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Systemic Inquiry-Based American History and Civics Education

The iCivics Educating for American Democracy Pilot Project is an equity-driven American history and civics intervention designed to connect K-12 learners to our American constitutional democracy. The goal of the program is to equip students with the knowledge, skills, and capacities that they need to sustain a healthy, thriving republic, and to educate students about the history and principles of the Constitution of the United States. With initial phases funded by the U.S Department of Education and National Endowment for the Humanities since 2019, the *EAD Roadmap* is the fruit of thousands of hours of research, deliberation, and debate – the work of over 300 diverse academics, teachers, and stakeholders.

iCivics requests funding for an implementation pilot, in the middle school grade band, to investigate the success of local district and teacher-designed EAD-aligned curricula. The pilot's inputs are: (1) adoption of district-level curriculum, including continuous feedback and improvement; (2) implementation of teacher professional development including building a robust EAD Educator Community of Practice; (3) independent evaluation of the implementation and impact that the iCivics EAD curriculum has on teacher practice and student growth through (4) three phases of implementation.

In collaboration with the American Institute of Research (AIR), the implementation evaluation will examine the EAD program's fidelity of implementation, teachers' uptake of the EAD program, and teachers' perceptions about effective strategies and conditions that support successful implementation of the EAD program. The impact evaluation will measure the effects of the EAD program on teachers' instructional and student engagement practices. It also will address how the EAD program impacts student achievement in U.S. history, civic dispositions, informational literacy, and their engagement in U.S history.

The implementation evaluation will gather formative feedback from a total of 68 teachers across two cohorts. All teachers will complete a survey measuring their experiences and perceptions of the EAD program. A purposeful sample of 30 percent of the participating teachers with diverse characteristics and teacher experiences will be interviewed to further inform the EAD program's continuous improvement.

The impact evaluation will employ a blocked cluster randomized controlled trial, with teachers as the unit of assignment. A total of 100 teachers and 1,500 students will participate in the study. The analysis of teacher outcomes will use standard single-level regression models with district fixed effects, controlling for baseline measures (e.g., teacher observation scores from prior year), teaching experience, and demographic characteristics. The analysis of student outcomes will use multi-level modeling to account for nesting of students within teachers, including fixed effects for districts.

The evaluation will generate useful guidance about effective strategies for replicating and testing the EAD program by (a) including a diverse sample of teachers from diverse districts in multiple states; (b) deliberately assessing whether the impact of the EAD program differs for different types of students, teachers, and schools (i.e., moderators); and (c) generating interest in future implementation and testing.