Arizona Department of Education, 1, 8