DEMOCRATIC ENGAGEMENT IN PROFESSIONAL PRACTICE:
HOW PERCEIVED EDUCATOR ENGAGEMENT AFFECTS STUDENT LEARNING

by

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ABSTRACT

Length of time teaching shapes educators' competence with intentional

integration of democratic engagement in the classroom. This study finding stems from a

pivotal understanding of civic engagement refocused and defined as *democratic

engagement* by Saltmarsh and Hartley (2011). The authors determine that democratic

engagement as an ideal includes far more than the civic participation element of voting.

These authors suggest that for a representative democracy to thrive, communities and

civic institutions must partner to create civic agency among not just the individual, but

collective, social, and government entities. In this study, educators in a small to medium

sized K-6 district are surveyed to identify differing levels of democratic engagement

among demographic indicators as identified by Saltmarsh and Hartley (2011).

Democratic engagement constructs of community engagement, political voice, civic

participation and political knowledge combine to create a Civic Index Scale measure.

This measure describes a sample population of highly democratic engaged versus

disengaged participants. Identified educators with the most engaged, somewhat engaged,

and disengaged civic scores were interviewed for attitudes, beliefs, and professional

practice in relation to democratic engagement. A series of two interviews per educator

yielded unexpected results. The study found that democratic disengagement does not

equate to disengagement in the classroom, poor teaching, or lack of effort to promote

citizenship as developmentally appropriate. A disengaged educator in the study was

professionally fulfilled, and successfully created classroom community. A medium-

engaged educator identified in the interview process exhibited highly effective teaching

practice as a seasoned professional with lower levels of job satisfaction and difficulty in classroom management. The highly engaged educator in the qualitative analysis exhibited not only effective teaching practice, but also intentional relationship building, and highly effective classroom management. Hierarchical Regression analysis indicated that time teaching, age, race, and gender were significant in the model and that time teaching persisted as a key factor contributing to variance in the model.

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CHAPTER I: INTRODUCTION

Civic participation among youth in the United States is in crisis. Syvertsen,

Wray-Lake Flanagan, Osgood, and Briddell (2011) studied thirty-year trends of student

participation in civic life. Their work showed that high school graduates are becoming

less trusting of government and government processes. Rubin, Hayes, and Benson

(2009) determined that this distrust was exacerbated among American disenfranchised

youth in a small qualitative study of this population:

> Students expressed a very low level of trust in both the institutions in their lives
> and the people around them. In the participating class, 0% of the students
> surveyed said they always trusted the national government, the local government,
> Congress, the schools, and people in this country, and 64% said they never trusted
> people in this country. Only 15% said they always trusted the police, and 83%
> disagreed or strongly disagreed that police in the community treated people fairly
> (p. 213).

A lack of trust of government processes and institutions is only one of many

alarming trends. In a National Association of Educational Progress (NAEP) study of

civic education in American schools, only 24% of high school seniors scored proficient

or above in civic knowledge (NAEP, 2010). While fourth grade students improved in the

2010 civic assessment, eighth and 12th grade student civic achievement stagnated.

Disengagement and disinterest in civic life among extends beyond student

knowledge of civic processes. Lopez et al. (2006) reported that at the time of their study,

58% of students were unable to describe two forms of civic participation or activity

completed in 2006. Rubin et al. (2009) suggests that a disjuncture exists, particularly for

minority and urban populations. For students living in violent neighborhoods, there is a

stark dissonance between "the civic ideals of the United States and students' daily lives" (Rubin et al., 2009, p. 215).

Passivity and distrust in democratic processes has infiltrated every aspect of civic life. Mathews (2012) warns of the dangerous trend toward a "sideline citizenry" of "incivility and hyperpolarization" in the United States (p. 1). According to Matthews (2012), fringe dialogue has hijacked national conversations regarding civic issues among the media and political party factions. A sideline mentality of helplessness, silence and passivity has replaced constructive, deliberative dialogue.

Montas (2017) suggested that quality civics education has been obfuscated in the current civics curriculum. Indeed, where the concept of liberal democracy requires participation, deliberative dialogue driven by free speech, diversity, and tolerance to drive policy for meaningful change - students and educators lack understanding of the concept as understood by our founding fathers guided by such works as Locke's (1690) *Second Treatise on Government*, Rousseau's (1763) *Social Contract*, and Smith's (1776) *Wealth of Nations. T*hese political theorists understood the delicate balance between the individual and collective to sustain a healthy republic, robust economy, and personal property. Why does this crisis in civic learning and participation matter? For democracy to survive it requires a citizenry committed to civic participation, civic knowledge, and civic dialogue. Liberal democracy as conceived by the Founding Fathers is impossible among indifferent, passive masses. Indeed, de Tocqueville (1835/2012) observed such tendencies to disengage in volume two of *Democracy in America*:

> Thus, then, a democratic people are grave because their social and political condition constantly leads them to engage in serious occupations, and they act inconsiderately because they give little time and attention to each of these

occupations. The habit of inattention must be considered as the greatest defect of the democratic character. (p. 1086)

An understanding and appreciation of the philosophical framework underlying the American democratic system creates a broader understanding of the role of civic education in sustaining democracy. Early advocates of democratic government in the United States wrestled with how to preserve individual freedom while promoting the greater good of the community. Rousseau (1762/1968) argued that democracy must endure in order to preserve individual freedom from the tyranny of the masses. In *The Social Contract* (1762/1968), Rousseau lamented the loss of individual freedoms that came with the human disposition for organized society. His grudging admission that man is a "social creature" is a warning to individuals that while the creation of political entities can do great good, humans collectively also have the capacity for even greater harm. Rousseau believed that individual freedoms must be preserved at all costs. This preservation of individual freedom thusbecome the civic duty of members of a collective entity:

> To renounce freedom is to renounce one's humanity, one's rights as a man, and equally one's duties. There is no possible quid pro quo for one who renounces everything; indeed, such renunciation is contrary to man's very nature, for if you take away all freedom of the will, you strip a man's actions of all moral significance. (Rousseau, 1762/1968, p. 55)

Rousseau's musings on the preservation of freedom and the formation of government led the founders to create a democratic state in the form of a republic. In Federalist Paper #10, James Madison proposed a republic in lieu of a pure democratic state in order to preserve individual liberty in tandem with collective interests. By

replacing true democracy with representative democracy, the founders intended reduce the possibility faction might confound the general will of the whole of the United States.

John Stuart Mill (1859/2012) explained the vital characteristics of ahealthy, functioning democracy as one where voices are not suppressed, and precautions are taken to avoid an abuse of a majority power. His discussion on the importance of tolerance and free speech earmarks a critical practice in democracy. For Mill, a working representative government is limited over the individual and accountable to thecommunity. In *The Public and Its Problems,* progressive educator John Dewey (1927/2004) aspired to achieve a transition from a *Great Society* to a *Great Community* where citizens are developed and trained with equitable access to knowledge to become an "organized, articulate public…" (Dewey, 1927/2004, p. 405).

To sustain this republic committed to the preservation of individual liberty, individuals must take on civic responsibility. The education system presents a unique opportunity to address this mandate. It is through education that the principles of democracy are encountered and absorbed. Educators model these directives for future generations.

First Lady Eleanor Roosevelt (1930) reminded the educational community that its singular focus should be on producing an able and noble citizenry committed to sustaining the ideals of democracy. Civil rights leader Martin Luther King, Jr. (1947) clarified this sentiment when he further observed, "To save a man from the morass of propaganda, in my opinion, is one of the chief aims of education" (King, 1947, p. 10). Providing youth with the tools to think critically is a daunting task for 21st century educators in a global society.

Achieving this end requires educators who are also committed to the principles of democracy in theory and personal practice. Indeed, a plethora of research confirms the pivotal role of the educator in the classroom for encouraging civic advocacy in students (Cadwaller-Stolte, Isenbarger, & Cohen, 2014; Chin & Barber, 2010; Douglas, Fry, & Dussault, 2006; Lin, 2013; McCoy, 1997; Serriere, 2014; Wilhelm & Housley, 2015; Youniss, McLellan, & Yates, 1997; Zlotkowsky, 2001).

The ongoing effort to sustain democratic principles in practice is the focus of this study. Specifically, how does an educator's perceived level of civic knowledge, political activism, and self-reported patterns of community engagement manifest in classroom pedagogy? When instructors are divided into self-evaluated hierarchies according to their degree of civic engagement, what pedagogical practices will be more prominent amongst those who are more civically engaged? Further, what patterns emerge among educators regarding their beliefs about a student's capacity to learn and the educator's personal job satisfaction? And finally, do educators who perceive themselves to be highly engaged, inspire democratic ideals among the students they serve? Saltmarsh (2010) describes anideal pedagogical practice that propels the preservation and evolution of democratic ideals:

Saltmarsh's (2010) pedagogy relocates students and community partners as co-producers of knowledge, valuing the knowledge and experience they contribute to the educational process. It advocates sharing authority for knowledge generation and pedagogy, allowing students, teachers, and community partners to experiment with a public culture of democracy as part of the work of higher education (Saltmarsh, 2010).

To address this line of inquiry, this study will focus on an evolving definition of civic engagement known as democratic engagement. This concept marries political self-efficacy with democratic practice in the classroom and in daily life. The concept of democratic engagement will be located within a theoretical framework. Finally, a brief discussion of the current reality of civic knowledge and practice among young people will provide a context for the study.

Democratic Engagement and Civic Study

For decades, researchers in the fields of education, psychology, and government have expressed the importance of civic study in schools and communities. Youniss and Levine (2009) emphasize the need for civic education with a fundamental question, "At this moment in history, how ought we be preparing our youth for active citizenship?" (p. 3). Traditionally, citizenship training focused on studenst acquiring knowledge of government processes in an effort to encourage democratic participation. In the early 20th century, Mahan (1928) identified citizenship training as an opportunity to familiarize students with government processes while involving "the entire educational program that will give the youth of America the requisite training to participate efficiently in life, not only as adults, but as children" (Mahan, 1928, p. 6).

From these early 20th century beginnings, the concept of civics has evolved to include a complex web of interactions, political behaviors and knowledge. Ehrlich (2000) expanded the early definition of civics to include the moral imperative of the individual contribution to the good of the whole. The concept of active citizenship also included a deliberate effort to promote the welfare of others through political and community service. In a practical sense, citizenship training and education would

provide students with the critical thinking and problem solving ability to sustain personal

liberties while contributing to the good of the local and national community.

Levine (2007) explained the theoretical construct of civic engagement with the

2006 Center for Information and Research of Civic Learning and Engagement, a survey

measuring youth civic behavior. Sponsored by Tufts University, the CIRCLE© survey

encompasses the categories of community participation, civic participation, and political

voice. It has been administered several times to a variety of demographic groups.

Levine (2007) identified 19 engagement activities that demonstrate civic behaviors. He

divided them into three categories:

1. *Civic activity* indicators include individual community member financial and

    resource contributions to non-profits, religious groups, neighborhood

    volunteering, and specifically community problem solving.

2. *Electoral actvity* includes such activities as voting, volunteering for candidates

    and political party membership on all levels of government.

3. *Political voice* in the survey focuses on respondent efforts to identify and

    communicate opinions on civic issues by protesting, boycotting, writing elected

    officials and news sources, and sharing opinions on social media.

While Levine (2007) did not incorporate civic knowledge into his composite civic

engagement construct, the survey does measure political knowledge among youth

respondents. In the CIRCLE© survey, Lopez et al. (2006) indicated that political

knowledge among youth is lacking, with many basic misconceptions about government

processes and facts. The survey did link higher levels of community activity with

improved political knowledge scores. Levine (2007) suggested compelling youth to

engage in community and electoral activity will help to to propel and sustain a healthy democracy.

Other authors have broadened our collective understanding of civic engagment. For example, Mathews (2006) profiled the active citizen as one who intentionally practices democratic deliberation. *I*n his work, the engaged citizen seeks out information to understand issues, causes, and processes to solve community, state, national, and global problems. Berger (2011) contributed to our understanding of civic engagement as a transactional process in which citizens promote the greater good by "struggling to pay attention and invest energy politically" (p. 245).
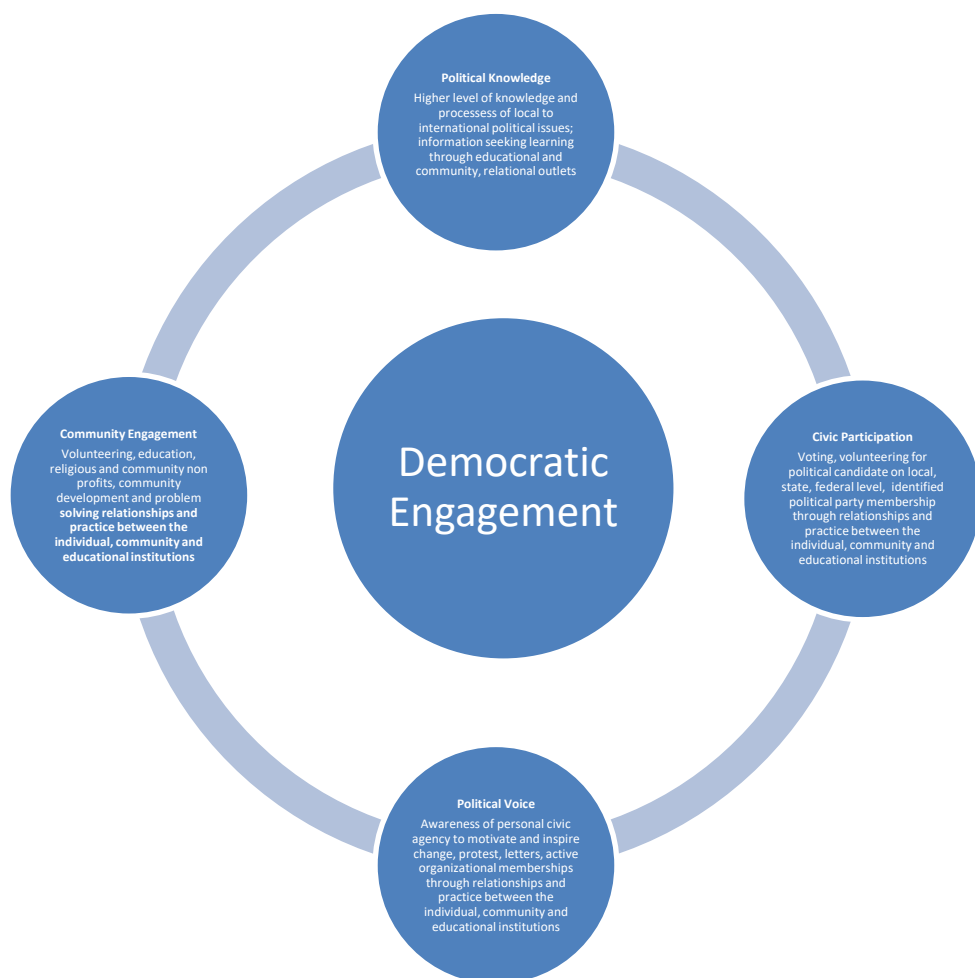
Figure 1: Civic Engagment model adapted to include political knowledge and democratic engagement construct using CIRCLE© categories and indicators.

     The educator has a mandate to cultivate active citizens by modeling and integrating civic practices into the curriculum. As mentors students beyond academic endeavors, teachers have a moral obligation to instill the critical core value of tolerance and perspective that guide civil discourse. To foster these fundamental values, the educational community must commit to engaging in civil dialogue professionally and personally. Boyer (1996) explained that "abundant evidence shows that both the civic

and academic health of any culture is vitally enriched as scholars and practioners speak and listen carefully to each other" (p. 25).

Beyond the K-12 arena, a civic engagement partnership is one that (1) prioritizes civil discourse and (2) extends to include the student and community. Saltmarsh and Hartley (2011) further explored the application of civic engagment in higher education with an collaborative definition of democratic engagement. This construct places the student, the educator, and administrator together at the apex of active citizenship. Democratic engagement describes a reciprocal relationship between learners and educators where "[d]eep engagement includes relationships grounded in reciprocity, mutual respect, shared authority, and cocreation of goals and outcomes" (Saltmarsh, Janke, & Clayton, 2015, p. 123).

The authors incorporated university and community partnerships in service learning, cooperation, and reciprocal learning opportunities of mutual benefit to the university and community. In a democratic learning environment, these partnerships emerge to promote the greater good, illuminate issues of social justice, and preserve individual rights.

This democratically engaged partnership identified by Saltmarsh, Janke, and Clayton (2010) and developed by Saltmarsh and Hartley (2011) is also relevant to the K-12 educational realm. Service learning, or the participation in meaningful civic inquiry and volunteerism, has been suggested as an effective pathway to promulgate civic efficacy among students in public schools (Crocetti, Jahromi, & Meeus, 2012; Douglas, Fry, Wilhem, & Housley, 2015; Fleming, 2011; Mayes, Mitra, & Serriere, 2016; Scott, 2004; Serriere, 2014). Classroom educators also have the opportunity affect the

educational access challenges that come with urban poverty. Rojas-LeBoef and Slate (2012) from the National Council of Professors of Educational Administration (NCPEA) reported in that lack of access to basic human resources, educational resources (quality teaching and materials), and family structures has impeded progress to close the historic achievement gap between white students and students of color. A persistent literacy gap impedes democratic education among urban students in significant ways. These students consistently lack the foundational civic knowledge necessary to inform participation in democratic processes (Cohen & Chaffee, 2012; Castillo, Miranda, Bonhomme, Cox, & Bascope, 2014; Galston, 2007).

A civic education that promotes the concept of active engagement and reciprocal community involvement also cultivates civic participation. Schmid (2012) identifies this ideal as social responsibility. Schmid studied in adolescents who have developed through a variety of peer, home and educational influences an intrinsic empathy for others and community members. Avery, Sullivan, and Wood (1997) claim that teaching tolerance for diverse cultures and beliefs are paramount to sustaining democracy.

In sum, the term civic engagement has evolved to incorporate the ideals and actions required to maintain democracy in an ever-changing global community. In this research context, the term "democratic engagement" will be applied to investigate teacher perceptions of their own levels of active citizenship , including community and civic participation and democratic deliberation (Saltmarsh, Janke, & Clayton, 2015) Democratic engagement as a construct will provide a lens through which to view community and academic partnerships in learning, problem solving and service. Democratic engagement allows students to engage in activities that work for for the

betterment the community, while the community shares responsibility for education. An

educator's perceived level of democratic engagement describes an interactive civic

identity with personal knowledge, civic practice, community engagement, and

connectedness.

Theoretical Framework

Rousseau (1762/1968) addressed the necessity of a compact whereby individuals

committed to liberty relinquish certain personal freedoms in order to gain collective

freedom in a functioning republic:

> Each man in giving himself to everyone gives himself to no one; and the right
> over himself that the others get is matched by the right that he gets over each of
> them. So, he gains as much as he loses, and gains extra force for the preservation
> of what he has. Filtering out the inessentials, we'll find that the social compact
> comes down to this: 'Each of us puts his persona and all his power in common
> under the supreme direction of the general will, and in our corporate capacity, we
> receive each member as an indivisible part of the whole.' (p. 61)

Rousseau (1762/1968) explored the social nature of man in his *Discourse on*

Inequality and subsequent *The Social Contract*. Rather than functioning as free and

autonomous creatures, humankind is predisposed to relationships and community. He

described this social pact as an epiphany of reality. The theorist further conjectured that

"men reach a point where the obstacles to their preservation in a state of nature prove

greater than the strength that each man has to preserve himself in that state" (p. 59). This

study employs a perspective that recognizes the premise of instinctive socialization as a

pivotal factor in developing learning, beliefs, attitudes and opinions. Such a framework

vital to understanding how socialization affects every aspect of the human condition.

Social Cognitive Learning

The social cognitive theory of learning as described by Bandura (1999) can be used as rationale for integrating civic principles to enhance individual cognition and the community learning environment of the classroom. This learning paradigm is grounded in the belief that optimal student learning is a holistic function of societal and collaborative influences both inside and outside of a classroom setting. Additionally, social cognitive theory posits that all students will process classroom learning through the lens of their social experiences and personal observation of the experience of others (Bandura, 1999; Schunk, 2012). Greeno, Resnick, and Collins (1997) add depth to this perspective by further identifying the social cognitive student learning practice as Situative/Pragmatic-Sociohistoric, where "focuses on the way that knowledge is distributed in the world among individuals, the tools, artifacts, and books they use, and the communities and practices in which they participate" (Greeno et al., 1997, p. 20). Examining group learning practice over time informs the culture, climate and practices of socially constructed learning and engagement opportunities.

Educational practices that make space for socially constructed learning opportunities allow students to continually build their own cognitive structures as defined by Gardner (2007):

> Cognitive structures are basic psychological systems for gathering, organizing, and processing information. We can better understand cognitive structures by classifying them into three independent categories: *comparative thinking, symbolic representation, and logical reasoning.* (p. 12)

Gardner (2007) identified temporal orientation as a skill that allows students to compare literature and life events through the passage of time for inherent meaning.

Strategies to achieve this include requiring students to create timelines, discuss current events, and and understandissues in literature in order to enhance metacognition and awareness of similarities and differences with events in time. For civic participation and engagement, understanding how social learning iinvolvess cognitive processes such as temporal awareness can inform teaching practices.

Generally, learning is co-created by students in a socially constructed classroom community. Patton (2015) described the social constructivist line of inquiry as one where "a group of people can assign essence to a phenomenon and do so regularly, but essence does not then reside in the phenomenon but rather in the group that constructs and designates the phenomenon's essence" (p. 121). Using this theoretical model, interactions among students and educators will be explored for meaningful cognitive connections. Active, deliberate, community-driven experiences allow students to make temporal and spatial connections that promote metacognitive awareness of events in time.

Social Emotional Learning and Classroom Engagement

Learning opportunities where civic principles and curriculum are mindfully integrated can promote community empathy and safety (Douglas, Fry, Wilhem, & Housley, 2015; Mitra & Serriere, 2015). Topics that allow students to communicate and explore identity, social injustices, and democratic principles can directly contribute to the affective development of the individual (Ehrlich, 2000; Rogers, Morrell, & Enyedy, 2007; Saltmarsh & Hartley, 2011). Mitra and Serriere (2015) described the optimal benefit to incorporating service learning in elementary curriculum with the observation, "students often become re-engaged in the school community and are also simultaneously more attached to their schools" (p. 4). Scott (2004) described service learning efforts in

higher education as unique opportunities to foster student motivation in the work of the community and civic life.

The socio-emotional and spiritual dimensions of learning are important factors in academic outcomes (Durlak, Weissberg, Dyminicki, & Schellinger, 2011; Elias, White, & Stepney, 2014; Enright, 1980). The attitudes, experience, and self-efficacy of students can slow or exacerbate development of cognitive structures. Willis (2010) contended that stress, fear, sadness, or potential embarrassment can sidetrack sensory input from reaching the prefrontal cortex. Willis (2010) suggested that feeling input in the lower brain stem may refuse to move information forward; or consequently, "… the reflective, cognitive brain does not receive the sensory input of important items, such as the content of the day's lesson" (p. 50). Cote-Lussier and Fitzpatrick's (2016) research confirmed this neurological phenomenon. The work found that "youth who feel safer at school are also more engaged in the classroom" (p. 4). Feelings of safety at school encompass a variety of factors that are not limited to individual consideration of social and emotional health. A classroom climate that promotes the discussion of controversial and real time civic topics in a respectful and meaningful way also contributes to feelings of satisfaction and personal safety. Open classroom climate conditions that encourage students to explore civic topics encourage civic participation in adulthood (Blankenship, 1990, Campbell, 2008; Castillo, Miranda, Bonhomme, Cox, & Bascope, 2014; Galston, 2007).

Student attitudes toward learning link to classroom engagement. Sever, Ulubey, Toraman, and Ture (2014) found that "there is a significant correlation between school attitudes and classroom engagement at different levels and toward different directions (p. 183). Creating space for students to communicate hopes, fears, and dreams

in an engaged, classroom community enhances the continued development of such cognitive structures. Douglas, Fry, Wilhelm, and Housley (2015) note that "learning is most observable when students make connections with personal experience" (Douglas, et al., 2015, p. 30). Therefore, in a classroom setting, teachers who effectively tap into the student's community and culture, may be most successful in pedagogical practice.

Elias, White, and Stepney (2014) argued for curriculum adjustments that address the social, emotional, and character development of students in low socio-economic communities. Saltmarsh and Hartley (2011) warned against civic practices that do not include diverse groups and multiple perspectives because such groups compromise full representation of the citizenry in democratic processes. Elias et al. (2014) further recommended that educators pursue practice that motivates student learning by providing interventions "that work to improve a culture and a climate of schools that address students' sense of meaning and purpose, voice and value, and the social, emotional and character competencies needed to address the opportunities students are given" (Elias et al., 2014, p. 21). The authors described a diversified and inclusive civic engagement that often does not exist in public schools and institutions of higher learning.

Because the No Child Left Behind (NCLB 2004) prioritized academic skills measured by standardized accountability tests, American schools have not prioritized connecting meaningful topics to student learning. Research over indicates that civic engagement among young people is in steady decline (Cadwaller-Stolte et al., 2014; Delli Carpini, 2000; Levinson, 2010, 2012).

Other authors found that this disconnect was not so pronounced. While many newly eligible voters are not voting or participating in established local, federal and state

government agencies, volunteering and community participation among youth is thriving

(Flanagan & Levine, 2010; Youniss & Levine, 2009). Flanagan and Levine (2010) also

contended that "[y]outh today are more likely than their contemporary elders to engage in

global activism, to use the Internet for political information and action and to engage in

lifestyle and consumer politics" (p. 161). Youniss and Levine (2009) warned educators

to find an appropriate context for learning that relates to *student* experiences, not those of

educators:

> One of the biggest difficulties in dealing with youth is to realize that the world
> they confront needs to be understood on its own terms rather than via beliefs and
> perceptions that fit our own and other proceeding generations. In times of rapid
> change, younger and older generations will necessarily view society differently,
> even when they focus on the same object. (Youniss & Levine, 2009, p. 25)?

Educators' efforts to develop student engagement in classroom learning have been

examined for links to demographic indicators, motivation and attitudes about learning,

and even civic mindedness. Research published by Ichilov (2006) and Lenzi, Vieno,

Pastore, and Santinello (2012) suggests that the degree of student exposure to civic

principles and civic study within schools is a function of student socio-economic status

(SES) and social engagement within the community. In higher SES homes, higher levels

of education translate into higher levels of civic knowledge. Further, more education

contributes to a civic learning environment at home, including attentiveness to news and

meaninful conversations about controversial issues.

Civic education in the classroom affects participation from early learning through

post secondary education. Efforts to tap into a student's intrinsic motivation to

participate in civic processes have been problematic. Fleming (2011) observes that

"Most American schools teach history and government, but few prepare students to be

citizens by involving them in democratic practices" (Fleming, 2011, p. 39). Delli Carpini (2000) and Galston (2007) identify lack of resources and a narrow civic focus in public education that confines students to volunteerism as potential culprits for a lack of student interest in state and national civic life. This community, grass roots volunteer and service learning focus is evident in Hobbs, Donnelly, Friesem, and Moen's (2013) research on digital literacy among ethnic minority groups. These authors argued that students will commit to civic involvement with issues that resonate with personal experience.

Finlay, Wray-Lake, and Flanagan (2010) suggested that civic identity formation has its roots in early civic experiences Student success beyond post secondary education can be linked to a robust civic life. Finlay et al. (2010) link fewer opportunites to engage in civic processes beyond compulsory schooling to lack of sustained activism and interest among young adults. University experiences that explore social issues, community relations and political knowledge reinforce civic identity formation well into adulthood. Poor post-secondary education retention has far reaching implications for participatory democracy. Indeed, many universities are finding that some students have neither the desire nor required skill set to succeed during the first critical year of collegiate study (Braxton, Doyle, & Hartley, 2014; Tinto, 2012). Some longitudial studies suggested the college completion rate hovers at about 45% nationwide (Braxton et al., 2014). It would suggest that training our educators to prepare students for civic life is critically important beginning with the compulsory portion of education..

Statement of the Problem

One of the most significant challenges facing the education system is how and to what extent do we train and develop educators who are deeply committed to the civic

empowerment and socio-emotional needs of the students they serve? Are there unique indicators, personality traits, and dispositions of educators who foster democratic engagement practices personally and professionally? Current and future efforts to incorporate democratic engagement practice in schools have far-reaching implications for minority and underserved students. Unequal access to educational resources including post-secondary education opportunities persists in American education. For educators to create learning spaces of community and civic mindedness, they must often overcome formidable social and community challenges. Brown, Roedigger, and McDaniel (2011) noted that learning strategies incorporating deliberate civi- minded practices will ultimately enhance cognitive processes and academic achievement.

Significance of the Study

Applying civic principles in the classroom has far-reaching benefits beyond preserving the democratic process in the United States. Completion of post-secondary education has been linked to democratic engagement. In a regression analysis, Newell (2014) associates increasing levels of completed education to positive gains in democratic engagement. Other research indicates that students who are exposed to a healthy civics curriculum experience gains in critical thinking skills, higher grade point averages, higher rates of high school completion, and more enrollment in post-secondary education (Dávila & Mora, 2007; Besser, 2012; Kanter & Schneider, 2013). Therefore, a classroom educator can nurture civic efficacy and civic knowledge acquisition in the classroom is likely to foster academic inquiry and intrinsic motivation in students. Interactions that promote positive attitudes and community connections benefit all stakeholders in the education system. Examining how and why specific educators

gravitate to a civic curriculum will inform future research about educational institutions that do not effectively integrate democratic engagement teaching practice. Schools and educators that have successfully incorporated civic learning and democratic engagement should also be evaluated for best practice.

Research Questions

This study seeks to uncover attitudes, beliefs, and self-reported personal teaching practice of educators who can effect positive change and encourage student democratic practice both inside and outside of the classroom. When educators are personally committed to democratic engagement, pedagogical practice should reflect this commitment in a meaningful way. The following research questions will inform the development of the study:

1. In what ways do K-6 educators exhibit levels of democratic engagement as described by Saltmarsh & Hartley (2011)?

    a. What demographic patterns emerge?

    b. What patterns emerge within and between personal and professional practice?

    H_0 There is no statistically significant relationship between levels of civic engagement and *educator age.*

    H_0 There is no statistically significant relationship between levels of civic engagement and *educator race.*

    H_0 There is no statistically significant relationship between levels of civic engagement and *educator gender.*

H_0 There is no statistically significant relationship between levels of civic

engagement and *educator years teaching.*

H_0 There is no statistically significant relationship between levels of civic

engagement and *educator time in community.*

2. What perceptual differences emerge between educators' self reports of personal

   levels of democratic engagement when compared to Saltmarsh and Hartley's

   (2011) conceptual definition?

3. To what degree do high versus low engaged educators report levels of job

   satisfaction and personal fulfullment from the teaching profession? Specifically,

   do high versus low engaged educators differ in:

   a. Personal fulfillment from the teaching profession?

   b. Teaching philosophy and pedagogical practice regarding student learning?

   c. Intentionality regarding personal responsibility to inspire democratic

      engagement to students?

Limitations and Assumptions

One primary assumption guiding the research is the expectation that civic minded

educators perpetuate civic learning and inquiry in practice. Accurate identification of self

perceived, highly engaged and non engaged educators will depend on two factors –

access and participation. Acquiring access to teachers to address pedagocical practice

can be a challenging task for any researcher. Timing and subject of classroom instruction

requires educators to work with within the confines of the school, grade, and scripted

curriculum requirements. For an educator to provide access to research in his or her

classroom, relationship building is critical. Research methods applied to answer the

study questions will deliberately seek out ways to cultivate a symbiotic relationship of mutual trust and assistance when appropriate and possible. Leadership dynamics and school culture may also facilitate or hinder the research process. Interview protocol to uncover pedagocial practice may be determined by the reluctance or willinginess for school leadership to permit research access with individual educators. Again, researcher efforts to foster trust, cooperation and support for the educational systems within the school will effect the quality and quantity of access.

Educator participation in both the democratic engagement identification process with a system wide survey and then subsequent interview access will again depend on time, availability and issues of trust. Relationship building and providing assistance where needed will ensure quality participation. The research topic requires specific kinds of educators. Educators that are interested in democratic engagement are those that tend to volunteer and participate in processes they believe will serve the greater or common good. Educators that are not engaged may be more unwilling to participate in the research process. These educators must be supported in meaninful ways while preserving the integrity of the inquiry.

Definitions

Throughout this study, several key concepts and definitions will be used regarding the literature, methodology and findings. These terms will appear in the following context throughout the work:

Open Classroom Climate**:** This term refers to the environment in which students feel empowered and safe to participate in the process of learning, including discussion of timely, controversial topics (Blankenship, 1990).

Civic Knowledge**:** The extent to which the student can understand and apply basic civic

processes, relationships, and foundational concepts in a government setting

(Owen, Soule, & Chalif, 2011).

Civic Efficacy**:** An individual's perception of his/her own knowledge and ability to

participate in civic processes, belief in individual ability to influence (Solhaug,

2006).

Democratic Engagement**:** A unique civics teaching practice that requires educational

institutions, communities, educators and leaders to collaborate with student

population to achieve civic health (Saltmarsh, Clayton, & Janke, 2015).

Educational Stakeholder**:** A group or individual in the education process with a vested

interest in school accountability systems.

New Literacy**:** Expansion of literacy to include technology skills in navigating

technology media (specifically the internet), and accessing and analyzing these

sources of information (Wendt, 2013).

Service Learning**:** Learning experiences created and achieved outside of the traditional

classroom that involve community and business partnerships (Scott, 2014).

Summary

Civic learning is in an indispensable part of the American educational system. It

must be effectively integrated into public schools to sustain a commitment to democratic

values and principles. Social cognitive learning is a foundational teaching and learning

framework that adds depth and perspective to this exploration of civic teaching. Students

who are given opportunities such as service learning to experience civic principles within

communities and apply this knowledge in the classroom make meaningful and persistent cognitive connections.

Democratic engagement is a valuable conceptual tool that can promote civic participation, civic knowledge, and community engagement among educators and the students they serve. This project will examine teachers' perception of their own levels of civic and community engagement. It will further explore how these perceptions of engagement affect pedagogical practice and student learning to achieve a measure of democratic engagement.

Chapter Two contains an exploration of the critical relationships between civic literacy, democratic engagement, student learning, and civic participation. Chapter Three contains a description of the methodolgial approach and tools that will be used to address the research questions. Chapter Four includes a discussion key study findings and challenges, and Chapter Five contains applications of the findings and suggestions for future research.

CHAPTER II: REVIEW OF THE LITERATURE

As defined in this project, democratic engagement has long term implications for professional teaching practice. In this comprehensive review of the literature, the relationship of the interactive community partnership and teacher driven civic learning will be reviewed for curricular context in K-12 education and beyond. Next, both the benefits and challenges of motivating, sustaining and integrating democratically engaged practice in established curricula will be discussed to inform practical pedagogical implementation. Current efforts and barriers in teacher education and educator professional development, and the pivotal role of the school system will also be explored for best practice in present and future democratic engagement implementation. The role of civic knowledge and efficacy among students as informed by an open classroom climate will be discussed as driving contributors to a democratically engaged district, school and classroom. Finally, observable teaching strategies that promote democratic engagement in our education systems will be evaluated to provide a context for effective versus ineffective teaching practice that promotes democratic engagement to be observed.

Relationship of Democratic Engagement to Education

Teaching and learning civic principles among both students and educators contributes to the health of a robust and thriving democracy. Avery, Sullivan, and Wood (1997) argued that the construct of tolerance is one of the most challenging and necessary democratic concepts that must be learned in a democratic society. The inherent danger of stifling conflict with assimiliationist efforts in traditional civic education is a key discussion point in the research. Lopez, Levine, Dautrich, and Yalof (2009) concurred

with the need to instill tolerance. Additionally, they suggest that new curricula must

instill critical thinking skills that allow for free expression, tolerance, and respectful

dissent in the exchange of democratic priniciples. Indeed, many published works on the

topic echo the sentiment that students need to develop the knowledge, skills, abilities, and

attitudes that will enable them to function and contribute to democracy (Briggs &

McHenry, 2013; Charest, Bell, Gonzalez, & Parker, 2014, Lopez et al., 2009).

Banks (2008) reiterated the need for a new definition of civic literacy when he

suggests that 21st century students are met with challenges of both global migration and a

technology explosion. He argues that "multicultural societies are faced with the problem

of constructing nation-states that reflect and incorporate the diversity of their citizens and

yet have an overarching set of shared values, ideals and goals to which all of their

citizens are committed" (Banks, 2008, p. 133). Banks (2015) further contended that

teacher education must be subject to a paradigm shift of pedagogical practice and

deliberate inclusion of a new civic literacy for the age of globalization. Attitudes, beliefs,

and assumptions of white, middle class, women as the majority of U.S. educators must be

scrutinized and educators must be retrained to adapt to an exponentially diverse student

population.

Youniss and Levine (2009) added that underserved student populations of lower

income and minority status are not apathetic to issues of social justice, volunteering or

political action. Underserved students respond positively to mentoring opportunites and

community programs; they simply lack opportunity and access.ahne and Middaugh

(2009) examined this phenomenon in multiple studies across California high schools.

African American students were "significantly less likely than white students to report

having civically oriented government courses, discussion of social problems and events, have student voice in decision making and an open classroom climate" (Kahne & Middaugh, 2009, p.29-38).

Research findings connect education in issues of diversity to the promotion of democratic vitality. Further, appropriate pre-service education and professional development for existing educators that provides a foundational approach to civic learning is vital to sustain democratic principles (Boland, 2010; Fleming, 2011; Charest et al., 2009; Kahne & Middaugh, 2009; Mayes, Mitra, & Serriere, 2016). Briggs and McHenry (2013) describe such an effort to "retrain" student teachers with deliberate exposure to and lesson adaptation of democratic principles to promote equitable opportunity in the classroom.

Beyond the K-12 arena and pre-service teachers in university training, universities recognize the importance of teaching and requiring participation and engagement in all college curricula (Pollack, 2013; Rocca, 2010; Scott, 2004). For foundational civic practices established in K-12 to persist beyond compulsory education, institutions of higher education recognize and validate the necessity to reinforce or reintroduce students to civic learning to propel civic efficacy and participation. Pollack (2013) confirms the need for an expanding civic literacy curriculum on the university level. In his work, he argues that a "critical civic literacy" should be integrated in skills training across academic disciplines to equip emerging graduating adults with not just area expertise, but also with tools for contributing to a just – ever changing – global society. Further, Scott (2004) purports that service learning and cultural studies can contribute to an expanded

worldview among students that creates ethical interactions, discourse, and even policy decisions.

Benefits of Democratic Engagement

Educational efforts in the 21st century that incorporate democratic engagement components of civic and community participation, knowledge, and political action address critical growth stages in the development of students 'civic and academic dispositions. Deliberative democracy, as described by Gastil and Levine (2005) describes a millennial civic participation disposition of citizens that is characterized by two primary components, dialogue and deliberation. Both aspects in this paradigm are "tools for eliciting, appreciating and utilizing differences to arrive at collective decisions (Gastil & Levine, 2005, p. 15). First, educational efforts that incorporate these principles with the variety of technological tools available in the 21st centuries provide pathways to educators to mix two civic ingredients in a student's recipe for adulthood – social responsibility and civic efficacy. Crocetti et al. (2012) described "in-depth exploration" or active reflection as a factor that contributes to adolescent feelings of social responsibility and subsequent civic participation. This element suggests that educational pedagogical efforts that focus on democratic engagement components contributes to a student's feelings of empathy, responsibility and connection to issues of community and politics. Socially connected and intimate neighborhoods offer unique opportunities for students to engage in deliberation and dialogue. Lenzi, Vieno, Pastore, & Santinello (2013) suggested that active reflection as described in the previous study may be informed by critical community influences. In this research, positive neighborhood relationships and social interactions are indicators for developing adolescent civic

efficacy and social responsibility. Communities and schools that partner to commit to such a deliberative dialogue create opportunities to perpetuate these essential skills of democratic engagement in students worldwide.

Academic success can be fostered through deliberation and dialogue efforts that incite students toward democratic endeavors. Recent research indicates that the long-term effects of focused civic and/or extracurricular activity among urban minorities is positively linked to academic, social, and developmental outcomes for students in at risk environments (Chan, Ou, & Reynolds, 2014; Eccles, 2012; Fredericks & Eccles, 2008). Literacy instruction research affirms these findings. Successful practices to close literacy gaps between whites and minorities – particularly African Americans focus on meaningful literacy connections that challenge students to consider and relate to issues of community, culture and social justice (Cummins, 1986; Francois, 2013; Houchen, 2013; Ladsen-Billings, 2009; Morrel, 2002). Gay (2010) elaborates on the importance of cultural and social influences that determine a student's worldview and perception of self. She purports that experiences of ethnically diverse students inform both their perceptions and performance of education content and curriculum. She notes that "whether the images of ethnic diversity these content sources convey are positive or negative, they have powerful influences on students, including self-perceptions, attitudes toward others, what is considered truth and knowledge worth knowing, and how they respond to classroom instruction" (Gay, 2010, p. 171). Educators must embed a democratic, civic minded curriculum that incorporates culturally relevant social issues and real-life experiences to engage students emotionally, socially and civically.

Wagner (2008) described a series of survival skills that 21st students must cultivate and develop in and out of the classroom in addition to explicit academic learning targets. Critical thinking and problem solving, accessing and analyzing information, initiative and entrepreneurship, collaboration and communication across networks, creativity and innovation, and oral and written communication are essential skills described in his text that are accomplished in a democratically engaged learning environment. A focus on these essential skills will not evoke academic success in formal education, but also personal development for students as they transition to adulthood. Bellanca and Brandt (2010) argue that 21st century learners must be equipped to integrate the evolving application of technology to an individual and personal digital citizenship. The authors express concern that students can demonstrate the ability to apply and understand the individual, cultural and societal impact of technology its ethical repercussions. The additional overlay of digital citizenship must be understood in the context of new literacy – that includes multiple mediums and information outlets. Students must be literate in ability to locate, access, analyze and evaluate the deluge of information resources available through mediated resources.

Challenges of Democratic Engagement

In his foundational book *Attention Deficit Democracy* (2011) Ben Berger provided evidence for the American citizen's propensity for civic absent-mindedness. He suggested that an inability to focus on issues that influence the public good endures throughout history. Drawing from established research in Greek history, Berger reminds readers that Athenian citizens often had to be cajoled or corralled from the popular marketplace of gossip to attend the half-filled assembly for important votes (Berger,

2011, p.8). De Tocqueville articulates this participation conundrum in his observation of the effects of education, perceived citizen equality and socialization on democratic processes at the founding of America:

> In America, most rich men began by being poor; almost all men of leisure were busy in their youth; as a result, at the age when one might have a taste for study, one has not the time; and when time is available, the taste has gone. So, there is no middle class in America in which a taste for intellectual pleasures is transmitted with hereditary wealth and leisure and which holds the labors of the mind in esteem. Both the power and the will to engage in such work are lacking. (de Tocqueville, trans. 1966, p. 48)
>
> With the technological diaspora of the 21st century into so many modes of

information gathering and civic expression, Berger (2011) predicted that civic participation will be on the rise with some generations or on the run with others.

Delli Carpini (2000) articulated this dilemma of time, energy, and socialization influences with the modern medium of technology and how young generations will be affected. As the internet and information accessibility began to take shape, this author conjectured if it would indeed enhance civic participation and learning among the nation's youth and those in the citizenry who leaned toward disengagement from civic processes. For civic processes to be encouraged by this information revolution, Delli Carpini encourages educators, policy makers and the citizenry to uncover the "root causes of motivation, ability and opportunity" (Delli Carpini, 2000, p. 346). In a later work, Zutkin, Keeter, Andolina, Jenkins, & Delli Carpini, (2006) suggest that "Dot Nets" and "X" er generational groups political and civic participation must be evaluated in terms of historical events experienced in a time of information overload. Millennials feel a growing distrust of government and government processes due to economic boons and losses, threats to safety with terrorist attacks, and unknown, misunderstood global trends.

Zutkin et al. (2006) further suggest that the decline active participation in elections is a by-product of these feelings of mistrust and fear, young adults continue to engage in a range of community civic work projects that far outweigh electoral participation.

For educators to effectively facilitate the deliberation and dialogue necessary to perpetuate democratic engagement, a few critical factors must be considered. First, have educators been equipped and are they intrinsically motivated to pursue democratic engagement as individuals with the challenges of Berger's "attention deficit democracy" levels of engagement in our modern day? Next, are school systems prepared and able to address inequities in technological access and civics instruction for economically disadvantaged students to meet the challenges of attention deficit citizenship? Leu et al. (2014) established a clear link between traditional and technological literacy gaps among economically disadvantaged and minority students. The research found that reading comprehension challenges for these groups exacerbated in an online reading and research environment. Without practice and frequent exposure to electronic resources such as online newspapers, media, magazines and websites, these literacy gaps endured. Further research confirms that civic knowledge, participation and efficacy can be undermined by inequitable exposure and resources (Lopez, Levine, Dautrich, & Yalof, 2009; Kahne & Middaugh, 2009; Chan, Ou, & Reynolds, 2014).

Teacher Training, Professional Development and Democratic Engagement

Creating space for democratic engagement among the nation's educators must begin with intentional efforts to emphasize democratic principles, processes and engagement in higher education institutions after high school. Erhlich (2000) cautioned these that inattention to political engagement and processes of constructive engagement

will result in deficiencies in moral judgement and character qualities such as tolerance

and perspective taking. Civil discourse informs and reacts to a "moral commitment and a

personal responsibility to act…" (Ehrlich, 2000, p. 30). Pollack (2013) argued for

programming that promotes a critical civic literacy among students provides

opportunities for "specialized career training and assisting in their development as

members of a larger society that generates inherent responsibilities and obligations for its

citizens" (Pollack, 2013, p. 223). Frequent exposure to syllabi that require service and

experiential learning in the context of educational programming provide invaluable

learning to aspiring, pre-service teachers (Banks, 2008; Boland, 2010; Fernlund, 2011;

Heafner, 2011; Jenlink, 2011; Knight-Diop, 2011; Lopez et al., 2009; Serriere, 2014).

Service learning in teacher education programs provides a unique opportunity for

pre-service teachers to apply and adapt learned pedagogy and translating it to authentic

life and time management challenges of a diverse student population. Boland (2010)

asserts that teaching and learning through civic opportunities "offers genuine potential

within teacher education as a pedagogy and as a civic engagement strategy" (Boland,

2010, p. 17). The author described community-based learning programs as part of a core

curriculum effort for pre-service teachers in Ireland. This practice aptly illustrates

Saltmarsh, Janke, & Clayton (2015) benchmark democratic engagement definition that

emphasizes community driven collaboration with local university educator programs.

Course directives that include community-based learning in this teacher education

program require students to engage and participate in community based partnerships to

complete course directives. The author asserted that reflective practice is emphasized

and required for pre-service teachers. Cavieres-Fernandez (2014) identifies this

reflective instructive practice as teaching and learning democratic, interactive engagement beyond self-regarding individualism. In his research, Cavieres-Fernandez (2014) asserts that successful educators that teach civic engagement and principles to their students are those that emphasize promotion of the common good rather than individual self-interests; educators can and will convey what they have experienced as important learning and pay it forward to the students they serve. Allan (2010) described an effective teacher education program as one that promotes issues of social justice, equity, diversity and inclusion. Sustained service learning programming facilitates the skill of perspective taking among educators. Learning practice of reflection and perspective is ultimately conveyed to all pre-service teachers and their students in service learning environment.

Educator beliefs about student learning and civic concerns, affect teaching practice and can be addressed through experiential learning. Torney-Puerta, Barber, and Richardson's (2005) brief using the 1999 IEA Civic Education Study found that an educator's knowledge and beliefs about civic topics affect individual efforts to teach civic curriculum. Further, teacher experience, professional training and civic knowledge positively affect student civic education scores. Also of note in the IEA study data, teacher experience impacts student intent to participate as an informed voter in the future (Torney-Purta, Barber, & Richardson, 2005, p. 7).

Chin and Barber's (2010) research from the IEA Civics Education Study developed a model for evaluating civic efficacy and knowledge among educators in Australia, England, and the United States. This work connects educators' personal beliefs about civic processes and engagement in guiding their efforts and intent to

prioritize such learning in their classrooms. Civic efficacy in this model was a composite of beliefs and knowledge about specific civic topics such as economics, national history, constitution, and political systems. Teachers may also "tailor instructional practices based on both their students' experiences and their own beliefs about the subject" (Chin & Barber, 2010, p. 401). The data analysis of the IEA survey further indicates that an educator's belief about education is a critical predictor of teaching and learning environments (p.423). Serriere, (2014) and Mitra & Serriere (2015) affirm the role of the teacher in fostering civic efficacy in student learning. In these works, educators that are inquiry driven and/or trained pre-service, often prioritize civic action inquiry in the classroom where possible.

The Role of The School and Teacher Education Programs

Levine (2007) identified the imperative nature of education systems and processes to sustain and propel democratic engagement. "Schools," he asserts, "are critical venues for civic education because they reach almost all children and adolescents and have (in the aggregate) enormous resources that can be used either to promote or to frustrate civic development" (Levine, 2007, p. 154). Torney-Purta (2002) concurs that while the responsibility of civic education should be shared in a reciprocal partnership with community and family influences, the weight of civic knowledge and learning is shouldered by the schoolhouse.

Civic curriculum, teacher development, and community partnerships are all healthy indicators of democratic engagement as described by Saltmarsh, Janke, & Clayton (2015). The sphere of influence present in the school mobilizes and inspires future civic leaders who also rally and influence educator peers. State, district, and

school administrators are challenged with the task of prioritizing civic learning in the context of vacillating policy and federal accountability (standardized testing) directives and competing core curriculum requirements. Quintelier's (2016) analysis of civic participation in three European schools found that providing civic participation opportunities inside and outside of the classroom makes future participation more likely.

The most promising leadership opportunities for administrators emerge with community partnerships that provide service and experiential learning to both teachers and educators. Mathews (2014) described an ideal civic learning and participation curriculum as one that is symbiotic and reciprocal between the school and the community grounds. Until a partnership is established, efforts to focus or integrate intentional civic learning becomes Opportunities for student expression and interest in authentic application of civic processes and issue facilitate democratic learning. Educator training must focus on how and why current issues of social justice and equitable access to elements of a quality education matter to the future of a healthy democracy.

Such training has been noted to be of a particular urgency in urban communities to address issues of diversity and poverty, educational equity, and encourage civic participation. (Sleeter & Grant, 2008; Marri, Luna, Cormier, & Keegan, 2013). In a detailed case study type narrative, Marri et al. (2013) summarized findings by observing, "Teacher education curricula should be designed to assist pre-service teachers with unpacking the complexities of civic engagement in urban communities" (Marri, Luna, Cormier, & Keegan, 2013, p. 79). Deliberate teacher training and implementation of civic dialogue and practice in the classroom becomes an impetus for democratic engagement to flourish (Briggs & McHenry, 2013; Charest et al., 2009). It is the

imperative of school pre-service education leadership to create time and space to foster a metacognitive awareness of democratic engagement principles and processes among preservice and practicing educators.

Educational establishments have ample opportunities to facilitate a democratic engagement that is necessary to impart to the school student population.awai, Serriere, & Mitra (2014) described a parent and community partnership with an urban school that challenged the accountability and testing federal and state outcomes for their students. In this study, the positive outcome for the civic minded teachers, principal, parents and community demonstrate how democratic partnerships can redefine the educational assessment and accountability landscape as an evolving, intellectual and democratic activity. Active schools that solicit input from the community and parents create a collaborative environment for student support and meaningful change. Sanders (2008) reiterated the value of such parent-school partnerships as important to promote student success, behavior and a positive school climate and described active parent liaison activities that can foster effective collaboration.

Charest et al. (2014) evaluated a pre-service teacher education course that makes such a leap by connecting future educators to the community through public displays of art. Reflecting on the project the authors noted:

> We need to leave our classrooms and enter the larger community. We need to invite the community into our schools, and we need to bring the schools into our community. We can do so by providing time and support necessary to spend time in the communities where they work getting to know the people with whom they will need to work in order to build healthy and sustainable schools and communities together (Charest et al., 2014, p. 201).

In a similar community outreach preservice training, Briggs and McHenry (2013) recognized a positive impact on educator pedagogical and personal development with active civic learning. In this study, pre-service teachers volunteered at a local afterschool program for underserved students using learned teaching methods, and collaborating with community leaders, children and parents. Themes of culturally relevant teaching and individual creative arts informed pedagogical practice and personal civic efficacy for these future teachers.

Finally, Barber's (2006) comprehensive survey analysis of the IEA CivEd study, the data linked a teacher's perceived civic efficacy and his or her own confidence in civics content knowledge to be a primary contributor a student's civic efficacy and knowledge. Pre-service activities that prioritize active learning of issues of diversity, social justice and resource inequities will inform the importance individual educators place on teaching and practicing democratic engagement in the classroom.

The Competing Roles of Civic Knowledge, Civic Efficacy, and an Open Classroom Climate

Efforts to motivate and inspire student participation in civic processes and curriculum have in the past and presently include teacher preparation and student strategic focus. How can schools, who bear significant responsibility to not only teach civic knowledge but inspire civic service, effectively marry the two expectations to create Eleanor Roosevelt's ideal citizen? Kahne and Sporte (2008) posited that classroom civic learning activities predict future student participation more than mitigating factors of demographic indicators, extra-curriculars and parental involvement. The research indicates that "because the students in this sample are primarily low-income students of color, this study highlights activities that may help offset some of the striking inequalities in political voice that currently characterize our democracy" (Kahne & Sporte, 2008, p. 754).

Using structural equation modeling, Solhaug (2006) identified working constructs that contribute to a student's interest and intent to participate in the workings of democratic processes. Primary factors in the pivotal study identified self-efficacy as a compelling indicator of motivation, civic knowledge as an indicator of political beliefs and attitudes, and motivation as a factor predicting future participation and civic attitudes.

The factors of civic knowledge, self-efficacy, civic attitudes and the classroom teaching and learning environment have been studied as indicators for student engagement in democratic processes (Campbell, 2008; Cohen & Chaffee, 2012; Castillo, Miranda, Bohomme, Cox & Bascope, 2015; Galston, 2007; Mays, Mitra, & Serriere, 2015; Serriere, 2014; Torney Puerta & Amadeo, 2003). A student's intent to vote in

future elections has been researched extensively in efforts to evaluate school

programming and civics class curriculum and content activities. In a Cohen and Chaffee

(2012) survey study of urban adolescents, civic knowledge and civic attitudes relate to

future voting behavior in the sample population. The authors suggest that programming

that targets broadening the student government knowledge and belief systems might

enhance the youth voting potential. Civic knowledge about democratic government

processes, procedures and historical context must be coupled with a concerted effort to

challenge and evaluate the preconceived attitudes about government students have

acquired at school, the community and at home. Embedding Wagner's (2008) 21st

century survival skills of accessing and analyzing information, and critical thinking and

problem solving in the civics curriculum will address student roadblocks and deficiencies

in civic knowledge and attitudes.

Galston, (2007) in a foundational civic literacy review suggested that civic

knowledge about fundamental government processes is an indispensable building block

that informs current and future civic participation efforts of students. He identifies in his

review of past and current research; seven critical effects civic knowledge has on

influencing civic behavior:

1) Civic knowledge provides students with a comprehensive understanding of personal and collective civic interests and the impact of government policy.
2) Acquired civic knowledge solidifies personal political perspective on particular issues over time.
3) Students will experience dissonance in processing political events or new information affecting government structures if a civic knowledge foundation is missing or flawed.
4) Basic civic knowledge can alter positions on current political issues.
5) As students acquire more detailed information about government, the more they are empowered to evaluate civic events with trust rather than mistrust, and perhaps motivated to make a difference.

6) Students possessing adequate civic knowledge – such as foundational first amendment rights also support democratic values.
7) Civic knowledge encourages political participation.(Galston, 2007, p. 637).

Castillo et al. (2015) concurred that while civic knowledge is a strong indicator of future political participation, knowledge is often mitigated by socio-economic status factors from "low status families that are already less willing to get politically involved" (p. 17). As discussed in the challenges of democratic engagement, socio-economic factors of citizenship status, and access to quality instruction, life resources, and school resources limit interest and capacity for citizenship activities. Castillo, Miranda, Bonhomme, Cox, and Bascopé (2014, 2015) found that school location as a by-product of SES indicates that specific school membership has more impact on students' civic knowledge than even perceived classroom climate. Further, years of research indicates that traditional civics instruction in the classroom does little to boost civic participation among most students without engaging in active deliberation opportunities for students to experience and practice civic principles (Solhaug, 2006; Galston, 2007; Marten & Gainous, 2013).

Civic efficacy has been positively linked to motivation, attitudes and knowledge about civic processes. This belief that a student can affect a positive change or be involved in civic processes is highly correlated with his or her perception of an open classroom climate. Blankenship (1990) made critical connections in a survey administration between student knowledge and attitude about global issues and the classroom climate him or her experiences. Positive attitudes about global issues of concern emerge in classrooms exhibiting an open classroom climate – or one that practices deliberation and discussion of controversial issues in an "open and accepting

atmosphere" (Blankenship, 1990, p. 367). In his benchmark study, an open classroom climate is particularly affective for minorities and lower SES students in efforts to cultivate positive feelings of interest and efficacy toward voter participation than among white student counterparts. Overall, the work confirms that an educator's establishment of an open classroom climate plays a key role in student civic participation and efficacy. Ichilov (2007) explains the SES impact on civic knowledge and efficacy - "Past research on civic education suggests that students' performance is largely influenced by individual socio-economic background and motivational factors" (p. 1).

Using 1999 IEA Civic Education Study, Campbell (2008) extends this student civic participation model and adds that "an open classroom environment fosters an adolescent's intention to become an informed voter" (p. 437), and confirms the potential for such a classroom climate to alleviate SES as a complicating deterrent to civic participation. Using the National Assessment of Educational Progress (NAEP) student survey results of 2011, Castillo et al. (2015) built upon this theoretical context and added that the establishment of an open classroom climate effectively outweighs the mitigating factors of socio-economic status in developing student civic participation. In sum, an educator's effort to establish an open classroom climate has been consistently demonstrated to enhance prospects of student current and future democratic capacity (Blankenship, 1990; Solhaug, 2006; Galston, 2007; Ichilov, 2007; Marten & Gainous, 2013; Campbell, 2008; Castillo et al., 2015).

To foster a functioning open classroom climate, educators must develop classroom practices and principles that attend to student feelings of safety and socioemotional functioning. Cote-Lussier and Fitzpatrick (2016) indicate that

engagement in such classroom deliberative discussions must begin with a classroom climate that promotes student feelings of safety. Such practices encourage student engagement in classroom activities. Durlak, Dymincki, Weissberg, and Schellinger (2011) advocated focused intervention of social and emotional learning programs to address feelings of safety. Implementation of classroom management strategies that invite respect, reciprocal, and democratic deliberation of cultural, political and social issues should be observable in an open teaching and learning environment.

Teaching and Learning Strategies That Work

Efforts to calculate a specific formula to initiate an open classroom climate with best teaching practice that advances the cause of civic education and democratic engagement have been numerous. Many equations encourage educators to connect civic knowledge with open classroom climate dialogue and deliberation. Other methods mix and adapt instructional methods that focus on the acquisition of knowledge in traditional classroom teaching, active participation and creative discovery methods of instruction. Martens and Gainous (2012) identified four pedagogical practices that combat democratic apathy and promote participation – traditional teaching, active learning, video teaching, and the maintenance of an open classroom climate (p. 957).

Media

Hobbs et al. (2013) explored ethnically diverse student practices in multi-media instruction of civic topics. Results indicate that students with positive attitudes about the variety and truthfulness of media outlets are positive indicators of civic participation. Students in the course that are media literate and participate in variety of production behaviors are also more likely to participate. Media literacy as defined in the work includes how effectively students can locate, access, evaluate and authenticate news sources. Lopez, Levine, Dautrich, and Yalof (2009) investigated media influences on student application and understanding of the first amendment. In this study, educator efforts to discuss news media effects and information promote student interest and intent to regularly consume a variety of news sources. Active participation in the school's newspaper or news production in this study had more positive and appreciative views of the content and understanding of the First Amendment for traditional students. Hobbs et

al. (2013) confirm that exposure to media and journalistic processes coupled with media production also cultivate student engagement. Middaugh (2012) encouraged schools, districts and teachers to continue to build critical skill building in student efforts to attend to and evaluate mediated resources. In this study, such efforts encourage youth in participatory democracy.

Roger, Morrell, and Enyedy (2007) described multiple successful efforts to engage urban youth by exploring their subculture of inequitable learning experiences. In a summer seminar, a Community of Practice model engaged students with available statistical data, historic county records, documentaries, etc., where students explored the educational inequities of their own Los Angeles communities. These active, multilayered, often media driven, creative arts projects in the text establish adolescents at the forefront of a political conversation by advancing meaningful agenda among disadvantaged youth. In this summer research context, the authors found that active inquiry that taps into experience and spaces for individual inquiry provides a platform for learning and engagement.

Controversial Issues Discussion

As a defining characteristic of the open classroom climate model, an educator's integration of controversial current topics in a civil classroom discussion fosters student political and civic inquiry and intended participation. Middaugh (2012) and Fleming (2011) advocated teaching practices that integrate and model democratic deliberation in the classroom. Students in this model have choices to decide personal positions on controversial and timely topics relating to democratic practice. Tolerance and civic discourse are practiced and modeled in the context of democratic deliberation and

dialogue. For example, in a recent community project and problem based learning activity, educators partnered with community members to create a community garden organized and managed by 3rd grade student volunteers (Schocker, Zook, & Hummel, 2016). The project illuminated issues of poverty and diversity in a migrant worker community that "civically empowered" students to engage first in a problem based discussion that led to participation at a new level. Establishment of an open classroom climate conducive to a controversial issue can precipitate an opportunity to engage in community problem based learning using civic knowledge and principles.

Active Participation Opportunities

Opportunities for connecting classroom dialogue to active citizenship are vital to sustaining democratic engagement in the classroom. Using data from the IEA CivEd study, Barber (2006) found that using interactive class activities about civic processes in the United States was a significant predictor of subsequent civic knowledge. Serriere (2014) described such an active participation opportunity in a low-income, diverse elementary school where fifth grade students changed the school lunch program with a proposal for salad lunch options. Douglas, Fry, Wilhelm, and Housley (2015) definedmultiple opportunities for inquiry-based learning that focused in intent and structure of advancing the common good and democratic principles. Martens and Gainous (2012) defined active learning strategies as those that focus on students as the drivers of inquiry. These include activities such as petitioning, letter writing, debate, and roleplaying.

CHAPTER III: METHODOLOGY

Research indicates that advancing democratic engagement practices in the education system benefits student learning. One significant challenge facing learning institutions today is how and to what extent do we train teaching professionals who are deeply committed to imparting civic empowerment and knowledge in the classroom? Are there unique indicators, personality traits, and dispositions of educators that foster democratic engagement practices personally and professionally? In this mixed-methods study, the researcher will probe educator perceptions regarding personal understanding and participation of civic practices. This project also aims to link perceived democratic engagement to teaching practice. A districtwide survey to identify educators on each end of the democratic engagement spectrum was conducted. A follow up qualitative analysis of free response questions and face to face interviews helped to validate and clarify the results.

Research Questions

1. In what ways do K-6 educators exhibit levels of democratic engagement as described by Saltmarsh & Hartley (2011)?

   a. What demographic patterns emerge?

H_0 There is no statistically significant relationship between levels of civic engagement and educator age.

H_0 There is no statistically significant relationship between levels of civic engagement and *educator race.*

H_0 There is no statistically significant relationship between levels of civic engagement

and *educator gender.*

H_0 There is no statistically significant relationship between levels of civic engagement

and *educator years teaching.*

H_0 There is no statistically significant relationship between levels of civic engagement

and *educator time in community*

    b. What patterns emerge within and between personal and professional

practice?

2. What perceptual differences emerge between educators' self reports of personal

   levels of democratic engagement when compared to Saltmarsh and Hartley's

   (2011) conceptual definition?

3. Do highly engaged educators report higher levels of job satisfaction and personal

   fulfullment from the teaching profession? Specifically, do high versus low

   engaged educators differ in:

   a. Personal fulfillment from the teaching profession

   b. Teaching philosophy and pedagogical practice regarding a student's

      capacity to learn

   c. Intentionality regarding personal responsibility to inspire democratic

      engagement to students

Research Design

Design Rationale

A two phase mixed method explanatory method as described by Creswell and Clark (2011) is uniquely suited to address the study questions. It allows the researcher to gather quantitative information that describes a sample population in the first phase and then "…refine and elaborate on these findings through an in depth qualitative exploration in the second phase" (p. 516). This design allowed the researcher to first identify democratically engaged and unengaged educators in a quantitative setting. Creswell and Clark's (2011) sequential explanatory design, in which quantitative data is first collected and then explained with qualitative research methods, were used to add clarity and nuance to research probes two and three. Cone (2009) used a similar protocol of survey and interviews to examine educator "self-efficacy beliefs of preservice elementary teachers regarding equitable science teaching and learning for diverse student groups" (p. 365). The survey and interview process allowed researchers to differentiate between levels of positive improvements with the service learning and diversity training.

Population and Sample

This study used Creswell and Clark's (2011) prescribed sequential explanatory design. It took place in a a medium sized 12 school city district. A system-wide survey was conducted to identify self-reported highly democratically engaged and unengaged educators. This K-6 city school system has an established working relationship with the faculty at the local university, which has a doctoral program in education. In the 2016-2017 school year, the school counted 8498 students with a pupil to teacher ratio of

approximately 20:1. According to the district website, 30 languages are spoken within this district, and the district experienced a growth rate of 6.5%.

No incentives were offered to the district administrator to encourage system-wide participation for the study. The total potential sample size with maximum educator participation is $n = 600$. Pilot study response rates from an early administration of this survey indicated that a rigorous protocol was needed encourage maximum participation. Face to face meetings with administrators and staff during the holiday season in predetermined staff meetings introduced the project and encouraged educator participation where possible. A link to the survey was provided at this face to face meeting. Reminders for incomplete surveys were sent within three weeks of the initial email invitation. Final reminders were sent the final week of the active survey link. Educator incentives included two $25.00 gift card drawing opportunities for Target Stores for each of the twelve participating schools. Participants were asked to submit a printed last page of survey completion with a last name for an administrator drawing.

Composite civic index scores were created to identify upper and lower quadrant respondents who self-reporedt maximum levels of civic engagement to minimal civic activity or interest during a pilot administration of this survey with a single school. A pool of high engaged and unengaged educators that emerged from the survey was created in order to in order to conduct a series of two interviews with highly engaged and an unengaged educators.

Instrumentation

An adapted version of the Civic Health Survey analyzed by the National Conference of Citizenship (NCoC) in 2009 was administered to system teachers. The

final survey used in the dissertation study is a product of consultation with a content expert, and minor modifications in question wording and scale were made after a pilot administration of the measure. A series of 15 itemized questions addressed the democratic engagement construct as described by Saltmarsh and Hartley (2011) to uncover potential patterns or levels of democratic engagement among the sample of educators in research question one. Questions 16 through 18 address demographic indicators of engagement. Five free response questions complete the survey with probes designed to explore research question two. The pilot administration of this survey suggested that approximate completion including free response questions hovered between 15-20 minutes.

Table 1

Political Domains Addressed in Survey

Domain	Description	Closed Response
Political Voice	Active citizenship activities that include protesting, expressing opinions in writing or social media, organizing and attending issues meetings, planning etc connected to civic life, issues and processes.	8, 9, 10
Civic Participation	Voting behavior that include local, state and federal elections, campaign participation or management, personal candidacy, candidate issue platforms and awareness etc.	4,5,6
Community Engagement	Volunteering, neighborhood social activities, church membership, clubs and services, fundraising to benefit community etc.	3,6,7
Civic Knowledge	Volunteering, neighborhood social activities, church membership, clubs and services, fundraising to benefit community etc.	11, 12, 13,14,15

Demographic survey items 16 and 19 identify age and time lived in community as benchmarks to establish voter eligibility and neighborhood investment as community stakeholders. Questions 17 and 18 explore race and gender as a potential lens for patterns and differences in the educator sample population. The complete survey is detailed in Appendix B for additional reference.

Educator Perceptions, Beliefs and Attitudes Measures

A series of pilot tested free response questions concluded the survey to answer research questions two and three in the study. To address research question two, , educators were asked to rate and discuss personal levels of engagement in a few domains. Efforts to gauge self-perceptions of personal levels of democratic engagement using indicators of civic knowledge and engagement were measured using a Likert scale with follow-up explanatory probes (Appendix C).

Additional free response probes focus on research questions regarding educator beliefs and attitudes about student learning, job satisfaction and the importance of civic curriculum in public schools. Topics include exploring intention to inspire democratic engagement, teaching philosophy, challenges and successes in teaching and overall job satisfaction. Finally, teachers are asked to reflect on current local, state or national civic issues of concern to articulate political knowledge and political voice competencies in a single probe (Appendix C).

Pedagogical connections to educator perceptions of democratic engagement, beliefs about engagement in the classroom, student learning and job satisfaction were explored in interviews. A series of interview questions explored teacher pedagogical practice in connection to beliefs, attitudes and perceptions about learning. In a series of two thirty-minute interviews with self-reported highly engaged educator and unengaged educators, this activity achieved data triangulation and holistically addressed research question three. Question topics included professional probes regarding pedagogical approaches, intent to inspire civic engagement, classroom climate, reflective teaching,

student capacity to learn, and community connections and activities. The items are detailed in Appendix D.

Pilot Studies

First pilot study

A single-day use of the proposed CIVVICS observation tool in multiple classrooms explored the viability of this tool to address the research question probe regarding "intentionality toward personal responsibility to inspire democratic engagement to students during a highly-contested election season." Cadwaller-Stolte, Isenbarger and Cohen's (2014) CIVVICS observation tool included a series of four rubrics created to measure four civic domains::

1) Awareness of relational and organizational supports

2) Student engagement

3) Student connections to civic goals

4) Positive classroom interactions (Cadwaller-Stolte et al., 2014).

Classroom observations of social studies instruction three weeks before the national election provided an ideal environment to apply the CIVVICS observation tool data in October 2016. Students and educators in government and economics classrooms at a high performing high school were observed to collect data using the selected measures. The tool complemented Hattie's (2009) indicators of inspired teaching with specific, observable educator behaviors and student engagement. While the observation tool provided benchmark civic indicators to guide observations, efforts to categorize low, medium and high teacher practice and student engagement were compromised by the specificity of behaviors in each category and the subjective nature of the measures. In

short, the rubrics as applied by the researcher fell short of accurately describing concrete differences in high, medium and low civic indicators as defined in the study.

The description in the rubrics, however, provided observable practice and behaviors that refined face to face interview questions and potential coding schemes. Domain descriptions contained in the observational rubrics were resourced to develop the construct qualities and behaviors that determine democratic engagement pedagogical strategies in the classroom. These rubrics were a useful reference in coding efforts to interpret educator self-reports of pedagogical practice that perpetuate civic learning in an interview setting.

Second Pilot Study

An adapted version of Civic Health Survey first administered by Lopez, Levine, Both, Kiesa, Kirby and Marcelo (2006), piloted at a single K-5 school in the desired sample district, was implemented to explore educator attitudes and perceptions of their own levels of democratic engagement as established in the research definitions and posed in research question one (See Appendix). Items were selected and reviewed in detail from this survey for question wording and content to appropriately measure the Saltmarsh and Hartley's (2011) democratic engagement construct. A content expert reviewed the final survey items and modified where needed to design an appropriate measure.

In addition to questions from this civic health survey, free response questions previewed in the instrumentation methodology were resourced for analysis with scale guidelines recommended by Fowler (1995; 2014) for measuring subjective states using Likert scaled items with follow up discussion to explore personal perceptions of

democratic engagement, job satisfaction and concrete indicators of civic knowledge (see Appendix C).

This pilot study accomplished several key objectives. First, Fowler (2014) recommends pretesting the survey instrument validity by "using an approximation of proposed data collection procedures" (p. 99) and preliminary analysis of questions and answers. Issues of validity and effectiveness were adequately addressed as discreet differences between educators were detected and a determination of high versus low levels of engagement emerged with consistency in the closed and free response items. Highly engaged and disengaged respondents were identified on either end of the spectrum using this civic index score protocol. This measured the effectiveness and validity of the instrument as well as establish preliminary qualitative codes and coding procedure for an implementation districtwide. Next, Fowler (2014) suggested that such an anonymous protocol is ideal for subject matter that affects the *social desirability* status of participants rather than a face to face interview. Internet implementation in a group setting addressed potential validity roadblocks to include inflated self-reports of democratic engagement or lack of participation by desired sample participants rather than a face to face interview (p. 73).

Second pilot methodology. Educators in a small K-6 city school where $n = 40$ received an anonymous survey link from the school's principal administrator in an IRB approved pilot study. With the participation agreement of the district and school, educators and educator support specialists were invited to participate in the online survey for a raffle of three $25.00 I Tunes gift cards. The survey administered through Survey Monkey, contained the NcOC previously adapted fifteen closed response with inclusio of

the identified eight free response probes. These questions captured demographic

indicators and democratic engagement perceptions of levels of engagement (see

Appendix B). The first link invitation yielded only three responses. A site visit by the

researcher with a description of the project and oral invitation coupled with an additional

email invitation resulted in a final $n = 21$ participants. On line entries indicated that with

differing levels of detail in the free response questions, the survey took about 10-15

minutes to complete.

     Second pilot data analysis. Data collected from the survery were coded in a

binary system where 1 indicated that an engagement behavior was present and 0

indicated that there was no evidence of democratic engagement. For example, scaled

questions indicating community engagement that may have included categories such as

never, rarely, sometimes, often and always were coded as a +1 if the respondent

answered sometimes through always – that a behavior was present. Political party

affiliation received a +1 or 0 rating if the respondent indicated a political party affiliation

or chose none for a 0 were coded as a +1 if the respondent answered sometimes through

always – that a behavior was present. Political party affiliation received a +1 if the

respondent indicated a political party affiliation or chose none for a 0 rating.

     Closed response questions were coded using this system to create a total score for

each respondent. In efforts to standardize and fairly weight each domain of engagement,

z scores were tabulated for each segment of questions that probed a specific engagement

indicator. A final z-score of the sum of the four domains created a responent's composite

civic index score.

Free responses were coded to explore themes, patterns and differences in high versus low self reports of engagement. Eight respondents were initially identified on either end of the engagement spectrum for free response question analysis. This total was paired down to six respondents with the identification of skipped responses and incomplete surveys from two of the eight selected in the -1 to +1 outlier range. These anonymous respondents were earmarked for qualitative analysis of free response questions and answers for trends, topics and concerns that emerge on each end of the spectrum of uengaged to extremely engaged educators.

Second pilot results. Of the eight respondents identified, highly engaged educators demonstrated elevated scores in several engagement categores with the lowest self report scores in political knowledge and political voice. Self reported unengaged educators' highest levels of democratic engagement included civic engagement (voting) and community engagement (volunteering). Demographic indicators revealed three respondents with 10 plus years in a community or neighborhood with a fourth self reporting one to two years in her community. All respondents were female with at least five years of teaching experience to 14 plus years. Three of four respondents self identified as affiliated with the Democratic party with a single educator identifying as a Republican.

Educators self reports as low to unengaged within the theoretical framework ranged in teaching experience from one to two years to 14 plus years. These individuals scored highest in community engagement with one respondent achieving high scores in civic engagement. Two of three respondents were White females with one self reporting as Hispanic. One of three identified with a political party.

Free response questions were consistent with civic index scores tabulated using the binary -1 to +1 system. Of the three respondents that indicated low levels of democratic engagement, one specifically indicated that teaching civic learning principals was not a priority; teaching character traits was of the utmost importance. Others felt that student education not politics was a priority. The first educator self scored an engagement level at three being "somewhat satisified" with current level of civic knowledge while the other two self scored as "1" – highly satisfied. Common themes in questions probing teaching philosophy, advancing civic engagement and challenges/rewards consistently included several themes. Concerns with time constraints of the job, balancing family and other priorities and student learning and growth were concurrent between all three educators. One educator specifically addressed student disrespect as a personal frustration while all valued learning and growth.

A top civic issue for highly engaged educators was the issue of education itself. All highly engaged respondents identified teaching civic principles in the classroom as of the highest importance. Challenges in the classroom included administrative frustrations, bureaucracy and redundant paperwork, while forging relationships and student growth inspired these educators. Two of the three highly engaged respondents did not complete questions 18-20 regarding rewards, challenges and potential to leave the profession. A recurring theme emerged that "all students can learn." This belief permeated both highly engaged and unengaged survey respondents. Anticipating student growth and concerns for the challenge of teaching was also shared by both ends of democratic engagement spectrum. These themes were evident in every respondent.

Table 2

Z Score Demographic Engagement High Versus Low Engagement Levels

Respondent #	Community COE	Political Voice	Civic Knowledge	Civic Engagement	Total Score	z score
959	2	1	0	6	9	-1.07432
548	6.5	5	2	8	21.5	1.046045
660	9.5	2	3	7	21.5	1.046045
200	6.5	0	1	0	7.5	-1.32876
384	6.5	5	4	7	22.5	1.215674
611	6.5	4	4	6	20.5	0.876416
145	No response	0	3	2	5	-1.75283
582	4.5	0	0	0	4.5	-1.83765
279	9	1	4	7	21	0.961231

Shared Themes

-all students can learn

-rewarding relationships

-student growth

-achieving balance

Low Engaged

Making a difference

Teacher responsible for learning

Time requirements

Teaching Difficult

Student disrespect

Education over politics

Highly Engaged

Concern government leadership

Civic responsibility

Future of education

Dissatisfaction school leadership

Bureaucracy

Testing and learning

Figure 2. Composite descriptors free response questions beliefs about engagement, student learning, job satisfaction..

Data Collection Procedures

Feedback and data collected from the two pilot studies informed the final data collection method. The online survey instrument was administered and analyzed again with Qualtrics using the same administration procedure with a single exception. Educators will be asked for identifying contact information to complete the survey.

- Collection was initiated by school administrators via email invitation and recruitment letter with a direct web link to Qualtrics.

- Data collection was anonymous, with encrypted URL addresses connected to completed surveys

Efforts to identify high and unengaged educators in the data pool became more problematic as the encrypted URL addresses must be matched to respondent email following data collection and analysis. A final prompt that asks respondents for contact information for further research concluded the survey. Incentives for contact were offered, such as a drawing for an iPad mini for participation in a face to face interview. The study identified three participants—a highly engaged, medium engaged, and disengaged educator based on the sample composite scores using the four democratic engagement categories..

The pilot survey administration indicated that multiple invitations, administrative support, and individual incentives to include face to face faculty invitations by the researcher would bolster educator participation. A two-week data collection window is yielded the expected sample size for analysis.

Data Analysis Procedures

Descriptive statistics defined the parameters of the sample population in terms of key demographic information and perceptual democratic engagement trends among educators to address research question one. A civic index score was tabulated using responses to Likert-scaled items including those where numeric values are one or zero, as these responses also indicate an ordinal progression of democratic engagement. To fully capture respondent scaled data, an ordinal progression was calculated to create the civic index score rather than the binary system created for interpretation in the pilot study. When converted and normalized in z scores, outer ranges were identified to connect highly engaged educators and unengaged educators for qualitative data interpretation in free response questions thirteen through twenty. The survey instrument design further dictated correlational statistical analysis as described by Field (2012) using a hierarchical multiple regression model with dummy codes for categorical and interval data. This method uncovered patterns that emerged between and within demographic indicators and levels of engagement. Field's (2012) recommended assumptions testing to validate findings and determine assumptions violations were included as well.

Free response coding employed Saldana's (2013) "generic" coding method for a first cycle analysis of outlier high versus low respondent data. This first cycle approach will focus on original educator messages with in vivo coding that captures respondent perceptions, attitudes and beliefs about learning and perpetuating democratic engagement. Holistic coding will summarize trends, common themes and potential patterns of analysis. Second cycle coding measures will focus on Saldana's (2013) recommended analysis of patterns and themes within authentic responses gleaned from

first cycle data. Specifically, this level of analysis will address commonalities and differences in beliefs and attitudes about student learning, democratic engagement and job satisfaction as addressed in research questions two and three.

Table 3

Study Design and Analytic Measures

Research Probe	Data Source	Analytic Tool	Instrumentation
1. What demographic patterns within K-6 educators emerge connecting levels of democratic engagement as described by Saltmarsh and Hartley (2011) in personal and professional practice?	-Districtwide K-6 teachers in medium, urban school district, approximately n = 200.	-Calculated civic index score from scaled, ordinal survey data -Descriptive statistics to include Z score normalization of raw scores -Correlational statistics to include Pearson Product moment and Chi square connect demographic data to civic index scores tabulated	-Survey items 1-18 adapted from U.S Citizenship test and NCoC survey
2. What perceptual differences emerge in an educator's self reports of personal levels of democratic engagement?	-District-wide K-6 teachers in medium, urban school district, identified as highly democratically engaged and unengaged educators, expected n = 50.	-Level one qualitative coding of in vivo descriptive differences of free response survey items in self-report probes	-Free response survey items 1 through 4 that combine self-report scale response with score description
1. To what degree do highly engaged educators report higher levels of job satisfaction and personal fulfullment from the teaching profession? Specifically, do high versus low engaged educators differ in: a. Personal fulfillment from the teaching profession	District-wide K-6 teachers in medium, urban school district, identified as highly democratically engaged and unengaged educators, expected n = 50. 1 Highly engaged and 1 Unengaged educator volunteer from survey pool.	-Level one qualitative coding of in vivo and descriptive differences of free response survey items in self-report probes -Level two pattern coding	-Free response survey items 6, 7, and 8 for n = approximately 50. -Face to face series of 2 interviews with un-engaged and highly engaged educator using new questions 6, 7, 8, (Appendix D) duplicate questions #2 and #9 from electronic survey for validity check.
2. To what degree do highly engaged educators report higher	District-wide K-6 teachers in	-Level one qualitative coding using	-Free response survey item 5 for n =

Study Design and Analytic Measures

Research Probe	Data Source	Analytic Tool	Instrumentation
levels of job satisfaction and personal fulfullment from the teaching profession? Specifically, how do high versus low engaged educators differ in: a. Teaching philosophy and pedagogical practice regarding a student's capacity to learn	medium, urban school district, identified as highly democratically engaged and unengaged educators, expected n = 50. 1 Highly engaged and 1 Unengaged educator volunteer from survey pool.	in vivo and descriptive differences of free response survey items in self-report probes -Level two pattern coding	50. -Face to face series of 2 interviews with un-engaged and highly engaged educator using additional questions 5, 7, and 9 described in Appendix D.
Research Probe 3. To what degree do highly engaged educators report higher levels of job satisfaction and personal fulfullment from the teaching profession? Specifically, do high versus low engaged educators differ in: a. Intentionality regarding personal responsibility to inspire democratic engagement to students	Data Source District-wide K-6 teachers in medium, urban school district, identified as highly democratically engaged and unengaged educators, expected n = 50. 1 Highly engaged and 1 Unengaged educator volunteer from survey pool.	Analytic Tool -Level one qualitative coding using in vivo and descriptive differences of free response survey items in self-report probes -Level two pattern coding	Instrumentation -Free response survey items 3 and 9 - Face to face series of 2 interviews with un-engaged and highly engaged educator using additional questions 1-4 and 10-12 described Appendix D.

Validity Issues

It was important to achieving data triangulation as described by Creswell (2011) and Patton (2015). Efforts to apply a mixed method collection of data in the survey (see Appendix B) includeed quantitative data purposed to describe sample educators' perceived presence or absence of civic participation on a holistic level as democratic engagement. Eight free response questions that probe civic attitudes, intent and practice establish internal consistency and potential pedagogical connections. Fowler (2014) advocated open-ended questions as a critical means of internal consistency measurement that captures unanticipated, more accurate respondent viewpoints. Questions 21 through

23 use a five-point Likert scale as described by Mueller (1986). An interview protocol using Seidman's (2013) sequencing, timing and coding recommendations provided the triangulation needed to substantively address the research questions. All data were collected and analyzed solely by the researcher and reviewed by the dissertation committee.

Summary

Applying Creswell's (2011) sequential explanatory mixed method design yielded insight into the perceived civic life of educators in the United States. This study is focused on how these perceptions shape classroom pedagogy and practice; beliefs and attitudes about teaching; and teachers' intent to advance student civic engagement. Multiple means of data, an assurance of anonymity and an opportunity for discussion and free expression within the electronic survey allowed participants to describe an urban teaching demographic and uncove patterns of engagement among the sample. A qualitative analysis of detailed free response probes among self-identified highly democratically engaged and unengaged educators illuminated identifying qualities and characteristics of each end of the engagement spectrum. A series of two face to face interviews with identified high versus low democratically engaged educators provided a final data source to add depth, meaning and consistency to the methods approach.
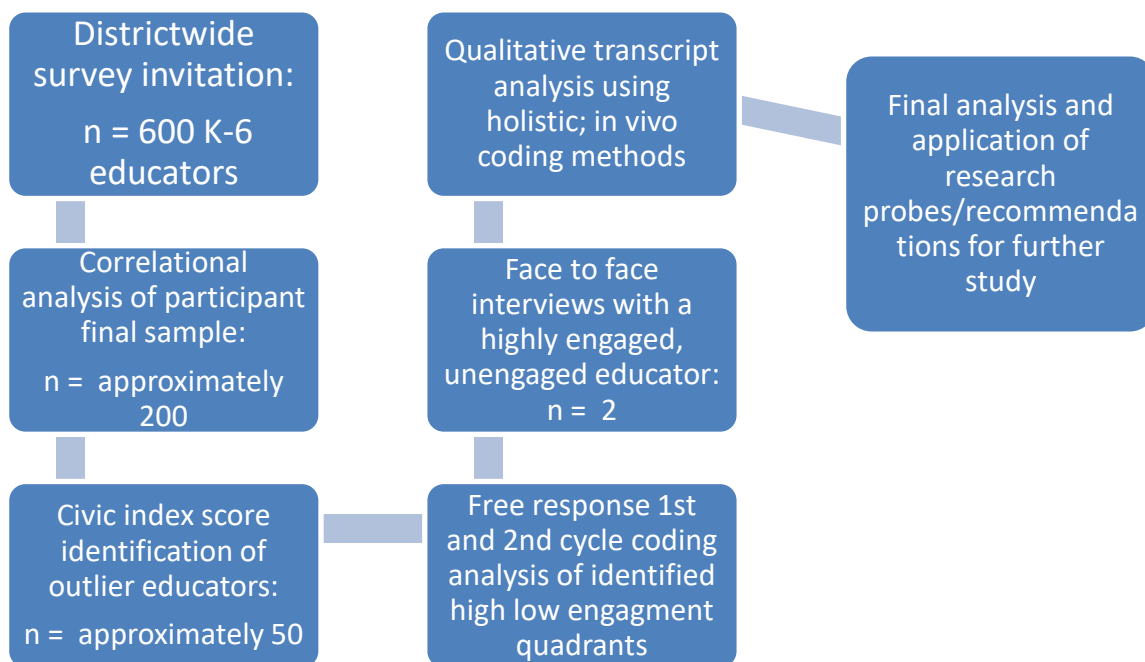
*Figure 3. S*tudy Protocol.

Limitations

The potential for low response rates among the selected sample district educators is of concern. Non-response bias, web versus mail, response rates among educators are other important factors meriting consideration. The survey pilot study indicated that completed surveys to include free response items may be of some concern as well. Completion incentives should somewhat address this potential pitfall. Repeat faculty meeting visits to participating district schools will encourage respondent survey completion and establish collegiality, goodwill and relational support.

CHAPTER IV: RESULTS

This chapter summarizes the survey administration and subsequent qualitative interviews of the high versus low democratically-engaged educators in the sample. The district-wide survey was administered in May 2018, and it had a final response rate of approximately 27 percent. As indicated in the methods discussion, survey links were sent to twelve school administrators in the district. According to self-identified sample respondents and administrator feedback, about half of the administrators forwarded the survey link to their teachers. This was also determined by the number of incentive Target gift cards requested by principals and email replies received by the researcher. Because of low response rates in this district-wide effort, any general results should be interpreted with caution as trend indicators rather than a representative sample.

Initial Data Collection

This study began with difficulty in data collection in that district approval to distribute the survey came about two weeks before school was dismissed for the year. Administrators and teachers were sidelined with end of year activities as well as an oversaturation of survey data collection by researchers in Spring 2018. Site visits, refreshments, phone calls and emails were used to boost participation in the survey until the final day of school. The survey remained open for four weeks total in an effort to gather more responses after the school year concluded. The total N for collected responses was 162. Of those responses, 99 were completed without missing or skipped data and therefore qualified for the analysis.

Data Analysis

Demographic indicators suggest a homogenous white female educator population with a few variances in race, gender, age, time teaching, community lived, and party identification. Race was collapsed to distinguish into white and non-white as the sample included less than the minimum required totals in individual race categories for statistical analysis. 93% of the sample wasfemale, with 85% reporting as white. Twelve teachers identified as black, representing about 9% of the total. Two Hispanic educators at 1% and six 'Other' category educators at 4% completed the total sample population. Seventy-two percent of educators in the sample reported their ages to range from 26-55. The 26-35 age bracket was the most represented at approximately 40%. The highest percentile bracket self-reported time teaching was more than ten years, representing 44% of the sample population. Interestingly, more than 86% of respondents voted in the 2012 and 2016 national elections. Forty-eight percent of the sample voted Republican, and 24% identified as Democrat. Independent voters made up 18% of the sample, and ninet percent of respondents reported no party affiliation.

Construct averages indicated higher levels of community engagement and civic participation such as voting, local community social memberships, volunteering, and neighborhood outreach. The maximum score on the political knowledge scale was five. Educators in the sample scored hovered at a six point total. Respondent averages in Political Voice demonstrated a disinclination to participate in active political gestures such as writing government officials, protesting, or boycotting items.

Table 4

Democratic Engagement Construct Averages

	N	Mean	SD
Community Engagement	144	2.0313	.61353
Civic Participation	102	2.500	.80657
Political Voice	140	3.4520	.83995
Political Knowledge	138	6.0623	1.106

*Note: Political Knowledge questions calculated cumulatively with maximum two-point scale for incorrect responses

Free response questions were coded for common themes and frequencies in the top five categories using an optional text feature in Qualtrics. Satisfaction levels related to civic life were self-reported in these free response Likert scale levels ranked from low (one) to high (five). Few to no respondents completed the follow-up probe asking for further explanations of the ratingz. Question 36 asking "If I were to give you a rating scale that identified the number five as extremely engaged and one as not engaged at all, how would you rate yourself as a professional that is civically engaged? How did you decide on your rating?" resulted in a majority self-reporting a three with $n = 38$ respondents. Twenty-five teachers reported $n = 4$, and more dissatisfied reporting an $n = 2$.

When asked to rate personal levels of satisfaction with their levels of knowledge about local, state, and national events, with five being very satisfied and one not satisfied at all, most respondents self-reported a satisfaction level of three ($n = 43$). A rank of four was second most popular ($n = 27$), with $n = 25$ educators measuring their personal knowledge of current events at a dissatisfied rank of two.

Question 39 asked f agreement and discussion regarding the statement "Teaching personal and professional responsibility to students must begin with teaching and encouraging civic engagement." Many teachers indicated that they strongly agreed with the statement ($n = 35$). Level three "neutral" responses were calculated at $n = 30$ and level four "agree" responses at $n = 29$. Again, free responses were minimal.

Several themes emerged in the free response survey questions about specific civic issues of interest, teaching philosophy regarding student learning, rewards versus challenges of teaching, and job satisfaction. Question 38 "Are there any civic issues on the local, state or national level that are of some concern to you? Please explain." These responses were unremarkable, with just 25 educators reporting an educational issue such as testing or funding. Twenty-three educators reported "none" and just 14 respondents combined mentioned specific themes of gun control, $n = 8$, and $n = 6$ for immigration.

Educator responses regarding personal philosophies about student learning were decidedly optimistic. Figure 4 explores the themes in detail:
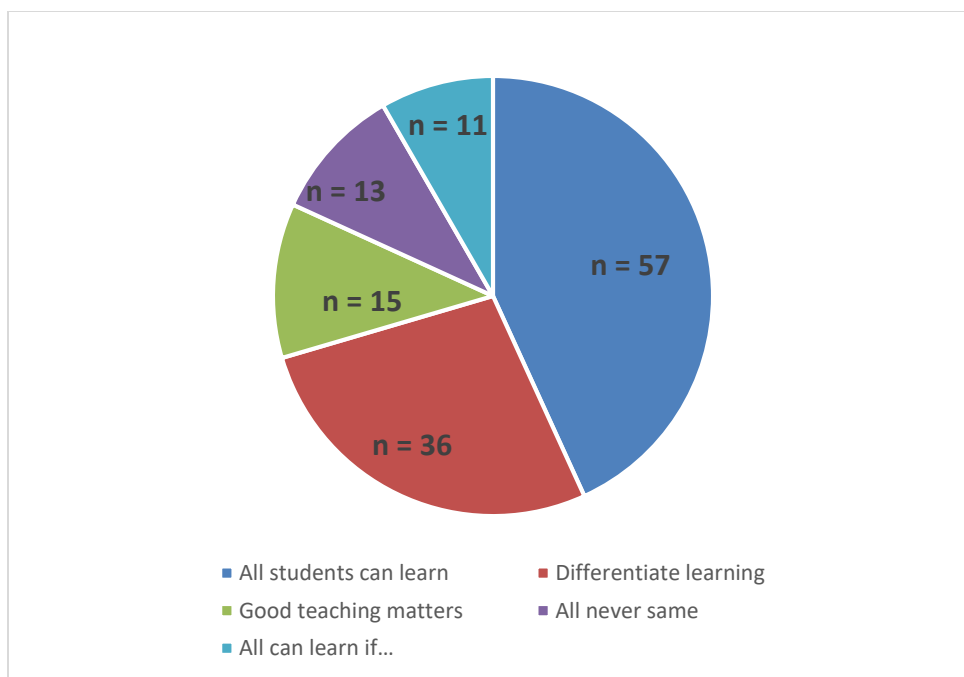
Figure 4. Educator themes regarding teaching philosophy and student learning.

Most educators agreed that all students can learn. Many specified that differentiated learning techniques and differentiated learning styles were necessary to build student knowledge (combined $n = 36$). Other themes explored the necessity of good teaching ($n = 15$), all do not learn at same levels, ($n = 13$), and an "all can learn if" … with qualifiers at $n = 11$.

Free response questions that probed educator beliefs about the rewards of teaching indicated that student personal and academic growth ($n = 44$), relationships, difference making ($n = 14$), and experiencing "lightbulb moments," ($n = 14$) with students as most rewarding. Challenges include student behavior and discipline ($n = 25$), top down changes ($n = 9$), lack of consistency ($n = 7$), and lack of parental involvement ($n = 7$).

Quantitative data analysis using multiple regression explored relationships and patterns for the following research question:

In what ways do K-6 educators exhibit levels of democratic engagement as described by Saltmarsh and Hartley (2011)?

    a. What demographic patterns emerge?

    b. What patterns emerge within and between personal and professional practice?

        i. H_0 There is no statistically significant relationship between levels of civic engagement and *educator age.*

        ii. H_0 There is no statistically significant relationship between levels of civic engagement and *educator race.*

        iii. H_0 There is no statistically significant relationship between levels of civic engagement and *educator gender.*

        iv. H_0 There is no statistically significant relationship between levels of civic engagement and *educator years teaching.*

        v. H_0 There is no statistically significant relationship between levels of civic engagement and *educator time in community.*

To identify patterns between levels of engagement and demographic indicators, the data was assembled to create a multiple regression model that used categorical variables with dummy coding and interval variables. Karpinski (2018) appropriated regression with categorical predictor variables as a concept where the lack of distributional assumptions for *X* allows for continuous and categorical variable analysis in the same equation. A hierarchical linear regression analysis was applied to uncover

effects of the continuous predictors in and between demographic indicators and an educator's composite civic index score.

Dummy codes were created for the independent variables of race and gender with the continuous variables of time teaching, time in community and age toward the dependent variable of an educator's civic index score. To establish patterns, correlation, or variable effects, this method predicts levels of engagement using independent variables of race, gender, time teaching, age and time in community. Party identification was not used as an independent variable as the current body of research does not suggest that a party or independent affiliation contributes to more engagement. An additional variable would artificially inflate alpha, and the smaller sample size did not allow for such an addition.

Field (2012) identified important data assumptions for such an analysis. First, he indicated that predictor variables must be either categorical or quantitative. Time teaching as a predictor calculated continuous ranges. Gender and race (white/non-white) were analyzed as two- category variables. Age and time in community were continuous range variables. Field (2012) also indicated that a non-zero variance and no perfect multi collinearity must be tested to determine the robust nature of the data. In this sample, all predictors demonstrated the same variation. Variance Inflation Factor values ranged from 1.01 to 1.65, with an average VIF of 1.26. These are substantially under ten and not substantially greater than one, well within the ideal range. Tolerance ranged from 0.63 to 0.99, all well above the required 2.0. Therefore, as the VIF average was 1.26 and tolerance was well above 0.2, the data does not violate the assumption of multicollinearity. Predictors mus alsot be uncorrelated with external variables. In this data set, the best

predictor was gender (Q33G) with a Beta $= .18$; t $= 1.84$, $p = .07$. Race (Q34) reported a

Beta $= .01$; t $= 0.11$, and $p = .91$. Age values (Q35) include Beta $= .14$; t $= -1.11$, p $=$

.91. Finally, time in community (Q17) reported a Beta $-.05$; t $= -0.48$, $p = .64$. All

predictors were uncorrelated. Visual inspection of scatterplot revealed a random array of

dots evenly dispersed around zero: did not violate the assumptions of homoscedasticity

and linearity. A final visual inspection of the histogram indicated a normal distribution (a

bell-shaped curve) and a visual inspection of the normal probability plot represented

normal distribution (points on a straight line) indicate that the data did not violate the

assumptions of normality of residuals.

A hierarchical multiple regression analyzed the following five null hypotheses:

i. H_0 There is no statistically significant relationship between levels of civic engagement and *educator age.*
ii. H_0 There is no statistically significant relationship between levels of civic engagement and *educator race.*
iii. H_0 There is no statistically significant relationship between levels of civic engagement and *educator gender.*
iv. H_0 There is no statistically significant relationship between levels of civic engagement and *educator years teaching.*
v. H_0 There is no statistically significant relationship between levels of civic engagement and *educator time in community.*

The results of the hierarchical multiple regression for civic engagement with

control variables of years teaching, gender, race, age, and time community was

significant for four of the five variables: years teaching $F(1, 96) = 4.68$, $p = .03$; gender

$F(2, 95) = 4.10$, $p = .02$; race $F(3, 94) = 2.70$, $p = .05$; age $F(4, 93) = 2.56$, $p =$

.04; time community $F(5, 92) = 2.04$, $p = .08$. The full model was responsible for

limited variance in these variables. The results of these regressions are presented in

Table 3. Years teaching was a significant predictor of the civic index score. The addition

of gender and race added to the model resulted in years teaching as the only significant

variable. When gender, race, hand age were added, gender was the only significant

variable which persisted though the inclusion of the fifth variable of time in community.

However, only 10 out of 137 total participants were male. Any conclusions regarding the

significance of gender should therefore be made with extreme caution.

Table 5

Hierarchical Linear Regression Model with Demographic Variables Predicting Civic Index Cumulative Score

	B	SE B	β
Step 1			
Constant	10.69	0.49	
Q32 Time Teaching	-0.27	0.12	-.22*
Step 2			
Constant	10.69	0.48	
Q32 Time Teaching	-0.30	0.12	-.24*
Q33 Gender	1.19	0.65	.18
Step 3			
Constant	10.71	0.52	
Q32 Time Teaching	-0.30	0.13	-.24*
Q33 Gender	1.20	0.65	.18
Q34 Race	-0.05	0.51	-.01
Step 4			
Constant	11.30	0.66	
Q32 Time Teaching	-0.16	0.16	-.13
Q33 Gender	1.35	0.66	.21*
Q34 Race	-0.10	0.51	-.02
Q35 Age	0.47	0.33	-.18
Step 5			
Constant	11.37	0.73	
Q32 Time Teaching	-0.16	0.16	-.13
Q33 Gender	1.36	0.66	.21*
Q34 Race	-0.11	0.51	-.02
Q35 Age	-0.45	0.34	-.17
Q17 Time in Community	-0.04	0.16	-.03

The null hypotheses in research question 1 was rejected for time teaching, $F(1, 96) = 4.48$, $p = .03$, r $= .22$, $r^2 = .05$; gender $F(2,95) = 4.10$, $p = .02$, r $= .28$, $r^2 = .08$; race $F(3,94) = 2.70$, $p = .05$, r $= .28$, $r^2 = .08$, and age $F(4,93) = 2.56$, $p = .04$, r $= .32$, $r^2 = .10$. Time in community had no significant effect on the model.

Table 6

Linear Multiple Regression with Civic Index and Demographic Variables

Predictor	R	R^2	Df^1	Df^{22}	F	p
Time Teaching	.22	.05	1	96	4.68	.03*
Gender	.28	.08	2	95	4.10	.02*
Race	.28	.08	3	94	2.70	.05*
Age	.32	.10	4	93	2.56	.04*
Time in Community	.32	.10	5	92	2.04	.08

Three respondents were identified for interview to address the following research

questions:

1. What perceptual differences emerge between educators' self reports of personal

   levels of democratic engagement when compared to Saltmarsh and Hartley's

   (2011) conceptual definition?

2. Do highly engaged teachers report higher levels of job satisfaction and personal

   fulfullment from the teaching profession? Specifically, do high versus low

   engaged educators differ in:

   a. Personal fulfillment from the teaching profession

   b. Teaching philosophy and pedagogical practice regarding a student's

      capacity to learn

   c. Intentionality regarding personal responsibility to inspire democratic

      engagement in students

Though the original protocol had called for two respondents would be interviewed

for high versus low levels of engagement , three respondents were actually interviewed

for two interviews each. Part A interviews were conducted in July during the summer

months of 2018, and Part B interviews were completed in the beginning of August in accordance with Seidman's (2013) recommended week to two-week interval between sessions. Interviews ranged between thirty to forty-eight minutes. They were recorded, and final transcripts were reviewed by the participantss for errors, omissions, and corrections. Respondent C's second interview experienced technical difficulty in the transcription stage. As a result, the data analysis relied heavily on notes, follow-up emails, and additional questions to clarify on previous answers. Higher numbers on the civic index scale indicated a lower level kof democratic engagement as survey responses were tabulated as "1" as the highest, most desirable scale measure. In categorical predictors, such as political knowledge, correct responses were coded as a "1" while incorrect responses were coded as a "2."

Table 7

High, Medium, Low Engaged Survey Respondents Identified for Qualitative Interview

	Civic Participation	Community Engagement	Political Voice	Political Knowledge	Civic Index Score
Respondent A	4.00	.25	.0	.20	3.80
Respondent B	1.50	.25	.71	.40	.56
Respondent C	1.50	.13	.14	.40	.37

Note: Higher civic index scores indicate lower levels of engagement.

Respondent A's civic index scores indicated the lowest level of engagement in the sample. Respondent A was a white man, approximately 35-40 years of age, with 15 years of teaching experience. His teaching career focused on lower elementary grades of K-2, and he currently taught first grade, with a current classroom of first grade. A substantial portion of his career was spent with lower income and disadvantaged student populations. In his first interview, Respondent A indicated that the main reason he left his most recent low-income school was a matter of time and convenience for his growing family of two children. School start and dismissal times changed so that he was unable to spend additional time with his own children at their respective schools. Respondent A was skilled, responsive and reflective in lesson preparation and execution. He demonstrated constant reflection and changes to lesson planning and execution, and he was committed to improvement in student growth.

Respondent B was a veteran teacher who reported the longest of amount of time in the classroom. The respondent was a white woman, approximately fifty to fifty-five years of age, and she was experienced teaching all elementary grades. She was

approaching retirement within three to five years. Respondent B was transitioning to a new school for the upcoming school year. This respondent had the most experience, and and she discussed superior teaching practices that included (Hattie, 2008) visible learning strategies such as skills checklists, student affective dispositions during a lesson, problem based learning, and sustained effort in teaching across the curriculum (Hattie, 2008). Her political knowledge composite score was low; none of the political knowledge questions were answered correctly. Her levels of civic participation and community engagement were high.

Respondent C scored significantly higher than most in the sample on the civic index created scale. Respondent C was a black woman in her late thirties to early forties, with approximately ten to twelve years total experience teaching. Resondent C currently holds a Practitioners License and is attending Belmont University to obtain a Master of Arts degree in education. This past year was her third teaching in public school. She spent two years in Metro Nashville Public Schools and a year in Murfreesboro City Schools. This respondent self -reported a steep learning curve in using data to drive instruction and time management.

Conceptual Perception of Democratic Engagement

All interviewees indicated that they strongly agreed with the statement, "Teaching personal and professional responsibility to students must begin with teaching and encouraging civic/democratic engagement." What differentiated the respondents were variances in understanding of perceptual understanding of democratic versus civic engagement and how the concept of democratic engagement manifests in the classroom and in their personal lives. The term democratic engagement was used in interview

questions, and it was further explained with words such as 'civic' and 'community'

engagement without qualifying definitions. This was important because each respondent

determined meaning of democratic engagement in different ways.

Respondent A, who ranked lowest on the Civic Index Scale, interpreted

democratic engagement as community engagement. Between interviews A and B this

individual used the word *community* and or *classroom community* no less than 24

different times. As a first-grade teacher, Respondent A believed that emotional skill

building was a key building block to student learning. In his classroom, the interviewee

dedicated several weeks' of activities that develop classroom community, individual

responsibility, and feelings of safety. He referred to his school's school-wide discipline

and classroom management philosophy :"respect, responsibility and the right thing."

When prompted to connect these concepts to civic engagement he explained:

> Well, just being involved in your community. Being involved in the classroom. I
> think that we spoke about last time the importance of community and how
> important that was. And I think responsibility is just one facet of being engaged
> civically. Because I mean, when you expect a student to be responsible in the
> classroom, they know that's an expectation and it, I don't know, I think it leads to
> a smoother running room. I think it leads to a student who understands their part
> and their place in the community.

Ironically, Respondent A disclosed a complete disconnect from this type of

engagement on a personal level. He self-reported a lack of time and interest in

community meetings, planning, and activities. He receives educational news updates

from co-workers and school wide training/announcements. Community news and

information comes to him via word of mouth. He cites time and lack of personal interest:

> It's like… I kind of. I'm really… I don't know if it's egocentric, but kind of
> centered in on my family and what we do, and we go about our day and we go
> about. And I've got friends that post a lot about well here's what's going on in

the community, here's what's going on with the school board. I mean, I'm not a member of the TEA or the NEA or any of that.

He further qualified his position by indicating that he did not feel like his personal civic and/or community participation made a difference long term:

> Right. And I'm the kind of person where I don't really feel like…and I don't know, maybe I'm right, maybe I'm wrong but I'm not someone that …I'm more interested in trying to affect change with the students that I have in my classroom, my kids, my family. I don't think I'm gonna be able to change an entire community's thought. I'm just a regular Joe who teaches six-year olds…

Respondent B, a highly experienced educator with a mid-rangeto lower Civic Index Score, echoed the concept of community and classroom community as important when asked about ranking the importance of teaching democratic engagement. She tries to create a democratically engaged classroom but admits that she struggles with classroom management and unruly students. Respect versus disrespect appeared as a theme no less than six times in her dialogue and discussion. She indicated that she considered leaving the profession and did indeed leave her previous city school due to discipline and respect issues. She attributes the rapid deterioration in civic discourse between parents, students and educators to family and community breakdowns and technology overuse among her fifth and sixth grade students. While Respondent A's perception and disposition toward civic/democratic engagement is positive, Respondent B's experience has been overshadowed by what she sees as a complete breakdown in communities and families:

> I think, you know, I'm just saying that I've been a teacher for 23.6 years, okay? Seeing the generations that have come through my classrooms where when I first started teaching they were totally engaged. They wanted to be respectful to each other, to the teachers here and now with all of the new technology and a lot of the parents both not being at home and with the divorce rate so high and grandma's taking care of you and granddaddy's taking care of you and not parenting, the

parents are not parenting. It just seems like there's been a lot more disrespectfulness in the kids in their attitudes.

Respondent C, the most inexperienced educator with the highest Civic Index score, interpreted democratic engagement as engagement with a community, national and global perspective. She indicated that mindsets she called "me my four no more" or "me and my house" contribute to apathy and civil unrest. She further explained:

> I don't know. I guess I would just say I taught my students that we have a responsibility to each other, the folks in our community, that it's not just us on our little island. There's so much happening in the world and in this country today. We're setting ourselves up for failure to believe that it's just [inaudible]. It's kind of like me and my house. You know what I mean?

The interviewee's meaning-making extended to her classroom management and personal practice as well. When probed about which teaching skills she was satisfied with, she stated that her classroom management results were where she consistently received positive feedback and felt satisfied personally. She attributed this success to her focus on classroom community steeped in empathy, peer responsibility, and relationship building.

> I have students that are in class that are sick with anxiety because Dad is in prison or because her Mom's going to pick her up early because she has to go to the lawyer about citizenship. Or all kinds of things like that. We would have morning meetings and discuss kind of how it's responsible on our end to make an example of what we say is right, what we think is right and what we think is wrong. Also, respect other people's opinion and try to see it from their point of view. I taught in my class that their responsibility is not just to themselves. And that they're old enough to kind of feel that way.

A two-year experience in an urban district provided Respondent C with the opportunity to experience civic concerns first hand with diverse, socio-economically disadvantaged student population. She described her time in the urban district as

challenging but fulfilling. Classroom community was built on honesty, mutual respect, and a significant amount of time spent building one-on-one relationships. In describing her personal understanding of democratic engagement in the classroom, she used the words *responsibility* eight times and *relationship* seven times.

Respondent C described community activities, letter writing campaigns, and news attentiveness as specific aspects of her democratic engagement. Her perception participation of democratic engagement seemed balanced and holistic, including political voice, community engagement, and political knowledge. She reported specific details about social and educational issues that were meaningful to her experience. She demonstrated a monthly pattern of correspondence with local, state and national officials on these issue, many of them due to personal connections. For example,

> I also push for freedom from prosecution when someone calls in a person who has overdosed. I also push for Narcan to be available by first responders. I have had several friends and even my stepsister die from preventable overdoses.

The school's problem-based learning curriculum integrated community issues with several fifth and sixth grade science, math and technoogy standards. Community administrators and leaders consulted with educators to evaluate needs and problem-based group projects in the city of Murfreesboro. These projects involved environmental and authentic city planning issues.

Personal Fulfillment from the Teaching Profession

Some common themes emerged among all respondents despite different levels of democratic engagement. All interviewees self-reported intrinsic satisification from the teaching profession as rewarding and consistently challenging. When asked to rate personal satisfaction with teaching skill, Respondent A and C reported a three to four,

indicating moderately satisfied while the veteran educator Respondent B was mostly

satisfied at four. Respondents A and C were happy with particularly strong elements of

their teaching but recognized weak areas in need of skill building.

Respondent A further demonstrated a decidedly positive outlook based on

experience and personal philosophy. In our first meeting, he used the word *positive* in 13

separate instances and self-identified as a positive person. Respondent A was genuinely

excited to interact with students and loved the challenges that come with each new day as

a first-grade educator. He was deeply committed to the emotional health of the students

he serves. He attributed much of a student's willingness and capacity to learn on feelings

of safety. This concept was referenced seven times in his personal narrative. He

describes a morning routine that incorporates affective attention to boost learning time.

> Yeah, you always have kids, they'll come in the mornings and they'll be upset, or they'll be sad, or whatever it might be. I'll give them some time to be upset, be sad. However they felt is fine. We come in sometimes and things happen. Then I'll call them over, I'll meet with them at their seat, and I'll try to redirect their thinking, try to get them thinking about something else.

Respondent A's focused attention on the affective disposition of his students was

self- described as highly effective in his classroom management, and community building

experience. He genuinely enjoyed his work, desired to improve his craft, and excelled

among his peers as a leader. He seemed committed to making a difference in the lives of

his students in his small sphere of classroom influence.

Respondent B, the educator with the variety of grade level experience,

demonstrated a great deal of frustration in her profession. In the first interview, her

anticipated retirement was discussed in detail. While she was resolved to complete her

thirty-year tenure, she did not seem to relish the prospect of several more years in her

district. Her level of satisfaction was deeply affected by her perceived lack of

administrative support, lack of curricular autonomy, and a growing population of students

connected to technology with little personal respect for one another, and those in

authority.

The "kids these days…" mindset contributed to her lack of fulfillment in the

profession. As discussed previously, Respondent B pinpointed disrespect and the

breakdown of family units as direct contributors to incivility in the classroom and in the

community. She indicated that she had left her school for a new position because she felt

unsupported with disciplinary measures. She relayed a story of a co-worker at the school

who had recently been bitten by a student with no consequences. Nevertheless, as a

veteran teacher, she expressed hope that a new administration at a new school might

provide more administrative oversight with student discipline.

Respondent B, while genuinely concerned and emotional about the depth and

breadth of change in her profession, was committed to providing the best learning

experience she could offer. She described teamwork, community building, and

collaboration as highly important and contributing to some level of fulfillment and in her

work.

Respondent C, the teacher with the highest civic index score using democratic

engagement indicators, self-reported great personal fulfillment in the relationships she

forged with students, and she enjoyed perceivable "difference making" in their lives. As

an inexperienced educator, she felt that she had much room to grow in the technical and

pedagogical underpinnings of effective teaching. When probed about her evolution as a

teacher, in terms of her beliefs about teaching and learning, she explained a dichotomy of

intrinsic rewards and internal struggle. Issues of equity, data driven decision making that left kids behind, and personal work/life balance made the profession hard but ultimately fulfilling.

> I don't think there's anything that really changed. I've always been one to say that…I stayed away from teaching kids for a long time. I taught at career colleges and stuff like that even though my heart was to teach kids because I didn't feel like I'd give them what they need, especially being a mom myself. What I always thought it's your job to teach kids, and there's going to always be lots of things happening in each little individual heart, little soul's life. But it's your responsibility to build a relationship with them and teach them. So did that really change? No, I think that what grew is the technical side of … and I wasn't really one for … a lot of times you'll hear just like in one on one meetings with teachers, you'll hear stuff like it's a numbers game. We work on the kids that you know you can grow. And I don't really believe that, but that's something that kind of stayed in my head too. You know what I mean? Just being more aware of the technical side of teaching.

Teaching Philosophy and Pedagogical Practice

All respondents were adamant that all students can learn. Each respondent added caveats that qualified levels of learning in unique ways. All educators identified a teacher's responsibility to differentiate learning as a key factor in student learning. All educators identified home and environmental factors as also playing an important role a student's willingness to learn. Respondent A identified a student's level of classroom engagement, classroom management, classroom climate, and scaffolded instruction as important components of student learning. As an educator of young children developing social skills, Respondent A suggested that students' willingness to struggle with difficult concepts and individual student affective disposition that affected his/her ability to learn.

Respondent B felt the weight of responsibility of student learning, so much so that it contributed to her levels of satisfaction in the teaching profession, When asked about her beliefs about student learning,

I've always said that all students can learn, just so you find a way to reach their learning. You have to differentiate with your students. If you don't differentiate, you might not be able to reach all learners, everybody learns in a different way.

When probed specifically about differences in student aptitude, she stated that all students are able to grow in levels. The student learning sthat he felt she missed bothered her as she openly reflected on her students' success:

> Most definitely. I was just thinking, I have… how many did I have out of my 20 last year? I had three that stand out in my mind that were without a doubt, they got everything that I taught, and you could see it on their scores on all their tests. So they had no problem. See what I am saying? But on then these other ones still have work to do.

Respondent B then reviewed her student needs and skill mastery that needed to happen for each to achieve growth potential. She indicated that she planned to keep a physical rather than mental checklist of skill mastery per student in the upcoming school year. Classroom management and classroom climate considerations did not significantly factor into her assessment of her students' ability to learn. She again indicated that the deluge of personal technology devices interfered with student engagement in the classroom.

When Respondent C was asked to comment on her beliefs about student learning, she echoed the "all students can learn" philosophies of Respondents A and B with the responsibility squarely on the shoulders of the educator.

> My philosophy is that all kids can learn, and that it's our responsibility to teach them. I don't do well with teachers who make a lot of excuses because the mom doesn't show up to parent teacher meeting stuff like that. In my own personal life, I don't do a lot of excuses so I don't make excuses for … I take responsibility in teaching these kids, and I'm committed to doing so. And so that's my philosophy. Every kid can learn. It's our responsibility as teachers to teach them.

Issues of student affective disposition, technology or lack of home support did not play into Respondent C's personal mandate to help students grow.

All three teachers worked to reach students at all levels. Approaches to differentiation involved Respondent A focusing on classroom management strategies and kinesthetic learning. Respondent B practiced a more deliberate scaffolded skill building approach with specific interventions and innovative team-teaching. Respondent B's tools for instructional practice included repetition, practice, acronyms for processes and teaching across the curriculum. Respondent B indicated that classroom management and student engagement were difficult for her with older grades. Respondent C indicated that relationship-building was key to knowing where her students were in their learning, and she had just begun using data to inform her assessment of each student.

Respondent A described a first-grade classroom steeped in movement. He self-reported that his teaching practice is "80% fun and 20% learning." He described an animated problem-based learning lesson that yielded maximum classroom engagement as a personal "professional high:"

> The whole lesson like, it was them. That really made it exciting for me, because I was the one that really was kind of a hoverer. I'd watch the kids and try to always jump on when they had questions, rather than letting them figure it out for themselves, and they did! That was a really good opportunity for me to see that I didn't have to spoon feed them answers. That I could step back, let them explore, and let them discover, the have them share with each other…

On several occasions, Respondent A indicated indicated that his job was to lay foundations in subject areas and classroom behavior. He focused on parent communication and relationship building as shown by his activities and areas of emphasis in classwork.

Respondent C discussed establishing common ground to build relationships as a strategy for classroom learning in an inner-city school district. The students had

experienced a series of substitutes and had had no consistent teacher, rules or curriculum

pacing in the room. She took some time getting to know individual students and their

families and identifying at-risk students. She shared a story that related her efforts to

build common ground with a low achieving student who refused to engage in the

classroom.

> There was a … I can't remember exactly, but it's like Super Bowl time and my son knows statistics. I'm not really invested in the Super Bowl, but whatever. I can pretend. I think that I just kind of … you know how you give people a hard time because they are going for the opposite team than you? That was something that I heard this particular kid talking about a lot. And so I think he was going for Cam Newton and my son was going for the other team. And so whoever that other team's quarterback was, I got a lot of information about the stats of that other quarterback and said how technically… I said listen dude. I'm the smartest person I know. I can tell you technically there's no way Cam Newton can be this guy. I told him all the reasons why, and from there we kind of build… I didn't even know what I was doing at the time, but you know what I mean?

She further explained that this student moved from a low achieving group to requesting

instruction in her class:

> I don't know where he was before, But… and I wasn't his teacher. I don't really know for sure, but he grew in my class. He participated more in my class for sure.

Intentions to Inspire Democratic Engagement in Students

In terms of promoting democratic engagment, Respondents A and B reported low

to medium-low comprehensive civic scores on the survey sample, but they both

demonstrated concepts, activities and lessons in their teaching that reflected democratic

engagement. Both respondents struggled to make meaning and connections to Saltmarsh

and Hartley's (2011) democratic engagement definition. Respondent A made it clear that

community engagement, civic participaiton, political voice, and knowledge were not

priorities to him personally. Further, because his students were between the ages of five

and seven, he did not feel that such a focus merited classroom learning time as many were just learning self modulation. In his community classroom management and active instructional style, he exhibited an active teaching style based on social cognitive learning that is a foundation to democratic engagement partnerships. He discussed diversity and emphasized the cognitive development that moved students from ego centrism to community orientation and opinions. Civic principles such as tolerance, diversity, and respectful civic dialogue can be illustrated in the regular share out classroom activity he begins in the first six weeks of school:

> It's a lot of opportunities for kids to share a little bit about themselves. Then from those share outs and things, the other kids comment on it. We really spend a lot of time where I'm talking to a partner, and let's ask a question like, what's your favorite thing to do when it rains? You say you like to read a book, and I say I like to watch TV. Well when I ask your group to share out, I don't want you to tell me what you said, I want you to tell me what your partner said, because then that's building that listening piece of, I'm not just waiting for my turn to talk. I'm actually listening and hearing what you said…And that's a big part of building community, especially with young kids, because they have to start to be prepared that not everybody thinks the same way. That they're so, I don't want to use this term the wrong way, but egocentric where everything's all about them, where now it's time where you've got to start understanding that others feel differently in different situations.

Themes of equity, diversity and social justice were further mirrored in his description of a class discussion from a Reading Street selection called *Elizabeth Leads the Way*, which was about the women's suffrage movement. Respondent A used questioning to help students make connections about other characters that he deemed "difference makers" in American history. While Respondent A's efforts at democratic engagement were not intentional, they were evident and presumably effective.

Veteran teacher Respondent B affirmed the emphasis on community building expressed by Respondents A and C. As an experienced educator with older elementary

and middle school students, she described classroom guidelines and expectations that

were democratically co-created by students and the teacher. Despite her dislike for the

intrusion of technology in the classroom learning environment, this interviewee further

shared that she used a positive communication/discipline management system called

DOJO, which was voluntary in her previous school but used school wide in her new one:

> Well, I guess I've always struggled with classroom management because I guess I am a mom and I'm more giving than people that are not mothers. I don't know that but that's just the way I've always felt, that anyway, my classroom management, a course we have is called dojo… So, dojo is a system that you can use on your phone. I did have that, but I've already deleted it cause I've got to start over and do it for this year but anyway, each kid gets points during the day. Anytime you see them do something that's worthy of giving them a point, you give 'em a point but then you also, you can take points away when they're doing things that they shouldn't be doing.

She described her effort to connect with students and build community with

parents and students using this system as something student and parents appreciated.

With older students, Respondent B described activities that required students to solve

problems, communicate, and apply learning to real life scenarios. She described a

positive reinforcement strategy that would appoint students to run a rewards store for the

class using a reward point system on the DOJO application. Mathematics, collaboration,

and communication were key skills applied in the interdisciplinary effort.

Respondent B further explained that her grade level added focus on

interdisciplinary and symbiotic school-community relationships as described by

Saltmarsh and Hartley (2011). As previously described, STEAM projects were co-

created with other faculty to integrate real community, state, and national problems on an

appropriate comprehension and application level for students. Her interview demeanor

and tone demonstrated that she was genuinely excited about these projects and looked forward to them.

While Respondents A and B demonstrated a lack of full commitment to and understanding of democratic engagement principles, Respondent C demonstrated a clear knowledge and and commitment to them. In her second interview, Respondent C a project she completed with students she worked with during her mid-year tenure. In her mini unit she covered major characters of the Civil Rights movement s in the context of Black Lives Matter, using music such as rappers like Common and John Legend and sports figures like Colin Kaepernick. This unit was not required or requested by the state, but it was of primary importance to her. Student feedback and discussion was paramount to her evaluation of the unit's success. She further indicated in the interview that she believed her decision to move forward with this mini unit played a role in the suburban school's decision not to rehire her.

Finally, Respondent C reported classroom management as a forte. She reiterated themes of trust, safety, building relationships with common ground, and belonging as key to her classroom management success. She described designated student responsibilities so that each student was required to make a contribution to the classroom community. There was a protocol and procedure for all aspects of the room and every student had a job. She indicated that all students wanted to keep their jobs, and some jobs were more coveted than others. This responsibility allocation became an additional form of classroom management for this teacher. She marketed these jobs as privileges that could be revoked as a result of poor classroom behavior.

In sum, examining differences between respondents teachers who self-reported high levels of engagement versus low levels of engagement yielded surprising results. Skilled teaching occurred across levels of democratic engagement, personal fulfillment from teaching, and beliefs about teaching. The disengaged educator unintentionally cultivated important civic behaviors among students in an immediate classroom community, incorporated an age-appropriate active learning environment, and enjoyed a challenging, evolving profession. Respondent B, the educator who self-reported the least amount of job satisfaction and civic knowledge, demonstrated highly skilled, differentiated teaching strategies, data driven instruction, and democratic learning and engagement in the classroom. Finally, the most intentional and highly engaged educator was Respondent C, who had with limited K-12 experience, She integrated democratic engagement principles such as issues discussion, global perspective taking, and individual responsibility in to her classroom. While not as skilled in data driven instruction, Respondent C exhibited Dweck's (2007) growth mindset. Her classroom management was highly effective because she prioritized relationship building in the class.
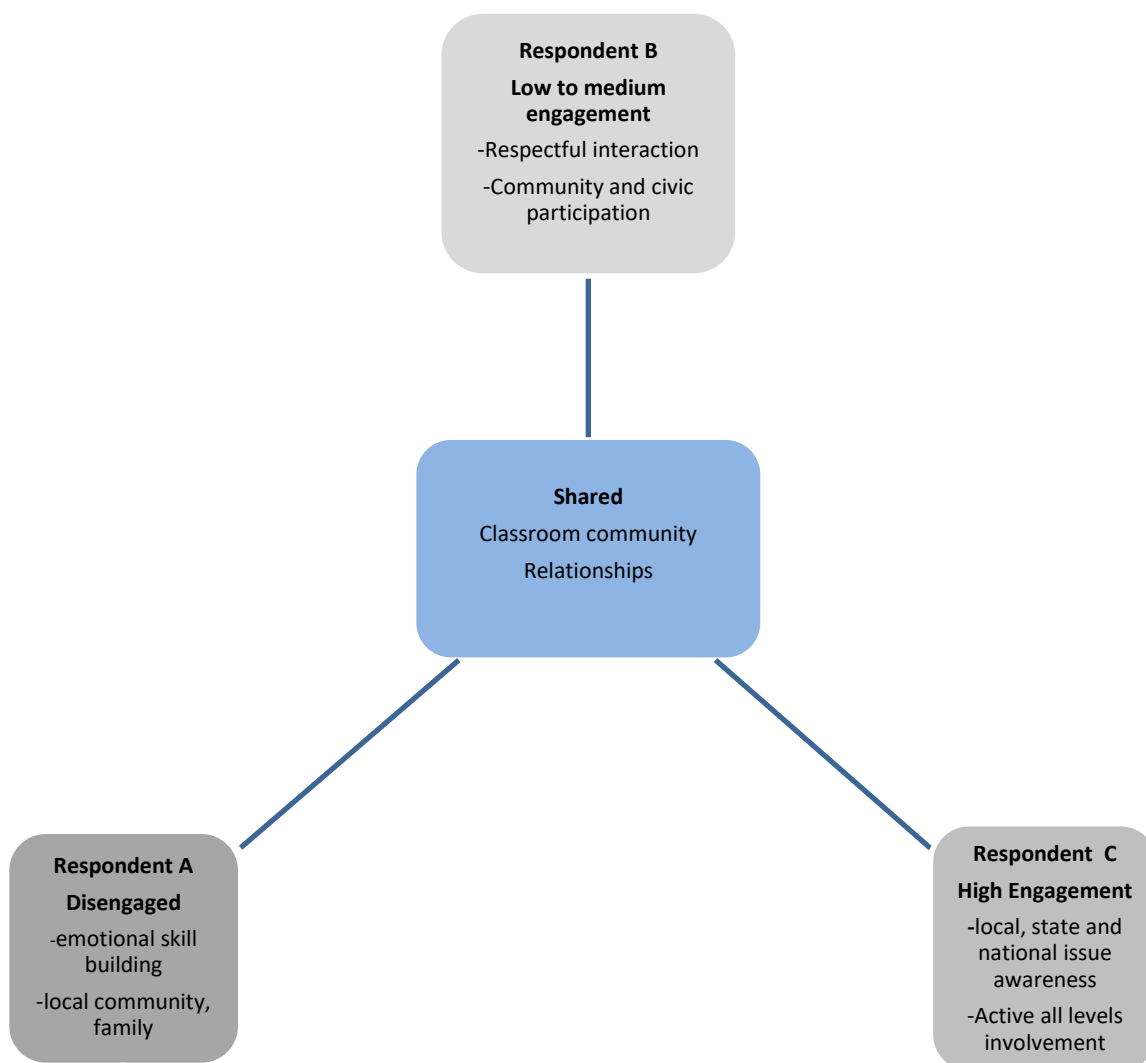
Figure 5. Educator perception of democratic engagement with engagement level.
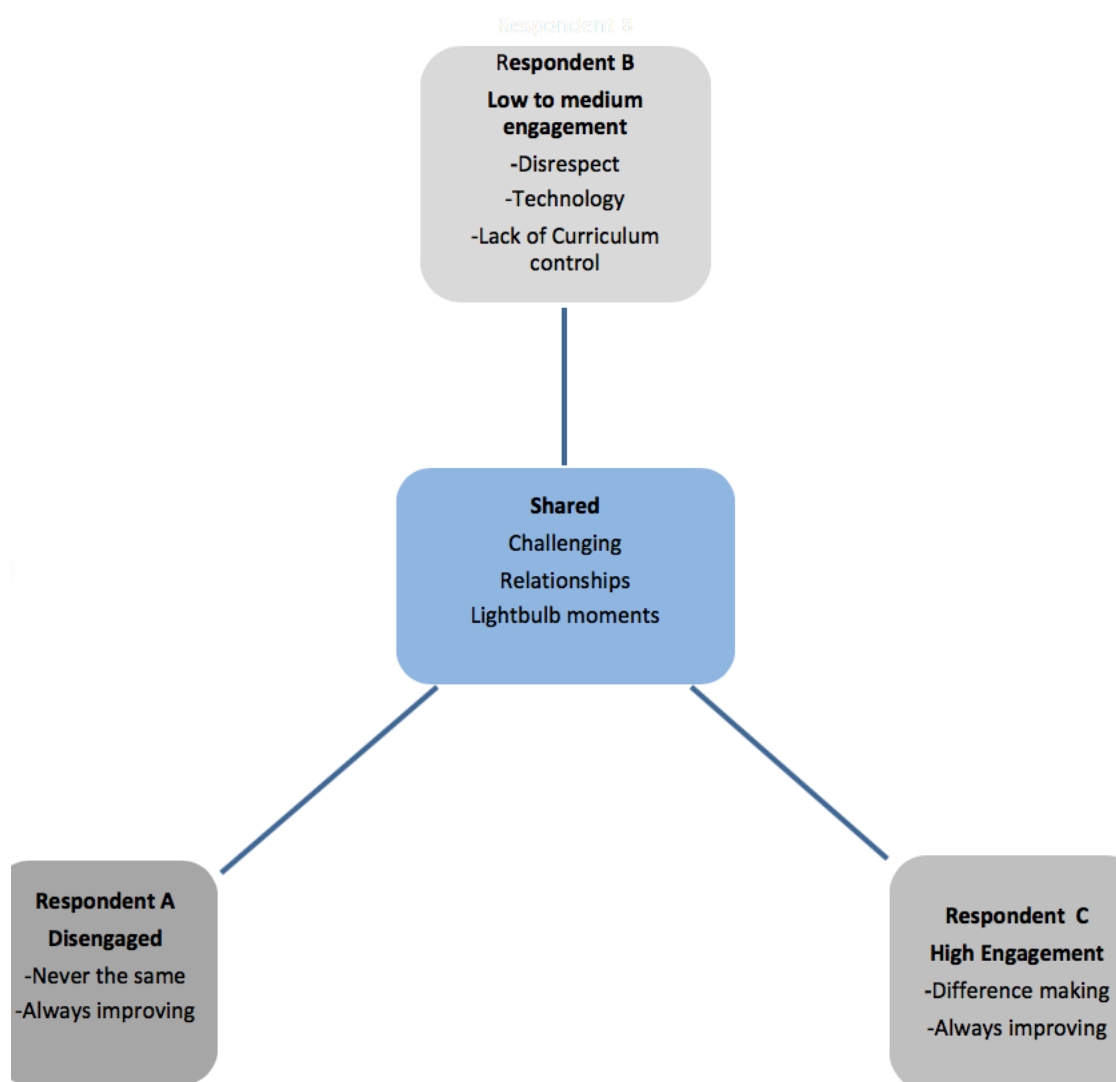
Figure 6. Educator themes personal fulfillment teaching with engagement level.

Respondent B

Low to medium engagement

-HIghly skilled, data driven

-Differentiated teaching key

-Struggles with discipline

-Positive reinforcement strategy

Shared Themes

All students can learn

Responsibility of teacher

Democratic, shared responsibility in classroom

Respondent A

Disengaged

-Collaborative learning environment

-Emotional skill building

-KInesthetic, active

-Expectations classroom managment

Respondent C

High Engagement

-Highly democratic classroom

-Student personal responsibility, desirable jobs

-Intentional attention to affective status

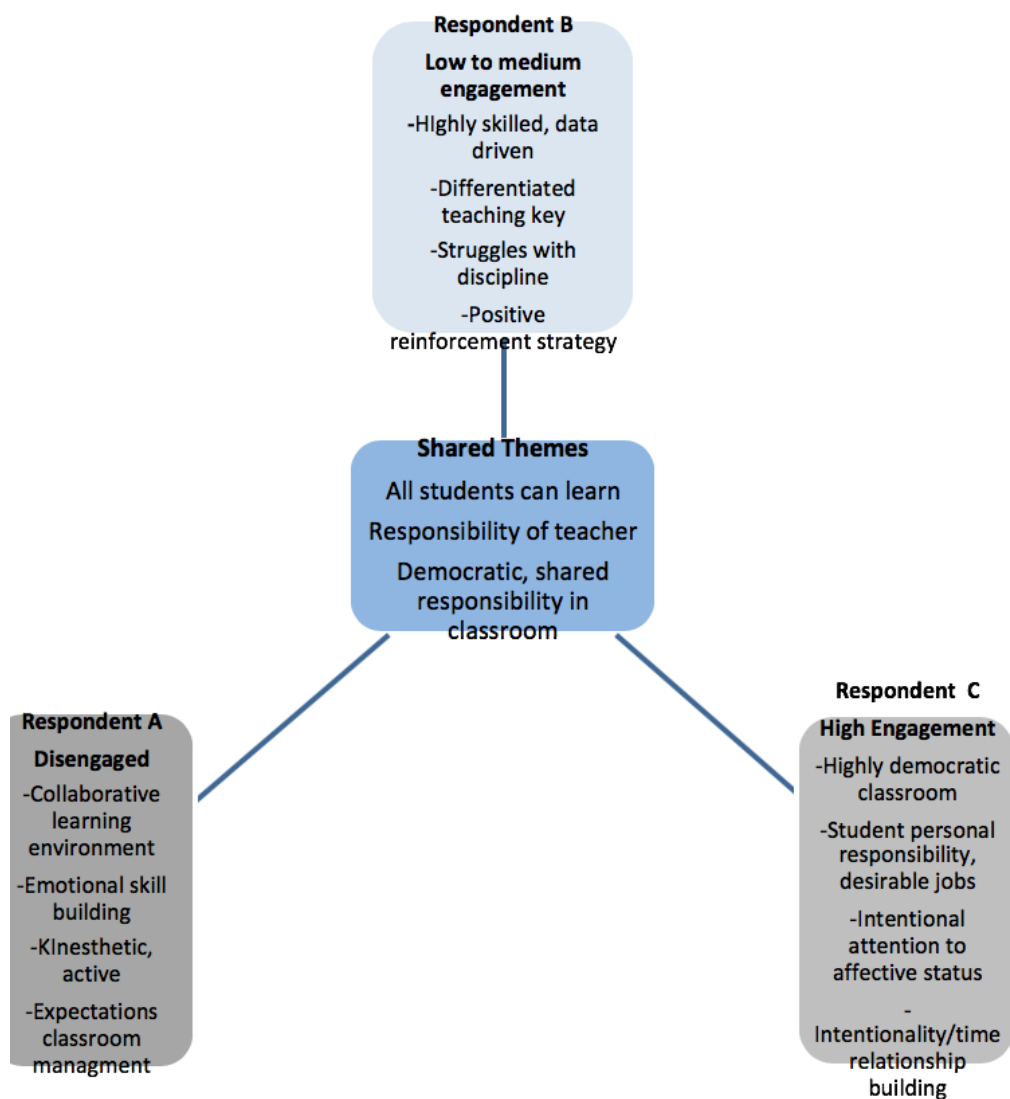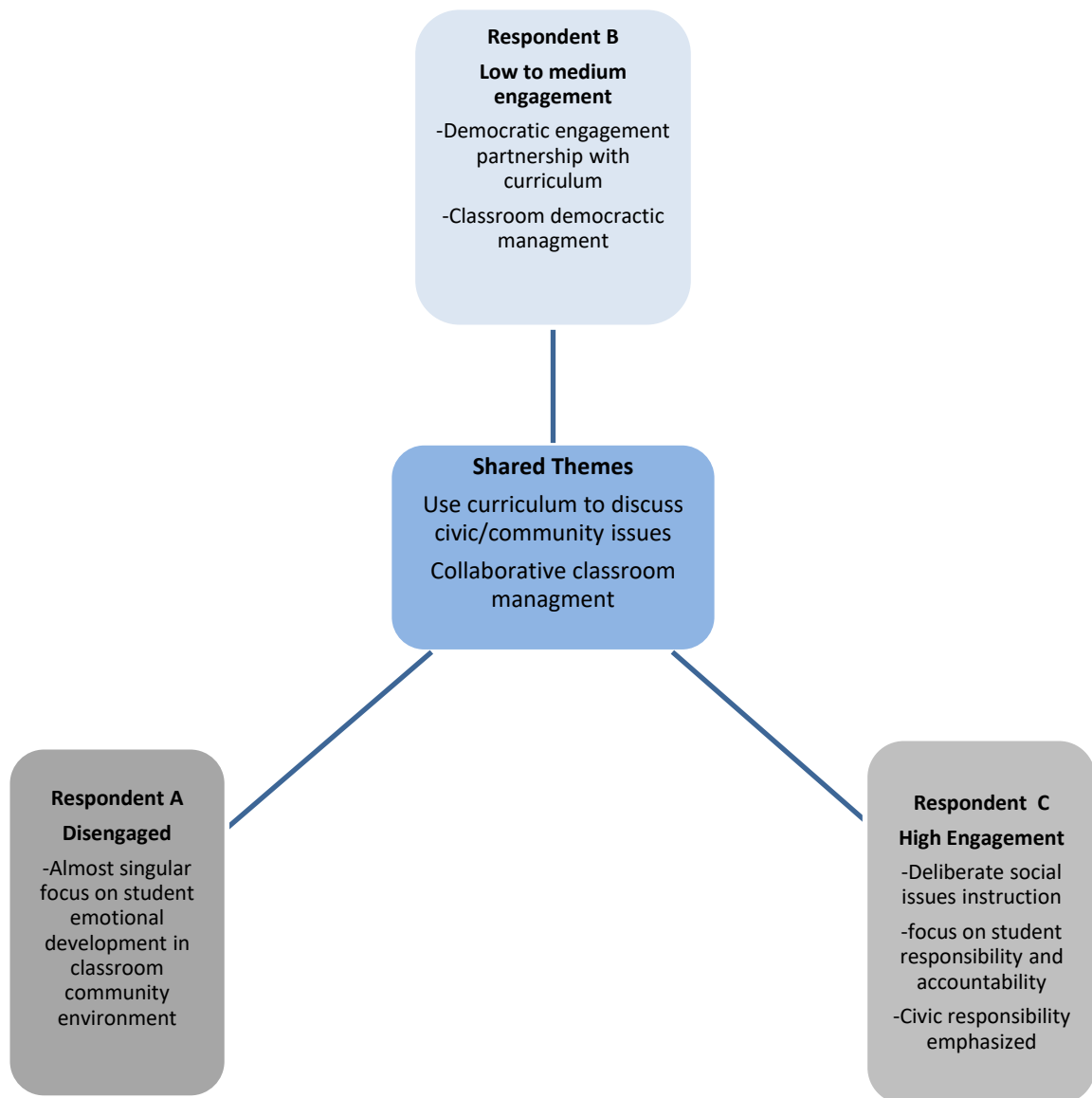-Intentionality/time relationship building

Figure 7. Educator teaching practice and beliefs about learning with engagement level.

*Figure 8. E*ducator intentionality to demonstrate democratic engagement in classroom.

CHAPTER V: DISCUSSION

Throughout the study, the term "civic engagement" has been refocused as "democratic engagement" as identified by Saltmarsh and Hartley (2011). This study's mixed method survey and interview protocol uncovered trends and patterns in three areas: 1) Identifying educators' levels of democratic engagement, 2) Exploring the beliefs and attitudes that drive personal perceptions of democratic engagement, and 3) How democratic engagement looks in classroom practice. In this chapter. I will explore connections between the research project as completed and implications for further study.

Methodology Discussion

Administering tthe survey at the end of a busy school year created less than ideal conditions for research. The educators who chose to complete the survey may have been especially dedicated to teaching and education, creating a selective sample. As discussed previously, the district was overrun by studies requesting participation throughout Spring 2018. Nevertheless, the study yielded some valuable insight and highlighted opportunities for further research with some potential alterations to protocols and to the survey instrument. For example, the free response items at the end of the survey including Likert scale measures should have included a forced response to explain satisfaction rankings. Most respondents did not qualify the rationale behind their self-reported satisfaction levels.

As anticipated by the pilot study, the survey instrument using CIRCLE© survey items and free response questions created a measurement tool for democratic engagement that yielded accurate divisions between constructs and degrees of engagement. The data

revealed normal bell-shaped distributions of each index item of the four democratic engagement constructs of community participation, political voice, civic engagement and political knowledge. Survey responses and levels of engagement created index scores that accurately measured democratic engagement among three educators interviewed. As anticipated by the survey instrument, Respondent A was a disengaged educator whose responses about his personal democratic engagement were consistent with his closed response items on the survey. Given his low level of engagement, his understanding of democratic engagement principles as community driven and the importance he placed on these principles in the classroom were surprising. Respondent B's democratic engagement score and subsequent profile revealed a skilled educator who had difficulty adapting her teaching style to a technology-driven environment. While she agreed that democratic engagement was vital, her understanding was limited to civic engagement practices of voting and some community participation. Respondent C's conceptual understanding of democratic engagement mirrored the four indicators created by the survey instrument. Her efforts to inspire such principles in the classroom also reflected the study's expectations.

An interview protocol that used questions based on score results rather than a prepared set of questions for each respondent might have revealed a more detailed profile of engaged versus disengaged personal and professional indicators. For example, more direct questioning of Respondent A's lack of personal commitment to democratic engagement might have yielded more substantive information about patterns, beliefs, and background experiences that impeded his personal practice of civic values.

Finally, including free response ratings satisfaction or agreement levels with statements in the total Civic Index Average might have further distinguished between levels of democratic engagement. This may have resulted in a more accurate identification of least to most democratically engaged educators. These numbers were not included as the scaled response values did not coincide with the low score, high engagement calculation created by Qualtrics. The software weighted numerical values by order of entry, rather than order of importance.

Highly Engaged and Disengaged Survey Findings

The rates of engagement and disengagement among the respondents confirmedHigh/Low reiterated previous research studies quantifying the effects of race for both students and educators (Banks, 2001, 2008; Ladson Billings, 2009; Serriere, 2014). Highly engaged Respondent C detailed experiences related to racial equality and lower socio-economic status experiences that informed her civic participation as an African American woman. Her personal teaching practice stressed collective and individual accountability, classroom democracy, and the study of social issues.

The gender significance in this study confirms Sadker and Silber's (2007) findings that connected women in education with equity teaching and social issues concerns. Similarly, Arnot and Dillabot (2000) described a historical female influence in education. Background, civic experiences, and personal character qualities evolve over time, as shown by the female Respondent B's comments about her struggle with disrespect and technology. Age was intuitively tied to years of teaching and potentially tolevel of education. Years of education coupled with years of professional training should be analyzed for their effects in further studies . Time teaching as a significant

democratic engagement indicator suggests that more education and more training may similarly predict democratic engagement.

Another useful research project might be a comparative study with the U.S. Census data analyzing volunteering and engagement patterns among education professionals, especially one that uses demographic indicators of gender, race, age and education levels. Additional research might indicate that an educator's personal level of education should also be included as a democratic engagement. Census data from 2012 and the September 2013 supplement on volunteering includes access to many of the questions and variables and would provide an important comparison. A partnership with the National Council on Citizenship (NCoC) using these same survey responses on a national scale might also solidify findings. Time teaching as an independent variable in a national sample could be replaced with time in current profession or position follow up questions in the census survey. A hierarchal regression loaded in the same manner using similar if not same census questions to represent democratic engagement constructs would add a more robust comparative analysis to the district sample collected for this study.

Highly Engaged and Disengaged Democratic Engagement in Qualitative Analysis

Research question two probed perceptual differences between educators' self-reported personal levels of democratic engagement when compared to Saltmarsh and Hartley's (2011) conceptual definition. It yielded some insight into differences between individual, social, and personal learning experiences described by Bandura's (1991) social cognitive theory and seasons in life.

Educator Perceptions of Democratic Engagement

Using Saltmarsh and Hartley's (2011) definition of democratic engagement, all educators exhibited a distinct connection to the importance of civic and interactive community involvement. Even Respondent B, the most experienced and skilled educator with a mediocre civic index score, demonstrated direct connections to the local community with STEAM (Science, Technology, Engineering, and Mathematics) team projects administered in the community by grade level teams in her school. Respondent B displayed a civic efficaciousness as shown by her commitment to community volunteering, participation, and service. Respondent A demonstrated a commitment to enacting a classroom community, but time and stage of left him unable to participate beyond the school house. Respondent C understood the holistic nature of democratic engagement without articulating or defining the concept. Her classroom practice in conjunction with personal participation demonstrated democratic engagement most fully aligned with Saltmarsh and Hartley (2011).

Personal Fulfillment from the Teaching Profession

Study question three, which probed differences in personal fulfillment from teaching, teaching philosophy, pedagogical practice intent to inspire democratic engagement, yielded some intriguing and unanticipated results.

Respondent A demonstrated a remarkable professional drive when compared to Respondents B and C. He expressed a desire to pursue excellence in his craft as faculty member and teacher.

> When something is going right, right. So, I mean they come back and they say they're doing so well, and I feel proud. But you hear things on the negative. You're like, "Oh really? I wish I could have done more." I don't maybe if I could

have done more, but I think it's just that … But that's what drives you to wanna continue to do what you're doing. You want to obtain this teacher perfection, which doesn't exist. I don't think at least. And so you just keep trying to find… you keep reflecting. You keep trying to look for ways to improve yourself and improve the way you do things. And kind of want to be ready for any situation.

Respondent A indicated twice in his interviews that he wanted a leadership role on his his grade level team or in higher administration. By his own admission, information about his community, his profession, his school and even national events largely came from his peers and co-workers. With the lowest civic index score, Respondent A seems primed for the here and now, rather than future goals. As previously suggested, season in life also has much to do with an individual's level of civic participation, community engagement, political voice and political knowledge. Respondent A has young children at home and shares parenting responsibilities with his spouse. School programs, events, and additional duties engage his time, leaving little opportunity to pursue democratic engagement activities.

Because Respondent B began her teaching career before the technological explosion of the 2000s, her perspective was an evocative picture of shifting educational curriculum, focus, and practice. Respondent B described a pattern of curriculum development over the past year where her team was directed to discard textbooks by the district because they did not meet newer standards. When asked if she was satisfied with her skill as a teaching professional, she reflected on these curricular changes that challenged her in new ways:

> I'm satisfied with my skills, yes. But then also…I am satisfied. But we are getting into an age now where we are not using books in our classrooms to teach with. We're pulling things off the internet. We're thinking way outside the box with teaching…It makes me nervous. I don't know. It's just scary. Last year … I'm going to start crying. Last year I used three cases of copy paper. Three cases.

> Three cases for one year of teaching. Talk about stressful. It's like you look in your room, and all you see are copy paper everywhere, everything. We did not use our reading books, we did not use our science books, we did not use social studies books, math work books were used here and there. You've got all these books and they're not using them, because the standards have changed, and they don't think that they meet the standards.

This recollection brought her to tears. In her mind, it was wasteful and unnecessaryThe frequency of change and policy overhaul in the profession left her spent, discouraged, and exhausted.

Respondent C was a highly engaged teacher who at times seemed emotionally burdened by students in need. She remained personally satisfied with the relationships she cultivated making a real difference in the lives of her students.

> Teaching is constant, and it's like I remember from Metro… and I couldn't…I was just scared to let them go home on the weekend because of the things they face at home. And I was never naïve to those things. It's [inaudible]. I still have kids in my heart that I haven't let go.

Educators' Teaching Practices

All three educators were highly skilled. Each respondent, with or without intention, practiced Hattie's (2012) learning strategies to include data-driven lesson planning and just in time corrections for learning. All were reflective in their practice, and all were concerned about individual student success. What separated the three was how each responded to professional change, growth, and learning. Respondents A and C thrived on the challenges presented by learning something new. Respondent C saw herself as a change agent, but Respondent B was reluctant to embrace change.

Respondent A's self-reports of classroom practice contain a hyperfocused emphasis on building classroom community and moving the student from self-focus to inclusion of 'we' in the classroom. He consistently used inclusive language when

responding to student efforts and discipline, using "we" in communicating expectations and correction. While not personally committed to deocratic engagement participation outside the classroom, Respondent A's exposure to issues of social justice, inequity of access, and broken families during his time in an urban district guided his teaching. His classroom practice mirrored prior civic education research that focuses on incorporating civic education with an immediate, experiential context (Marri, Luna, Cormier, & Keegan, 2013) and an open classroom climate with democratic elements (Blankenship, 1990; Martens & Gainous, 2013; Castillo et al., 2014). Respondent A's teaching practice reflects Mari et al. (2013)'s finding that educators can facilitate citizenship education byreflecting what they know and understand about their students and their struggles. In an urban classroom, the authors explain:

> Our analysis demonstrated that urban, preservice teachers' conceptions of their students' lives significantly influenced their ideas about civic education in elementary school … we found that participants overwhelmingly promoted personally responsible citizenship, we found the participants to heavily weigh developmentally appropriate practice and classroom context (Marri, et al., 2013, p. 6).

This observation mirrors the Respondent C's self-reported practice and commitment to community. She treated students as members of a functioning learning community. Respondent C not only reinforced themes of cooperation, civic duty, and social responsibility, but she also included personal accountability, responsibility, and real-time adult consequences for a poor work ethic. She indicated that while she could appear unyielding and harsh, she loved her students and she believed that her approach to discipline and classroom management deepened her student relationships. Her

confidence, tone, and authoritative presence served urban communities well. She was

animated and humorous as she described her encounters with inner city "crazy kids:"

> I say things like when I tell you, you want to come into this classroom and wreak
> havoc in here, let me tell you, this is not something you want to do, and I'm not
> the one you want to do it with. These mamas in here trust me to teach their kids
> in a non-chaotic environment. You can be a part of that or not. But what you
> won't do is keep me from doing my job or keep me from feeding my kids. This is
> my job. This is what I do for a living, and you won't stop that.

Respondent C's democratic engagement narrative details a personal commitment

to community and civic participation rooted in her personal and professional experience

with urban culture and community. Much research on preservice and educator training

prescribes exposure and training for student diversity when a substantial teaching

population is White and female (Banks, 2001, 2008; Brigs & McHenry, 2013; Ladsen-

Billings, 2009). Respondent C's success in commanding discipline and promoting civic

efficacy in the classroom is indicative of educator practice that fosters relationship

building to create an environment of respect and learning. Her ability to bring a variety

of personal experiences as a woman of color contributed to her desire and willingness to

advance democratic engagement principles in her classroom.

Respondent B, the study educator who fit the majority profile of educators in the

sample, while demonstrating an intent to foster democratic engagement principles,

seemed to lack the growth mindset (Dweck, 2007) that was evident in Respondent A and

C. Current research suggests that beginning and mid- career teachers are the most willing

and likely to engage in professional development and continuing education (Day& Gu,

2007; Day, Sammons, Stobart, Kington, & Gu, 2007). Sustained programming efforts

that engage faculty in training for service learning projects such as those conducted by

Cone, (2009), Dejarnette and Sudeck (2016), and Rogers, Morrell and Enyedy, (2007) would reinforce skill building to sustain democratic engagement pedagogy.

Implications

Deliberate, focused democratic engagement education in K-12 for both students and those in teacher education programs is vital to perpetuating democracy. Shapiro and Brown (2018) reported that the Anneburg Public Policy Center's 2016 survey continues to reveal dangerous trends among young people, with civic knowledge and voter participation at all-time lows. These authors attributed poor civic output to poor educational input. Because years of teaching experience emerged in the study as the most significant indicator of an educator's level of democratic engagement, time spent learning civic principles and practice is vital. Deliberate and focused attention to civic life and responsibility in the K-12 classroom reinforces teacher training.

The fact that time teaching was a factor that contributed to democratic engagement in personal and professional practice should inform future curricular efforts. Such efforts must focus on cultivating an understanding of the importance of the individual contribution to a collective democracy. Day and Gu (2007) posit that professional development for late-career teachers such as Respondent B is essentialto sustaining effectiveness and job satisfaction since teaching requires moral and ethical energy in addition to skill, knowledge, and experience. Louws, van Veen, Meirink, and van Driel's (2017) review of professional development for teacher research determined that needs diminish and desire wanes as educators' expertise increases. More attention to mid to late career teaching professional development/refreshers would additionally help to sustain or perhaps reignite democratic practice in the classroom.

Preservice training programs that require volunteering in urban communities, after school programs, tutoring and social services provide aspiring teachers with valuable insight into a diverse student population that offers unique challenges and academic growth opportunities. Darling Hammond (2008) promoted year-long and beyond internships for preservice teachers to collaborate, work with mentors, and develop a personal teaching style. Rogers, Morrell and Enyedy (2007) described such an effort into collaborative, interdisciplinary inquiry. In this study, a summer seminar created by Los Angeles educators not only boosted civic participation, but it also increased high-level learning targets in language arts, social studies, and mathematics. Current program success in preservice curriculum suggests that training teachers for civic efficacy inspires the dissemination of that knowledge in a variety of academic subjects and community partnership experiences (Cone, 2009; Dejarnette & Sudeck, 2016; Serriere, 2014).

Shapiro and Brown (2018) suggested that states adopt a more rigorous mandatory civics education program like those found in Colorado and Idaho. In these states, the high school curriculum includes a year-long civic education course and active participation projects. The authors suggested that current high school curriculum is heavy on knowledge and light on civic skill building such as collaboration and problem solving. Niemi and Smith (2014) were also concerned light to non-existent citizenship training, with students taking history classes that do not promote active participation. Schools must reincorporate civic issues, service learning opportunities, and community partnerships to inspire personal democratic engagement.

These community partnerships and service learning opportunities must extend beyond K-12 and into higher education (Saltmarsh & Hartley, 2011). Teacher education

programs such as Center for Advanced Professional Studies (CAPS) pair high school seniors with service learning opportunities in a profession of interest. Students are mentored by employers and given responsibilities for high school and college credit. This interstate program partners business, community, and public education entities to produce collaborative learning driven by student inquiry. Preservice and beginning career educators should be the focus of such programs because this study shows a positive correlation between time teaching and more concerted effort in years 1-10. Focused efforts to recruit diversity in the classroom should be considered as well to address a homogenous educator/student population that may contribute to less appreciation and understanding of state, national and global issues.

The Tennessee Center for Civic Learning and Engagement (TCCLE) creates such learning opportunities among aspiring teachers at the Peabody School of Education at Vanderbilt and other public K-12 institutions as invited. Organizations such as TCCLE are vital since social studies instruction continues to decline as more classroom instruction time is spent on standardized testing and other tasks mandated by administrators. Top-down training for both K-12 and higher education must re-prioritize individual civic responsibility for a healthy democracy to thrive. Legislative efforts such as State Senator Mark Norris's action-based civics mandate aim to ensure that civics instruction has a place in elementary through high school education in Tennessee. Activities such as these would address this research finding: time as independent variable can predict both success and failure in promoting healthy democratic engagement.

An investment of time in the development of teacher leaders committed to advancing democratic principles will perpetuate a healthy democracy. Continuing to

ignore civic education may not impact the quality of teaching practice, but it will

decrease the interest and commitment to sustaining democratic life among students and

aspiring educators. Rousseau described the urgency of instilling important truths while

students are young and malleable. Without passion and urgency for civics education,

representative democracy and civic responsibility will decline without the full

participation of its members:

> Complete ignorance with regard to certain matters is perhaps the best thing for
> children; but let them learn very early what it is impossible to conceal from them
> permanently. Either their curiosity must never be aroused, or it must be satisfied
> before the age when it becomes a source of danger. Your conduct towards your
> pupil in this respect depends greatly on his individual circumstances, the society
> in which he moves, the position in which he may find himself, etc. Nothing must
> be left to chance; and if you are not sure of keeping him in ignorance of the
> difference between the sexes till he is sixteen, take care you teach him before he is
> ten. (Rousseau, 1762/1996, p.213)

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APPENDICES

APPENDIX A

FIRST PILOT SURVEY CIVVICS TOOL

Lesson Planning and Implementation	Low	Medium	High
To what extent... • Is there a clear **purpose and goal** for the lesson? • Are **resources** (program curriculum, outside resources, students' background knowledge) **used** creatively and effectively to meet learning goal? • Are **connections made between the academic, civic, and personal**? • **Does assessment of students' mastery** occur?	What students are doing (goals) and why they are doing it (purpose) are both unclear; there is little sense of how their work is important personally or civically. Program curriculum is followed with no regard for students' unique needs, or lesson does not appear to be related to program goals. Few connections are made between personal experience, academic learning, and social and political issues, as well as between prior and future classes. Mastery of learning goal is not assessed.	While the general purpose of the lesson may be understandable, there is not a clear goal for the day's work, or there may be clear goals, but students may ask why they are important. Educators may attempt to draw upon relevant outside resources or students' background knowledge to enhance or adapt the curriculum, but knowledge of these resources or their connection to learning goal is limited. Some connections may be made between personal experience, academic learning, and social and political issues, as well as between prior and future classes, primarily by the educator(s). Mastery of learning goal is assessed informally (for instance, by asking a few students).	Educator(s) (and perhaps even students) express a clear purpose and goal for the lesson, and student attention is focused on reaching that goal. Educator(s) effectively use a range of resources, including adapting the program curriculum and using outside resources, knowledge of the community, and student background knowledge, to meet learning goal. Students and teachers can articulate how goal is important civically, academically, and personally; frequent connections are made between personal experience, academic learning, and social and political issues, and between prior and future classes. Checks for understanding are frequently used, and all students' mastery of the learning goal is systematically assessed in a way that can be used to plan future classes (for instance, exit tickets).

FIGURE 1. Lesson planning and implementation domain of the CIVVICS observation tool.

Classroom Interactions	Low	Medium	High
To what extent: • Are **relationships** (between educators and students and between students) **warm, supportive, and respectful**? • Do people **listen and respond** to one another? • Do educators contribute to **class facilitation in complementary ways**?	There is little evidence of positive relationships; they are characterized by: physical distance, lack of cooperative peer interactions, disconnect in affect between students and teachers, lack of interest in each other, few positive comments, flat tone, and little use of names. Educator(s) and students do not listen to each other, and do not respond to others' emotional needs or disengagement. Relationships may be characterized by irritability, anger, and disrespect. Educators may contradict each other or engage in a power struggle, or educators may not be participating in class facilitation.	Relationships are at times warm, supportive, and respectful; however, interactions are not consistent and may not appear as genuine. Educators and students may try to respond to students' individual needs, but may not always notice issues or effectively address problems. Mild negative interactions occur, sometimes without a clear reason, and may not always be resolved effectively. Educators both contribute to class facilitation (in similar or unique ways); however, they may seem unclear on their role at times.	Relationships are warm, supportive, and respectful, as evidenced by: physical proximity, cooperative peer interactions, positive affect shared between educator and students (such as laughing and smiling), social conversation, specific positive comments, respectful language and tone, and use of names. Educator and students listen to each other and are responsive to others' feelings and needs. If negative interactions (such as irritability, anger, aggression, or humiliation) are evident, they are mild, rare, connected to a specific cause, and resolved quickly. Educators contribute to class facilitation in complementary ways; it is clear they have planned the roles each will play.

FIGURE 2. Classroom interactions domain of the CIVVICS observation

Student Engagement	Low	Medium	High
To what extent... • Are **_all_** students **_consistently interacting with teachers and peers, asking questions, sharing ideas and using materials?_**	Most students are distracted or disengaged for extended periods of time. They do not respond to educator, interact constructively with peers, ask questions, volunteer information, share ideas, or use materials. Off-task behaviors, such as using phones or talking about unrelated concepts, are evident.	Most students appear to be passively listening and following directions, but only occasionally responding to educator, interacting constructively with peers, volunteering information, sharing ideas, or using materials. Engagement may vary over time, or vary greatly between students in the same class.	All students are consistently and actively engaged and focused on the class's work. They respond to the educator, interact constructively with peers, ask questions, volunteer information, share ideas, and use materials.

FIGURE 3. Student engagement domain of the CIVVICS observation

Civic Empowerment	Low	Medium	High
To what extent... • Do students have **choices, responsibilities,** and opportunities for **leadership**? • Are students given encouragement, instruction, and practice to **develop and apply new skills** of group collaboration, critical analysis, and persuasive oral and written communication (see GC civic skills materials)? • Do students **use reflection** to identify strengths and areas for growth and transfer learning to new situations? • Do classroom practices reflect **democratic ideals** of fairness, freedom, and equality?	Students have few choices, responsibilities, or opportunities for leadership. Students are not taught skills of group collaboration, critical analysis, or persuasive oral or written communication necessary for effective action, or may be taught skills in isolation from real-world application. There are few opportunities for students to reflect on their learning. There is little reference to or regard for democratic values of fairness, freedom, and equality; for instance, student movement might be tightly controlled, or only select students are chosen to take leadership roles.	Students have some choice, but opportunities to assume responsibility are limited. Students may not be pushed to try new roles or skills, or may not be given instruction and practice needed to have success. Although people may discuss how to apply learning to real-world contexts, little action actually happens. Students sometimes are encouraged to share ideas and opinions but may not always be taken seriously. There are opportunities for peer interactions, but they may not be structured to lead to effective collective work. Reflection may be used inconsistently or superficially. Educators and/or students may espouse deals of fairness, freedom, and equality but not "practice what they preach," or one democratic value may often take precedence over the others (for instance, there may be open classroom discussions (freedom), but no structures in place to make sure all students have a chance to participate (equality).	Students have choices, responsibilities, and opportunities for leadership. Students are encouraged to try new roles, and given instruction and practice needed to develop new skills and apply them in real-world situations. Students have frequent opportunities to share ideas and opinions and interact constructively with peers. Reflection is used to identify strengths and areas for growth and promote constant improvement and transfer to new contexts. Classroom practices reflect ideals of fairness, freedom, and equality permeate classroom interactions, and educators and students thoughtfully address conflicts between these values (for instance, if a large number of students are absent when deciding the focus issue, an educator might open a discussion on what is the most democratic way to proceed).

FIGURE 4. Civic empowerment domain of the CIVVICS

APPENDIX B

CLOSED RESPONSE SURVEY ITEMS

#1. Please respond: How important is (**Civic Participation**):
   a. Voting to you?
   b. Is it, in your opinion to contribute to the welfare of your community through personal involvement and interaction?

   1. Unimportant
   2. Not very important
   3. Somewhat important
   4. Important
   5. Extremely important

#2. Please respond to the following questions (**Community Engagement**):
   1. No   2.   Yes

   a. Have you done any volunteer activities through or for a community organization?
   b. Have you attended any public meetings in which there was discussion of community affairs?
   c. Have you worked with people from your neighborhood to fix a problem or improve a condition in your community or elsewhere?
   d. Did you participate in a community group such as a sports or recreation organization such as a soccer team or tennis club?
   e. Did you participate in a community group such as a church, synagogue, mosque or temple, or other religious institution or organization?
   f. Have you donated money, assets, or property with a combined value of more than $25.00 to charitable or religious organizations?

#3. Since September of 2016, how often did you/do you participate in volunteer activities for community organizations? (**Community Engagement)**
   1. Never
   2. Rarely
   3. Sometimes
   4. Often
   5. Always

#4. Did you vote: (Civic Participation)
   0. Not applicable   1. No   2. Yes
   1. 2012 National Presidential Election?
   2. 2012 State election
   3. 2014 National Presidential Election
   4. 2014 State election
   5. 2016 National Presidential Election

6. 2016 State election

#5. Did you register to vote in the November 6th, 2016 Presidential Election? (**Civic Participation**)
- 0) No, not eligible to vote in this country
- 1) No, never registered
- 2) Yes

#6. How often do you vote in local elections (such as mayor, sheriff, school board etc.)? (**Community Engagement and Civic Participation**)
- 0. Not applicable
- 1. Never
- 2. Rarely
- 3. Sometimes
- 4. Often
- 5. Always

#7. How long have you lived in your current community/neighborhood? (**Community Engagement**)
- 1. Less than a year
- 2. 1-2 years
- 3. 3-9 years
- 4. 10-19 years
- 5. 20 years or more

#8. Please answer the following questions. In the past twelve months, (**Political Voice**)
- 0. Don't Know
- 1. No
- 2. Yes
    - a. Have you contacted or visited a public official- at any level of government to express your opinion?
    - b. Have you bought or boycotted a certain product or service because of the social or political values of the company that provides it?
    - c. Have you attended a meeting where political issues are discussed?
    - d. Have you taken part in a march, rally, protest or demonstration?
    - e. Have you showed your support for a specific party or candidate by, for example, attending a meeting, putting up a sign, poster or sticker, wearing a button or in some other way?
    - f. Have you given money to a candidate, political party, or organization that supported a candidate?
    - g. Have you written a letter to the editor or an op Ed article for a newspaper or publication about political or community issues?
    - h. Have you written an internet posting (on a blog or on Facebook, for example) to express your opinion about a political or community issue?

#9. Are you a registered voter with an established political party? **(Political Voice)**
> 0. Don't Know
> 1. No
> 2. Yes

#10. How do you best politically self-identify? **(Political Voice)**
   a. Republican
   b. Democrat
   c. Other/Independent
   d. None

#11. From your knowledge of the Constitution, how many amendments does the Constitution have? (**Political Knowledge**)
   a. 12
   b. 15
   c. 23
   d. 27

#12. From your knowledge of the Constitution, why do some states have more representatives than others? **(Political Knowledge)**
   a. State revenue dictates the correct ratio of representation by taxation.
   b. State regions dictate the correct ratio of representation by land mass.
   c. Fewer people receive more representation.
   d. Population demands how many representatives each state receives.

#13. From your knowledge of the Constitution, which item below describes a power of Congress? **(Political Knowledge)**
   a. To declare war
   b. Interpret the law of the land
   c. Veto a law
   d. Grant pardons

#14. From your knowledge of the Constitution, which of the following describes one of the four amendments to the Constitution about who can vote? **(Political Knowledge)**
   a. A male citizen of any race
   b. Citizens 18 or older
   c. Legal aliens permanently residing in the country
   d. A and B

#15. From your knowledge of the history of the Constitution, who was a primary author? **(Political Knowledge)**
   a. James Madison
   b. Alexander Hamilton
   c. Benjamin Franklin
   d. George Washington

#16. How long have you been teaching? **(Demographic Indicator)**
   a. First year teacher

      b. 2-5 years
      c. 5-7 years
      d. 8-10 years
      e. More than ten years

#17. Do you identify as male or female? **(Demographic Indicator)**
      a. Male
      b. Female

#18. Do you identify as: **(Demographic Indicator)**
      a. White
      b. Black
      c. Hispanic
      d. Asian
      e. Other – Please specify _____

#19. What is your current age range?
      a. Under 25
      b. 26 – 35
      c. 36 – 45
      d. 46 – 55
      e. Over 55

APPENDIX C

SELF-PERCEPTIONS OF DEMOCRATIC ENGAGEMENT FREE RESPONSE

ITEMS

1. If I were to give you a rating scale that identified the number 5 as extremely engaged and 1 not engaged at all, how would you rate yourself as a professional that is civically engaged? How did you decide on your rating? (Perception of personal levels of democratic engagement)

2. On a scale of one to five with five being very satisfied and 1 being not satisfied at all, how satisfied are you with your current knowledge about local, state and national events and issues? (Political Knowledge, Perception of personal levels of Democratic Engagement)

3. Are there any civic issues on the local, state or national level that are of some concern to you? Please explain. (Political Knowledge – Perception of Democratic Engagement)

4. Rate and discuss the following statement on a scale of one to five with five being "I strongly agree" to one being "I don't agree at all": "Teaching personal and professional responsibility to students must begin with teaching and encouraging civic engagement" (Perception of Importance of Teaching Engagement)

5. Discuss your teaching philosophy regarding a student's ability to learn. (Perception of Student Learning Aptitude)

6. What has been the most rewarding aspect of your teaching career? Please

   explain. (Perception of Satisfaction in Teaching Career)

7. What aspect of teaching has been the most challenging or frustrating? Please

   explain. (Perception of Satisfaction in Teaching Career)

8. Was there ever a time in your teaching career that you seriously considered

   leaving the profession and moving on to another career? Why or why not?

   Explain your answer. (Perception of Satisfaction in Teaching Career)

APPENDIX D

FACE TO FACE INTERVIEW ITEMS

1. Think of a time when you experienced a "professional high." Describe a time when your students were engaged, responsive and the lesson you prepared yielded positive results for the students and/or you? What made the lesson or study special?

2. Rate and discuss the following statement on a scale of one to five with 1) I don't agree at all to 5) Strongly agree.

"Teaching personal and professional responsibility to students must begin with teaching and encouraging civic engagement."

3. Describe a class activity or project that you have completed that may have explored civic principles and government concerns. If you have not incorporated such an activity, would you like to? If you did, was your project successful? Why or why not?

4. Reflect on your efforts to incorporate democratic engagement in the classroom – would you like to do more? Less?

5. Do you feel that modeling democratic principles and practice merits class and learning time? Why or why not?

6. How often do you significantly alter your lesson activities and assessments? If you were to rate your success as a "reflective practitioner" with 1) Not at all successful to 5) Extremely successful what would your personal rating be and why? What if anything would move your rating to a five if it is not currently?

7. Describe your classroom management philosophy and strategies.

8. Think about the students you teach – how do they feel about learning and their learning environment?

9. From personal experience and professional observation, do you believe a student's level of academic achievement is or is not linked to his or her level of classroom engagement? Explain your answer.

10. Describe and discuss your personal experiences with students in your time as an elementary educator.

    a. Is there a general quality about academic performance or psycho/social features of certain age groups or backgrounds you have observed?

    b. What have you learned or observed that intrigues you? Surprises you? Frustrates you?

11. How have you evolved as an educator in the profession? Specifically, are there any beliefs about learning or teaching you have had in the past that have changed with time in practice?

12. Are you currently satisfied with your skills and student outcomes as a teaching professional? Why or why not?

    a. What do you think you do well?

    b. What do you feel needs practice?

13. Describe/Discuss your teaching philosophy regarding student learning in general and aptitude for learning.

14. How often do you consume local and/or national news? Describe where and how you obtain your news information.

15. Discuss any community or professional associations that you are involved in currently or have been in the past. Why did/do you choose to affiliate yourself with this organization? How much of your time or resources are involved in your participation?

16. Has there ever been a time when you or a family member got involved in a community issue that required a petition, personal letter from you, town meeting, or rally etc.? Describe the circumstances surrounding the issue and the result – either positive or negative for you and/or your community.

IRB
INSTITUTIONAL REVIEW BOARD
Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
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MIDDLE TENNESSEE STATE UNIVERSITY

IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Friday, February 09, 2018

Principal Investigator	Melicent Homan (Student)
Faculty Advisor	Kevin Krahenbuhl
Co-Investigators	N/A
Investigator Email(s)	Mhoman@mtmail.mtsu.edu; Kevin.Krahenbuhl@mtsu.edu
Department	Education
Protocol Title	Educator Perceptions About Democratic Engagement in Teaching Practice
Protocol ID	**18-2125**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category *(6) Collection of data from media* A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	APPROVED for one year from the date of this notification
Date of expiration	2/28/2019
Participant Size	600 [Six Hundred]
Participant Pool	Teachers
Exceptions	Online collection of informed consent allowed
Restrictions	1. **Informed consent must be obtained** 2. **Identifiable data must be destroyed after processing**
Comments	NONE

This protocol can be continued for up to THREE years (**2/28/2021**) by obtaining a continuation approval prior to **2/28/2019**.   Refer to the following schedule to plan your annual project reports and be aware that you may not receive a separate reminder to complete your continuing reviews.   Failure in obtaining an approval for continuation will automatically result in cancellation of this protocol. Moreover, the completion of this study MUST be notified to the Office of Compliance by filing a final report in order to close-out the protocol.

Continuing Review Schedule:

Reporting Period	Requisition Deadline	IRB Comments
First year report	2/28/2019	TO BE COMPLETED
Second year report	2/28/2020	TO BE COMPLETED
Final report	2/28/2121	TO BE COMPLETED

IRBN001   Version 1.3   Revision Date 03.06.2016 Institutional Review Board

Office of Compliance   Middle Tennessee State University Post-approval Protocol Amendments:

Date	Amendment(s)	IRB Comments
NONE	NONE	NONE

The investigator(s) indicated in this notification should read and abide by all of the post-approval conditions imposed with this approval. Refer to the post-approval guidelines posted in the MTSU IRB's website. Any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918 within 48 hours of the incident. Amendments to this protocol must be approved by the IRB. Inclusion of new researchers must also be approved by the Office of Compliance before they begin to work on the project.

All of the research-related records, which include signed consent forms, investigator information and other documents related to the study, must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data storage must be maintained for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University
          Quick Links:
          Click here for a detailed list of the post-approval responsibilities.
                    More information on expedited procedures can be found here.