

Pedagogy Companion Research Summary:

1. Excellence for All: Research from youth development and community schools show that holding high expectations for all students to achieve excellence and providing support bolsters student engagement and achievement. Evidence-based pedagogies that align with this principle include personalized instruction, use of inclusive instructional design such as University Design for Learning (UDL), and opportunities for student mastery of learning.

2. Growth Mindset and Capacity Building: Findings from research in Deeper Learning, science of learning, professional learning evaluations indicate that increasing knowledge of their own learning style through reflection and practice enhances competency among educators and students. Recent evaluations of teacher professional learning in civic education emphasizes the important of peer-support available in a cohort-style professional learning can bolster outcomes.

3. Building an EAD-Ready Classroom and School: Educators told us they need support from school leaders, caregiver and community members to engage in rigorous and often courageous inquiries of EAD. School climate and open classroom climate research backs up these insights from lived experience. Research suggests that how students and adults relate, and how leadership support is explicitly given for instructional practices are important levers of instructional shifts. In addition to supporting civic commitment, positive school climate also increases academic engagement and student wellness, which raises achievement.

4. Inquiry as the Primary Mode of Learning: In EAD Roadmap, we recommend situating inquiry at the core of all civic learning, with a wide range of strategies to support deep, multifaceted, and rigorous content-based inquiry. Researchers find that inquiry-driven active learning version of the AP Government is just as effective in achieving high level of student knowledge while inquiry-based learning strategies tend to increase students' civic efficacy especially among minority students. In addition to content knowledge, students gain discipline specific academic skills such as media literacy, historical thinking, and research and argumentation.

5. Practice of Constitutional Democracy and Student Agency: Research in cognitive, memory, and neuroscience makes it clear that knowledge must be used in ongoing application. Furthermore, that emotional engagement, which happens when learning activity is seen as relevant, is a key ingredient of long-term retention of knowledge and skills. A wide range of strategies can be used, such as planning and taking informed action to address real-world challenges through service-learning, deliberation and classroom-based decision-making to complete an inquiry and/or engage in civic life by using newly learned content and skills. Community partners are invaluable resources as co-educators in these efforts.

6. Assess, Reflect and Improve: In the EAD Pedagogy Guidance, instruction-embedded assessments are positioned as a way to teach the content, solidify student learning, increase educator and student engagement in shared goals of the instruction and continue to strive toward our commitment for "excellence for all." In that sense, this principle is a way for educators to engage in a continuous improvement process. Good embedded assessments share common features, including transparency, relevance to students and the curriculum, student voice and opportunities for reflection and revision, and strong support and training for educators using the assessments.

1. Excellence for All:

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2. Growth Mindset and Capacity Building:

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