

Teacher Interview Protocol

Used in: DiGiacomo, D., Hodgins, E., Kahne, J., & Trapp, S. (2021). Civic Education in a Politically Polarized Era. *Peabody Journal of Education*.

Part I: Conceptualization of civic education/This Political Moment/Your local context

1. How do you define civic education? (*and/or civic learning and engagement, given nature of response*)
2. What do you think is the purpose of civics in school?
3. What role do you believe that you, as a teacher, can and should play in supporting your students' civic learning and development?

Many have said that we are currently experiencing a good bit of political conflict nationally- though this shows up differently in different contexts. Given this, I'd love to hear your perspectives on how this climate may be, if at all, influencing your work locally:

4. How, if at all, has the current political climate shaped how you teach civic and political issues?
5. How, if at all, has the current political climate shaped the priorities of your administration? (pause before probing) (*e.g. things they think you should focus on/avoid, such as school wide efforts to deal with concerns regarding civility or partisan conflicts, issues that might impact students like immigration or fake news*).
6. What kinds of civic and political issues do you find your students want to talk or learn about in the classroom? Do you find that these are related to the things they face in their life and in their community, and/or their identities?
7. And relatedly, "How do you respond to this as a teacher?"

Part 2: MEDIATING ARTIFACT SECTION

I'd like to transition now to having you interact and think aloud with me as we look at a few documents and videos related to civic teaching and learning. The first is an overview of the [Six Proven Practices of Civic Education](#). Can you please take a few minutes and read through this document and I'll ask your thoughts about it afterwards. Of course, feel free to jot down any notes you have.

Now that you've read it, I'd love to hear your perspective on these practices.

Civic Education in a Politically Polarized Era

1. Which of these practices are the most important with regard to high quality civic learning, in your view? (or list the top 3?)
2. What do you think is missing from this framework?
3. Which of these practices would be most challenging for you to implement consistently in your classes?
4. Which of these practices align the most closely with your curriculum? And with the way you organize your classroom?

And now I'd like to ask you to watch two videos, which are examples of the ways that teachers and/or students have taken up civics projects in their various contexts. Let's watch first, and then I'll ask you a set of questions similar to those I just asked regarding the 6 proven practices.

*****Video One: [Preparing Students to Take Action](#) (9:19)

5. What do you think of this type of project/activity? (Would you be able to do something like this in your classroom?)
6. Based on what you saw, which, if any, of these activities/practices would be most challenging for you to implement in your classes?
7. Which of these activities/practices align the most closely with what you do in your classroom?

IF time allows:

8. How, if at all, has the current political climate shaped how you interact with your fellow teachers?
9. What have been the greatest challenges/obstacles so far in amplifying civic learning opportunities for your students?
 - a. Can you describe, in more detail, a story that illustrates this obstacle/challenge (student, class period, etc.)
10. What have been the greatest successes so far in amplifying civic learning opportunities for your students? Can you describe, in more detail, a case of a 'success story' (student, class period, etc.)