

# Civics Task Force

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Session 1  
October 6, 2022

**RHODE  
ISLAND**

# Session Objectives

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- Participants will understand the purpose of the task force.
- Participants will develop a working definition of Civic Readiness.
- Participants will understand their role as part of the task force.

# Who are your Facilitators?

- Region 2 Comprehensive Center (R2CC) Staff
  - Kevin Perks
  - Amaal Awadalla
- RIDE Staff
  - Lisa Odom Villella, Deputy Commissioner for Instructional Programs
  - Sandra Lopes, Chief Equity & Diversity Officer
  - Steve Osborn, State Strategy and Student Opportunity Officer
  - Geralyn Ducady, Education Specialist, Humanities and Social Studies
  - Maureen Dizon, Associate Chief of Staff
  - Carolyn Fagan, Fellow

# A Penny for Your Thoughts

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- You should have received a penny.
- When the music starts you will move and when it stops introduce yourself to the person nearest to you. (name and role/organization)
- Then, share something significant or interesting about yourself on the year the penny was minted.

# Purpose of the Task Force

## Task force members will develop and make recommendations on:

- The definition of civic readiness
- The Civic Literacy Act in practice: Implementation of a student-led civics project
- The Civic Literacy Act in practice: Strengthening civics within social studies instruction
- Methods and resources for students to engage in discussion and debate
- Hands-on instruction on voter registration
- LEA Recognition of Civic Readiness in Middle School
- LEA Recognition of Civic Readiness in High School

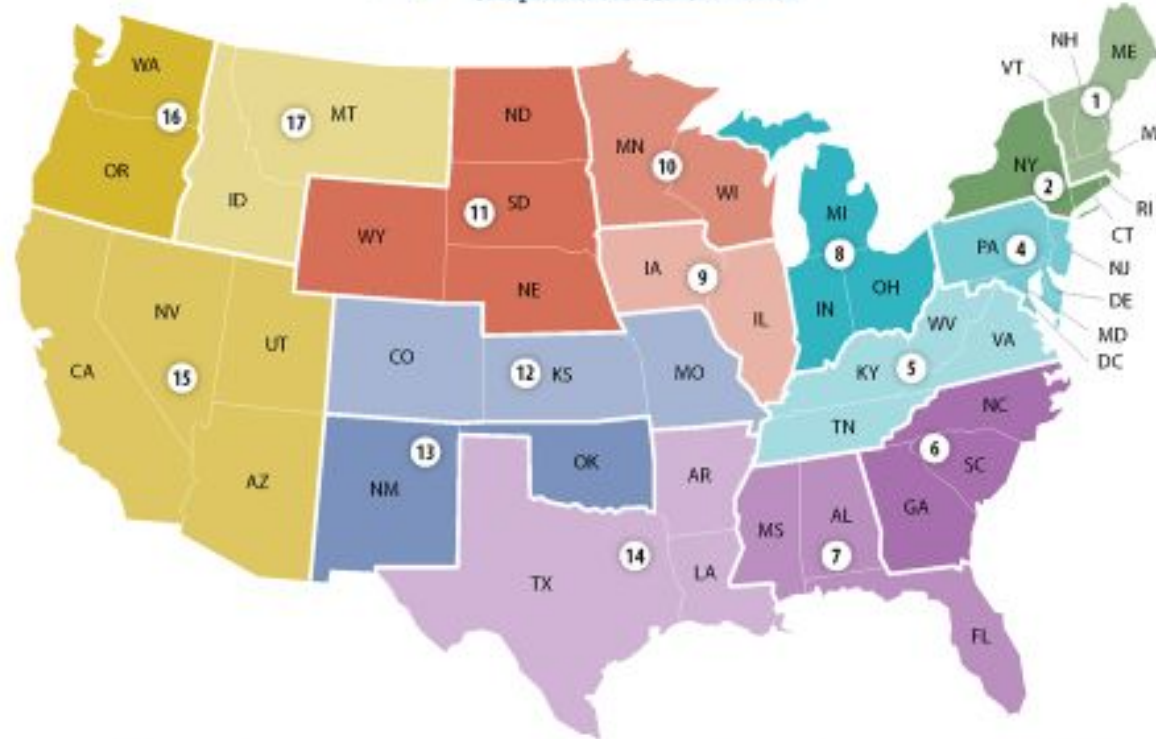
Rhode Island Civic Readiness Task Force Charge Checklist

<i>Task force members will develop and make recommendations on:</i>	<i>Task force members will use the following guiding questions to help generate recommendations:</i>
<input type="checkbox"/> The definition of civic readiness	<ul style="list-style-type: none"> <li>● What is civic readiness?</li> <li>● What knowledge, skills, experiences, and mindsets define a civic-ready student?</li> </ul>
<input type="checkbox"/> The Civic Literacy Act in practice: Implementation of a student-led civics project	<ul style="list-style-type: none"> <li>● What are characteristics of a high-quality student-led civics project?</li> <li>● What does a student-led civics project look like in middle school?</li> <li>● What does a student-led civics project look like in high school?</li> </ul>
<input type="checkbox"/> The Civic Literacy Act in practice: Strengthening civics within social studies instruction	<ul style="list-style-type: none"> <li>● How can/should LEAs strengthen civics within their social studies instruction?</li> </ul>
<input type="checkbox"/> Methods and resources for students to engage in discussion and debate	<ul style="list-style-type: none"> <li>● What methods and resources can LEAs use for students to engage in discussion and debate?</li> </ul>
<input type="checkbox"/> Hands-on instruction on voter registration	<ul style="list-style-type: none"> <li>● What methods and resources can LEAs use to engage in hands-on instruction on voter registration?</li> </ul>
<input type="checkbox"/> LEA Recognition of Civic Readiness in Middle School	<ul style="list-style-type: none"> <li>● How might LEAs select middle school students for recognition of civic readiness?</li> <li>● What are criteria for middle school students to be considered for recognition?</li> </ul>
<input type="checkbox"/> LEA Recognition of Civic Readiness in High School	<ul style="list-style-type: none"> <li>● How might LEAs select high school students for recognition of civic readiness?</li> <li>● What are criteria for high school students to be considered for recognition?</li> </ul>

# Roles and Responsibilities

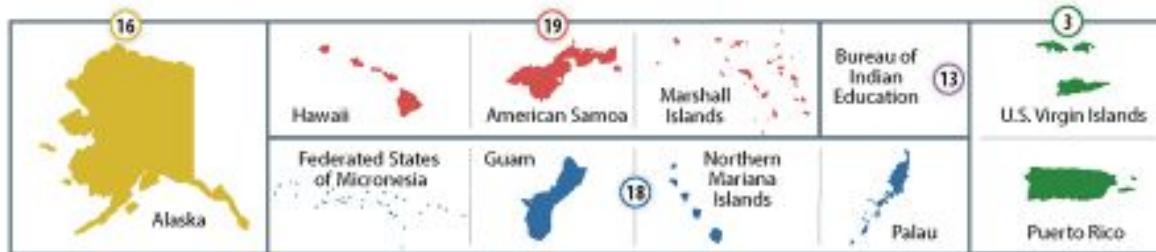
- Task Force Members
  - Leverage your experience as collaborators and partners
  - Generate recommendations to the Commissioner
- RIDE
  - Manage logistics of sessions
  - Communication/outreach regarding task force
  - Facilitation support
  - Synthesize recommendations coming from task force
  - Present task force recommendations to the Commissioner
- R2CC
  - Facilitate sessions
  - Co-planning with RIDE staff

19 Regional Centers



1 National Center

**Region 2**  
Connecticut  
New York  
Rhode Island



## What We Do

Regional Comprehensive Centers provide capacity building technical assistance and other support to the states in their region to identify, implement, and sustain effective evidence-based practices that support improved educator and student outcomes.

# Establish Group Agreements

- Effective teams generally have a set of agreements that governs individual behavior, facilitates the work of the team, and enables the team to accomplish its task.
- Process to develop group agreements:
  - Independently reflect on and record behaviors you consider ideal behaviors for a group. Write one idea on each sticky note.
  - In small groups discuss the behaviors and narrow down the list to the top 3 behaviors.
  - Whole group share out.



# Four Agreements for Courageous Conversations

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- Stay Engaged
- Be willing to embrace Discomfort
- Speak Your Truth
- Expect and accept non-closure

Glenn E. Singleton & Curtis Linton



# Developing Group Definition

## What do we mean when we say Civic-Readiness?

- Independently begin to write a definition based on the notes you captured and try to incorporate these words.
- In small groups share your individual definitions and begin to develop a group definition
  - Consider key knowledge, skills, mindsets, and experiences students would need to be civic-ready
  - Definition should be no more than 25 words.
  - Write your group definition on a poster paper.
  - Post paper on the wall
- Walk around and read definitions and mark with post-its what you notice are common themes.
- Revise your group definitions
- Combine your definitions to make one.