

EDUCATING FOR
**AMERICAN
★ DEMOCRACY**

STAKEHOLDER BRIEF FOR PRESERVICE LEADERS

This brief is meant for leaders of schools and colleges of education or other institutions that prepare prospective history and civics teachers. If you work for or represent such an institution, this brief is meant to solicit your advocacy and your commitment to preparing your students to teach an integrated version of history and civics, as proposed in the *EAD Roadmap*, in a way that reflects the instructional approaches framed in its *Pedagogy Companion*.

WHAT THE EAD ROADMAP OFFERS

The EAD Roadmap represents an ideologically diverse and multi-disciplinary consensus about *what* to teach in history and civics (from K–12) and *how* to teach it: content and pedagogy.

It is not a curriculum, a standards document, a textbook, or a collection of materials, but it is expected to influence all of those over time. It should be useful to you as you consider what preservice teachers of civics and history need to learn.

YOUR INSTITUTION'S POLICIES

The EAD Roadmap's Pedagogy Companion describes six Pedagogical Principles that are consistent with research on education in general and specifically tailored to the social studies classroom. Preservice teachers must learn these Principles.

Teachers of American history and civics also need content knowledge. These are vast fields, and it's important to identify the most important content for future teachers to learn. *The EAD Roadmap* can help identify high-priority content for courses at your institution.

As you consider your own institution's policies, you may want to pose these questions for reflection:

ACTION CATEGORY

QUESTIONS AND CONSIDERATIONS FOR ADMINISTRATORS

Visioning

To what extent is the civic mission of education already incorporated in your existing mission statements, policies, and requirements?

What new initiatives will need to be developed and under what timeline?



VISIT
www.educatingforamericandemocracy.org
to download a copy of the Roadmap.

For more specific information about what you can do, click on "Take Action," and look for the stakeholder brief that best matches your role. For comments or questions, please contact us at EAD@iCivics.org.

ACTION CATEGORY

QUESTIONS AND CONSIDERATIONS FOR ADMINISTRATORS

Resourcing

How does staffing, funding, and support for preservice education for civic and history education compare to other disciplines in your school?

Curriculum

What relevant courses are provided? **Which** courses are required? **How** do the pedagogical principles and the inquiry-based approach fit in with the accreditation criteria your institution follows?

Assessment

To what extent do you assess preservice teachers' readiness to teach civics and American history? **What** would it take to assess the topics and pedagogical principles envisioned in the *EAD Roadmap*?

Partnerships

Can the social science and humanities departments of your institution help to prepare teachers of history *and* civics? **Do** they offer existing courses that help, or could they develop new ones? **Is** there potential for an integrated interdisciplinary course on history *and* civics (political science)?

How do you work with K–12 schools, districts, and state agencies on history and civic education? **Are** there opportunities for new partnerships involving preservice placements, in-service professional development, or research?

ADVOCACY

We the People

Your school or college is an important stakeholder and leader in the state or region, and you may be able to influence policies that affect students in K–12 schools. Here are some forms of advocacy to consider:

- ▶ **Lobbying** local or state leadership to support EAD-aligned coursework and programs, including preservice program course requirements that emphasize history and civics.
- ▶ **Requiring** civic education for all undergraduates, not just those destined for K–12 teaching.
- ▶ **Making** civic competence a requirement or advantage in admissions to your institution.
- ▶ **Encouraging** academic colleagues in other disciplines to become more involved in K–12 civic and history education, preservice teacher education in those disciplines, and/or professional development.

Above all else, we encourage you to instill in all of your students the idea that a fundamental purpose of schooling in the United States is to prepare students for their roles in our constitutional democracy. Therefore, your students—many of whom will become classroom teachers—must view themselves not just as future teachers, but as future civics teachers, be they planning to teach third grade, 7th grade English, 10th grade science, or 12th grade government.



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