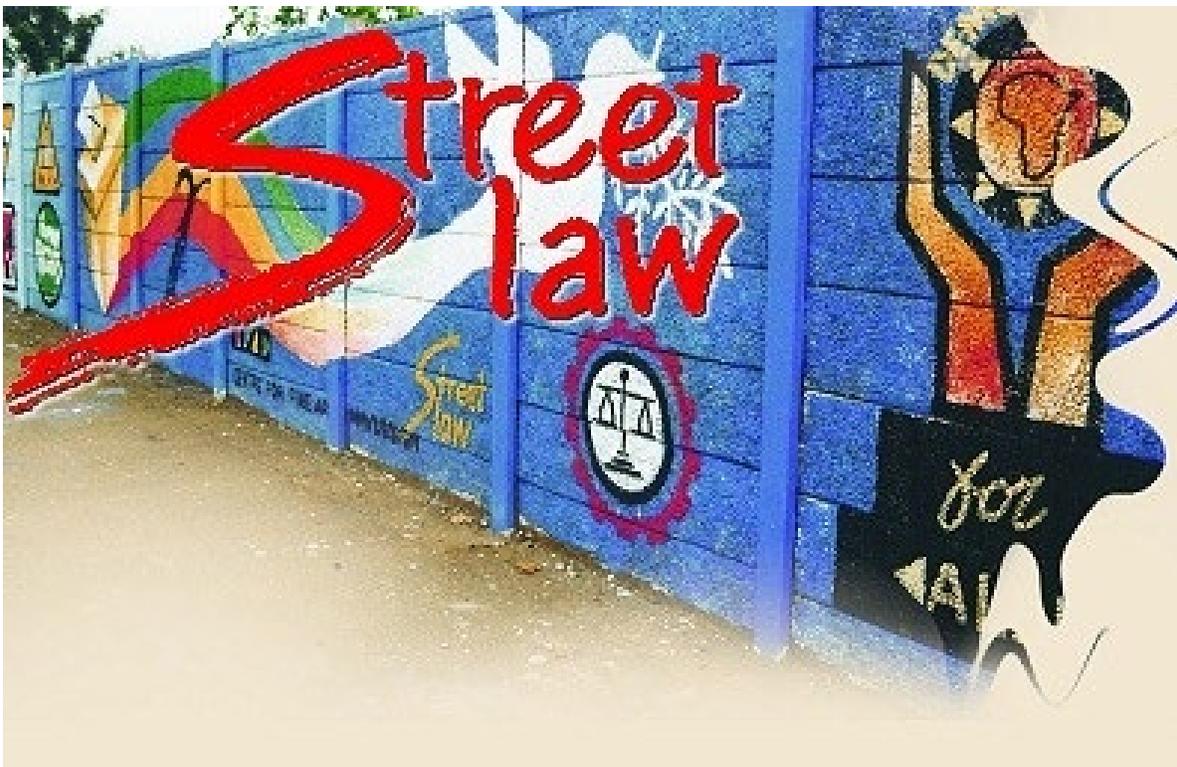


Street Law Clinic Handbook 2018



Professor Jennifer McIntyre
Professor Ann Frost
University of Washington School of Law
Street Law Clinic B514
Winter-Spring 2018
Wednesday 3:30 pm-5:20 pm

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I. HISTORY AND PHILOSOPHY OF STREET LAW

In 1972, Georgetown Law School initiated an experimental outreach course taught to inner-city high school students in Washington, D.C. From a humble pilot program involving four students during the 1972-73 academic year, the program now known as "Street Law" has grown to include hundreds of students at over 40 major law schools across the country. In addition, Street Law, Inc., a non-profit group developed in response to the need to expand this program nationwide. The success of the programs in this country has led Street Law Inc. to take Street Law overseas. Currently, programs are being offered all over the world, including South Africa, Chile, Ecuador, German, Namibia, the Philippines, Ethiopia, Bolivia, and Eastern Europe.

Street Law is a practical program of legal education designed to engage high school students in a critical examination of their legal responsibilities and rights. By taking law to high schools, law students have the opportunity to conduct discussions with the high school students about practical legal problems, contemporary legal issues. Street Law works to provide an understanding of the fundamental principles of authority, fairness, justice and responsibility that underlie our legal system. The ultimate goal of the program is to provide high school students with a sense of belonging in society through empowerment with knowledge of the law.

January 1997 marked the inauguration of Street Law at the University of Washington School of Law. The course is taught by Jennifer McIntyre. Jennifer is the Assistant Director at the Snohomish County Public Defender Association. She taught Street Law as a law student at Hastings Law School in San Francisco and has co-taught the course since 1997. Professor Frost has co-taught the class since 2015. Professor Lea Vaughn also co-taught the class until Winter 2000.

Academic Accommodations for Disabled Students

If you are in need of academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY) for assistance. If you already have a letter from Disabled Student Services indicating you have a disability requiring academic accommodations, please schedule an appointment with me to discuss the precise academic accommodations you will need for this class.

GOALS OF STREET LAW FOR HIGH SCHOOL STUDENTS

The goals of the Street Law program for high students include:

- (1) to provide a practical understanding of law and the legal system useful to students in their everyday lives;
- (2) to improve understanding of the fundamental principles and values of our Constitution, laws and legal system;
- (3) to promote awareness of current legal issues and controversies;
- (4) to encourage effective citizen participation in our legal system;
- (5) to bring about greater justice, tolerance, and fairness;
- (6) to develop a willingness and an ability to resolve disputes through informal and, where necessary, formal resolution mechanisms;
- (7) to improve basic skills including critical thinking and reasoning, communication, observation, and problem solving;
- (8) to examine and clarify attitudes toward the role that law, lawyers, law enforcement officers and the legal system play in our society; and
- (9) to expose students to the many vocational opportunities within the legal system.

II. COURSE OUTLINE

A. Goals and Objectives of Street Law for Law Students

The Street Law clinic gives law students a unique opportunity to enrich their own legal education while contributing to the education of high school students. An underlying principle of the class is that the best way to learn is through teaching. The goals of the class include:

- (1) to educate law students in the practical applications of legal concepts;
- (2) to provide law students with an opportunity to apply and refine lawyering skills, including communicating with a large audience, organizing their thoughts, directing the flow of ideas, answering wide-ranging questions, and articulating legal arguments;
- (3) to develop an appreciation for the multi-faceted role and responsibilities of the lawyer in the community;
- (4) to sensitize law students to sources and resolutions of community legal problems, particularly for youth;
- (5) to practice time management and planning, through lesson planning, and classroom management
- (6) to prepare for the Washington Bar exam;
- (7) to effect the goals of the Street Law program for high school students;
- (8) to expose law students to careers in law-related education, and education in general; and,
- (9) to satisfy the Public Service requirement.

The class achieves these goals through a well-integrated program of supervised field activities and seminar training. Each phase of the class is designed to assist law students to achieve knowledge of practical law, skill and confidence in speaking, analytic abilities, leadership roles, organizational ability, sound judgment, and role definition as a lawyer.

B. Text (Purchase of the text is optional. Multiple copies are available on reserve in Gallagher Library.) You will also be issued a copy of the Teacher's Manual, which must be returned at the end of the course.

Street Law, A Course in Practical Law, West Publishing.

Street Law, A Course in Practical Law, Teacher's Manual. (this is no longer available at the bookstore—I have enough copies to give one to each of you, or will put multiple copies on reserve, which I will collect back from you at the end of the year).

Washington Supplement to Street Law (available on the web at <http://www.law.washington.edu/streetlaw/>.)

The *Washington Supplement* was written to provide information about Washington law, and additional activities on current or local legal issues. The web version will allow law students to adapt lesson plans for use in class. It is different from the CANVAS website, described below.

We will use CANVAS in this class. Some of the assigned readings will be posted there, as well as weblinks (the learning styles test, for example, as well as resources for lesson ideas).

A requirement of this class is to keep your journal on CANVAS.

Post your journal entries in the **Assignment Drop Box**.

SEMINAR SCHEDULE – WINTER 2018

Key: ST=Street Law, Student Text
TM=Street Law, Teacher's Manual (on reserve)
WS=Washington Supplement (on CANVAS)

NOTE: *journal entries* are due on the day they are assigned, by 3:30 pm. Journals should be submitted on CANVAS, under the “Assignment Drop Box”.

ONE POINT WILL BE TAKEN OFF FOR EACH DAY AN ASSIGNMENT IS LATE. “LATE” MEANS EVEN ONE MINUTE LATE ON CANVAS.

DATE	SEMINAR TOPIC	ASSIGNMENT
1/3/18 3:30-5:20	Orientation and scheduling	Read Street Law Handbook/ Syllabus. Register on CANVAS. <i>Come with BOTH your Winter and Spring schedules!</i>
1/10/18 3:30-5:20	Simulated teaching exercise Teaching methods	Review 3 short articles posted on CANVAS about LRE and Delinquency Prevention and lesson planning/learning objectives. Prepare 20-minute lesson on Introduction to Law (Will be graded, detailed instructions on page 15). Take learning styles test and then read about your style, and other styles: http://www.vark- learn.com/english/index.asp Journal trigger #1 (Post on CANVAS by 3:30 pm) How will the research on law- related education and delinquency prevention affect your teaching and planned learning objectives for your classes? Be specific. What did you learn about your learning style from the test?

		What strategies have teachers used that you found helpful as a student to reach your own learning style(s)? What do you plan to do as a teacher to reach a range of styles in your classroom?
1/17/18 3:30-5:20	Lesson demonstration/s Sign up for peer teaching Advice from former students	Read 3 short articles (on CANVAS about teaching controversial issues.
1/24/18 3:30-5:20	Peer teaching - Criminal Law Introduction to Law (opinion poll) Arrest (roleplay)	No reading assignment this week.
1/31/18 3:30-5:20	Peer teaching - Criminal law Search and seizure (hypotheticals) Interrogation (case study)	Journal trigger #2: What are your learning goals for yourself in Street Law? What specific skills do you want to develop/improve? What are your goals for your students?

2/7/18
3:30-5:20

Peer Teaching
Criminal law
Search & Seizure (Hypotheticals)
Interrogation (Case Study)

Journal Trigger #3: Report on talking with or meeting with your classroom teacher and discuss the following: how/whether you will grade your students; your teacher's expectations for you as a guest teacher in the class; any special requests your teacher has or issues with this group of students; any other issues relevant to your class.

2/14/18
3:30-5:20

Peer Teaching
Consumer or Torts (Game or AV)
Teen Dating Violence (simulation)

TURN IN LESSON PLANS

2/21/18
3:30-5:20

Peer Teaching
Family Law (any method)
First Amendment (any method)

Assignment for mock trial

Journal #4-Self-Assessment
Thinking over your first classes, using the self-assessment rubric on CANVAS, consider areas where you feel you are performing well, and where you would like to improve. Score yourself in each category (3, 2 or 1), and write a short (1-2 page) **self-evaluation** of your teaching.

2/28/18

Peer Teaching TBD

3/7/18
3:30-5:20

Peer Teaching Mock Trial
Hand out Mock Trial w/ roles

Prepare your assigned role for trial

Journal trigger #5: Discuss your students: e.g. specific individuals, different learning styles you observe, any challenges reaching particular students, success with particular students. What motivates them?

TURN IN LESSON PLANS

3/14/18

No class (law school exams)

3/21/18

No class (Spring Break)

STREET LAW SEMINAR SCHEDULE, SPRING QUARTER 2015

3/28/18 3:30-5:20	In Class Trial	Journal trigger #6: Discuss your most successful recent class: what made it successful? Is there anything you would do differently next time? Read Mock Trial Handbook
4/4/18	Prepping for trial	
4/11/18	Guest speaker TBD	
4/18/18	Mock trial check-in	Come prepared to discuss how mock trial preparation is going. TURN IN LESSON PLANS.
4/25/18	Mock trial check-in	Come prepared to discuss how mock trial preparation is going.
5/2/18	Mock trial check-in	Come prepared to discuss how mock trial preparation is going
5/9/18	Last seminar class	Journal trigger #7 Reflect on your teaching experience in Street Law.

Weeks of
May 7th
And May 14th

Mock trials

RECOMMENDED TEACHING SCHEDULE FOR HIGH SCHOOLS

Note: you may vary from these topics to accommodate class interests or to coordinate with your classroom teacher.

WEEK OF*	TOPICS
Feb 5	Introduction to law
Feb 12	Introduction to Law/Criminal law
Feb. 19	Mid- Winter Break 2/19 – 2/23
Feb. 26	Criminal Law
March 5	Crim/Torts/Contracts
March 12	No Class - Examinations
March 19	No Class - SPRING BREAK
March 26	Family Law
April 2	Family Law/ First Amend/Mock trial intro
April 9	NO High School classes April 10- 14 (SSD Spring break)
April 16	Mock trial preparation
April 23	Mock trial preparation
	Mock trial preparation
May 7	Mock trials
May 14	Mock Trials

ASSIGNMENT FOR SIMULATED TEACHING, JANUARY 10, 2018

Develop a portion of a lesson plan that you would use in teaching your students a basic concept from Unit I (Introduction to Law) of Street Law. You may do this alone, or with a partner. Review the handout on CANVAS “Lesson Planning/Learning Objectives.”

- * This lesson should last about 20 minutes, which is the amount of time for our in-class demo. (NOTE: The most common mistake is failure to narrow the chosen topic to a short, 20-minute segment, e.g. the difference between civil and criminal law.)
- * In the next seminar, January 10, 2018 one or two of you to teach your lesson to the rest of us.
- * You may wish to prepare this with another person in the class. Two heads are better than one -- especially, if you have never done a lesson plan before.
- * **Everyone (or one per pair) will be required to pass in a lesson plan.** We will read them, provide written comments, and discuss them with you, if you wish. **Your plan will be graded, see below for grading criteria.**

Grading Criteria: See instructions in this Handbook (pp. 25-34) about preparing lesson plans, including the sample lesson plan on pages 34-35. Follow the format used in the Sample Lesson Plan, including goals and objectives and include sufficient detail in your methods section that someone else could teach from your lesson plan. There are also multiple lesson plans on the Street Law website (but remember those are typically for a 50-minute period or longer and this plan is for 20 minutes).

III. COURSE REQUIREMENTS

Law students must accomplish tasks in three phases: Field Component, Planning and Preparation to Teach, and Seminar.

TIME GUIDELINES: Law students should spend a minimum of 2 hours per week in the high school classroom, 2 hours per week in seminar and 2 to 3 hours in planning and preparation for each hour in class. The work components described below are written with this time frame in mind.

A. Field Component

All law student teaching teams are required to teach a minimum of two hours a week from the first week of February until your mock trial is concluded in mid-May, excluding both high school and law school vacations and law school exam periods. You will probably want to spend more than two hours a week with your class during the mock trial preparation period, and we will have fewer seminar classes starting in late April and May to accommodate that extra teaching time. High school mock trials will be held between May 8th and May 19th. Classes that are missed due to illness or emergency should be made up by making special arrangements with the cooperating high school teacher.

The teaching days are agreed upon at our first class in January and may only be changed with permission of your Professor. You may not teach at a time that one of your law school classes meets, so please help us schedule you to teach at a time that does not conflict with your obligation to attend law school classes!

If at any time the law student is unable to meet with the class or will be late, he or she must notify the school before the class. When calling the school, every effort should be made to speak to the cooperating teacher directly.

In general, classroom teaching requires that the law student team:

- set a framework for presenting material through a variety of methods;
- supervise the class as students work on activities;
- use audio/visual materials and community legal resource persons; and
- give and grade tests and assignments.

The use of activities to promote student involvement and skill development, such as roleplays, mock hearings or trials, and small group discussions, should be an integral part of each Street Law teacher's classroom repertoire. Teachers are expected to select and use various instructional methods in which they are trained in the seminar.

Additionally, each high school class is expected to participate in a variety of activities that provide the student with first-hand knowledge of the legal system and its personnel. These activities include inviting community legal resources into the classroom.

As a part of the general requirements of teaching activities, each law student is also expected to work with his or her class in preparation for a mock trial to be conducted during the last two weeks May. This will require extra classes.

From time to time law students may encounter situations requiring them to spend time with students before or after class. Some high school students may need academic assistance with the material, some may have legal questions, and some may have real legal problems requiring referral to a legal service organization. Sometimes the law student teacher may need to seek advice and assistance from the cooperating high school teacher, a school counselor, reading specialist, or other professional. In all of these matters, the law student teacher is expected to give appropriate attention to the situation within a reasonable amount of time. Law students should consult with the cooperating teacher and Professor McIntyre in any situation where there is a serious problem requiring out-of-class attention.

Each law student is expected to introduce his or her self to the principal of the school at the beginning of the semester and to coordinate with the school administration throughout the semester as necessary. Establishing and maintaining good communication with the school administrators and faculty is essential to facilitating other aspects of the class.

The main administrative duties of teaching are taking attendance and giving grades. Also, since each school's style of administration is different, each law student must be prepared to adapt to the particular policies and procedures of each school.

B. Planning and Preparation

Planning and preparation includes writing lesson plans, one of which will be a "model lesson plan" preferably using Washington law, preparing other instructional materials, and organizing the use of community legal resources in the classroom.

I. Lesson Plans

Lesson plans should be prepared in advance of each class taught and should include a statement of objectives; instructional methods; evaluation techniques for each section and an assignment. Note that the lesson plans cover only that portion of the material that will be covered during class time. Instruction on how to write lesson plans is included later in this handbook. Other examples are found in the Washington Supplement, the Street Law webpage <http://www.law.washington.edu/streetlaw/> and on reserve in the library. We are archiving a set of "Model Lesson Plans" from past Street Law students on the webpage. These are available for you to use directly or as ideas to develop your own plans.

You are encouraged to use teaching materials from the Street Law textbook, the Washington Supplement, Model Lesson Plans, and from various websites. Feel free to make adaptations to suit your own teaching style or expertise. The Washington Supplement is on the webpage, so that you can take lessons or other materials from that document, and adapt them for your own use.

The success of using community legal resources depends upon the amount and type of planning spent on them. All such activities should be related to the material taught in the classroom and incorporated into lesson plans. School procedures should be followed in arranging for any trips or bringing in outside persons to the classroom.

NOTE: WHILE IT IS PERFECTLY OKAY TO USE OR ADAPT ONE OF THE MODEL LESSON PLANS OR ANOTHER PREVIOUSLY CREATED LESSON PLAN, YOU MUST ACKNOWLEDGE YOUR SOURCE, AT THE TOP OF YOUR PLAN. HOWEVER, YOUR MODEL LESSON PLAN, DESCRIBED FURTHER BELOW, SHOULD BE YOUR ORIGINAL WORK. IT IS ACCEPTABLE (AND ENCOURAGED) TO USE A PLAN YOU TAUGHT WITH THE ASSISTANCE OF YOUR TEACHING PARTNER, BUT EACH OF YOU MUST TURN IN A SEPARATE, DIFFERENT PLAN. What are the Characteristics of a Good Lesson?

The following are characteristics of a good lesson:

- Students are familiar with what they will accomplish during the lesson and what is expected of them;
- Students get immediate feedback;
- Students get recognition for applying knowledge of subject matter during various classroom activities;
- Teachers check for student understanding frequently (and especially before students begin activities with more than one direction);
- Technology is used whenever possible and appropriate;
- Students' ideas are the focus of many discussions;
- Teachers guide discussions where students feel free to express themselves;
- Students examine authentic issues in their schools and communities;
- Students use a variety of methods and materials to learn concepts and practice skills;
- Students are actively and cooperatively involved in activities;
- Student groups are flexible and heterogeneous;
- Students generate meaning and develop understanding by relating prior knowledge to new information; and
- Students learn and practice strategies for decision-making and problem-solving.

2. Model Lesson Plan

Each individual student will be expected to prepare and submit their "best original work," designated a "model lesson plan," designed for one or two class periods. You may use a lesson that you co-developed with your teaching partner, but each of you must turn in a completely separate, original plan. The lesson should "stand alone" (so that a teacher could pick it up, and teach from it). If your lesson relies on knowledge from a previous lesson, make that clear for the teacher, and reference a source for that material.

If state law is involved, incorporate Washington law specifically. Your lesson may also cover any current issue in the law. Our lesson plan bank on the Street Law website is used by teachers all over the world, so be sure to give answers to the questions you pose in the lesson plan, so that another teacher could pick it up and teach from it! Be as creative as possible, and use your knowledge, developed over the two quarters, of what works best for high school students. The model plan will be due at the end of the course, and ideally is based on a lesson that you actually used in your teaching. You are expected to make improvements to the original lesson plan, so that it is even better than your original creation. Only the best model lesson plans will be placed on our website, and these should include key elements of a good lesson plan including as an icebreaker and a substantial interactive component. You should submit both a hard copy and an electronic version, with "MODEL LESSON PLAN_ YOUR NAME" in the subject line.

C. Seminar

The seminar trains law students in the substantive law, legal skills, and instructional methods needed to teach Street Law. Seminar work requires preparation and participation.

In preparing for the weekly seminars, law students are expected to complete reading and journal assignments and to prepare for mock trials, roleplays, and other simulations as assigned. Assignments are indicated on the seminar schedule.

1. Attendance/Participation

Attendance and active participation in the seminar are required. Participation includes taking part in discussions, roleplays, mock trials, hearings, and raising questions about the law or legal system important in teaching high school students.

Because the seminar is designed to provide vital foundation material for the law students' classroom teaching, each student is required to attend all seminars unless otherwise excused. A law student who needs to miss a seminar should speak to one of the Professors before the missed date.

2. Peer Teaching

Each law student team will be given the opportunity to conduct a simulated 20-minute class during the weekly seminar. The students will be assigned a topic and a teaching method to develop and present to the class. Prior to conducting this peer teaching segment, law students will meet with the Professor to review the prepared lesson. Students should submit a written lesson plan at the peer teaching session for review prior to teaching the lesson, and *provide a copy of the plan to the class, by posting it on CANVAS, under "Shared Student Lesson Plans" by 5 pm the day following the peer teaching.* The posted lesson plan may incorporate suggestions made in class, following the peer teaching.

Law students observing the teaching will simulate the roles of high school students for the 20-minute presentation. A critique of the presentation by the law students and professors will follow each presentation. Students should critique legal content, teaching strategy and style of presentation.

3. Journal

Each law student will be required to keep a journal on CANVAS. The purpose of the journal is to encourage reflection about teaching and how you are learning through teaching. Your syllabus includes specific "journal triggers." Please respond to each trigger, but please do not feel limited to discussing the assigned topic only. You are encouraged to use the journal to reflect on any other issues that come up for you as you are teaching. While there is no specific length required, we expect at least the equivalent of one page for each entry.

IV. EVALUATION AND GRADING

Evaluation in the Street Law class is an on-going process that serves to:

(1) ensure a consistent quality of service to the schools and high school students;

- (2) provide law students with advice and direction in their own educational and professional development; and
- (3) provide input for grading law student performance.

The work of the class is evaluated as follows:

Field Component	30%
Planning and Preparation	30%
Seminar	40%

TIMELINESS: *One point will be subtracted for each day lesson plans or journal entries are late. When lesson plans (hard copies will be due at the start of class) or journals are due, they are due at the beginning of class, meaning 3:30 pm. Therefore, "late" is any time after that, so plan to submit your journals on CANVAS before class starts. Journals are "late" after the start of class on the day they are due.*

The above percentages are for qualitative evaluation of work performed. Your Professor reserves the right to fail any student who does not perform in one of the major components of the class. The following criteria will determine the appropriate grade. These criteria detail the characteristics of a good Street Law teacher:

Field Component: (See Self-Evaluation Rubric). In addition these elements are part of being a good Street Law teacher:

- Ability to communicate
- Accuracy of legal knowledge
- Rapport with students
- Sensitivity
- Use of appropriate participatory methods
- Use of current, localized information
- Attitude engendered in students
- Team teaching effort
- Thoroughness
- Classroom control
- Improvement of teaching over two quarters
- Development of new strategies
- Use of resources
- Preparation for mock trial
- Handling of classroom problems effectively
- High school teacher's evaluation
- Ability to communicate with other professionals, including your cooperating teacher and your professors
- Ability to accept evaluation and feedback from supervising teacher, professor
- On time to classes
- Compliance with school regulations
- Fulfillment of obligations with assigned school

- Lesson plans completed and on time
- Lesson plans appropriate to your students' level
- Classes included variety of teaching methods
- Creativity in design of plans
- Continuity of objectives, methods
- Set realistic objectives with methods to implement them
- Organization
- Ability to design evaluation strategy and implement it
- Quality of research, creativity, methods, and thoroughness of model lesson plan

Seminar

- Attendance
- Participation
- Peer Teaching
- Participation in in-class mock trial
- Journals complete, responsive to assigned topics, on time

Grades are assigned for these specific activities in the following proportions, for a total of 400 points. Points for each activity are allocated as follows:

<i>Field Component</i> 30% (120 pts)	<i>Planning & Preparation</i> 30% (120 pts)	<i>Seminar</i> 40% (160pts)
Observation (120)	Mini Lesson Plan (10) Others LP: (20 each) Model Lesson Plan (30)	Journals (70) Attendance/participation (40) Peer Teaching (50)

I. Field Component - Evaluation

In the teaching component, law students are graded on knowledge of substantive law and procedure; preparation and organization of materials and methods; thoroughness; ability to use teaching methods appropriately; ability to communicate legal concepts to students; ability to understand and work with students' perceptions of, and problems with, the legal system; ability to perceive issues and discuss them in a balanced and sensitive manner; ability to formulate a variety of solutions to legal problems; ability to help students recognize legal problems and select among alternative remedies; leadership in managing and directing groups including the ability to deal with individuals while maintaining group control; and the ability to establish rapport through sensitivity of language and manner; ability to listen and respond appropriately to student questions and problems, and creating a pleasant classroom environment.

Law students should demonstrate the ability to communicate effectively with other professionals; the ability to accept evaluation and direction from a supervisor; and professional role development. Obviously, law students are expected to attend and teach all classes in a prompt and appropriate manner.

Students will be evaluated through an on-site classroom visit, individual conferences, input from the cooperating high school teacher, small group meetings and informal contacts. The professor will visit each classroom during the course, arriving approximately 5-10 minutes before class to receive a copy of the day's lesson plan and information from the law students about what will take place in the class and how this particular class fits into the overall flow of classes.

After each visit, the law student team and evaluator will meet. Together they will review the classroom performance, identifying areas of progress and needed growth. Debriefing will focus primarily on quality and quantity of instruction, balanced selection and presentation of illustrative material and management of controversy, active participation and student interaction, team interaction and communication.

An observation sheet, correlated with the Self-Evaluation Rubric, will be completed for each visit, and a grade assigned for each observation. The form used is reprinted on the next pages.

OBSERVATION: Street Law

Law Student: (1) _____

Assigned Grade__

Law Student: (2) _____

Assigned Grade _____

Date: _____

Observer: _____

Rating Key:

3 – Exemplary 2 – Effective 1 – Below Expectations NR – Not relevant

Instructional Strategies

Provides opportunities for students to participate actively and successfully	3	2	1	NR
Evaluates and provides informal feedback on student progress during instruction.	3	2	1	NR

Classroom Management and Organization

Organizes materials to encourage student-based learning.	3	2	1	NR
Maximizes time available for instruction—pacing.	3	2	1	NR

Encourages broad student participation.	
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Presentation of Subject Matter

Uses material that is relevant and engaging.	3 2 1 NR
Uses effective communication skills.	3 2 1 NR
Effective teamwork	

Strengths:

Improvements:

2. Planning and Preparation to Teach - Evaluation

Lesson plans will be evaluated on the basis of completeness and a demonstrated knowledge of the goals and objectives of law-related education. Lesson plans will be critiqued for knowledge of substantive law, teaching resources and community legal resources; ability to set realistic objectives and to plan activities to achieve those objectives; ability to translate legal concepts into materials that high school students can use and understand; organization of time and work; creativity of approach; and ability to design and use evaluation instruments.

The degree to which teachers have prepared for their teaching activities is, of course, most evident in the classroom. Classroom visits reveal a large part of the amount and quality of preparation. Lesson plans and materials also evidence this.

3. Seminar - Evaluation

Through seminar preparation and participation, law students should demonstrate knowledge of substantive law and procedure; the ability to examine the law and legal system critically; the ability to identify the issues and objectives involved in teaching substantive law to high school students and raise questions of importance to high school students; the ability to prepare for and participate in a variety of legal tasks and proceedings and the ability to discuss the law and legal issues in a serious, sophisticated and intelligent manner.

Evaluation of seminar performance is conducted at the seminar by observation of the extent and quality of the law student's participation. Journals are also a component of the seminar evaluation.

V. TEACHING STREET LAW IN A NUTSHELL

The teaching of practical law to laypersons is an exciting and challenging task. Although you are, no doubt, familiar with and relatively comfortable using the teaching techniques used by most of your college and law school professors, you should attempt to discard most of these strategies when you teach Street Law.

There are, of course, classroom situations when lecture is necessary to give students a foundation of information for an activity. Still, students of the world are relatively united in their position that lectures and most lecturers are boring. You will generally be more effective if you employ activity-oriented techniques that allow students to participate in class and to practice the skills you are teaching in your presentation.

The few pages which follow attempt to sketch, nutshell-style, some of the information that we hope will be useful to you as you learn to teach Street Law. Much of the text may raise rather than answer questions. However, with your classroom as a laboratory and the seminar for

sharing both your successes and difficulties, we are confident that you will rapidly become proficient at the admittedly complex task of effective teaching.

A. A Mini-Theory of Instruction

Aside from knowledge of the subject matter, there are three considerations central to successful instruction:

1. Objectives

What is it that the students will be able to do or know as a result of the instruction? For example: “Students will understand the difference between mediation and arbitration.” See below for further information on developing objectives.

2. Strategies

How can the teacher get students to do what they should be able to do? The instructors must select curriculum materials and design strategies that result in student accomplishment of the defined objectives. For example, students might brainstorm the definition of mediation and arbitration (having read about these processes) or do an exercise in which a third party is first a decision-maker, and then a mediator.

3. Evaluation

When have students learned what they are supposed to have learned so the class can go on to the next item? Implementation of evaluation techniques is essential. Law students tend to think that evaluation can only occur through traditional testing and quizzes. However, in-class activities such as roleplays, case studies and hypotheticals, can also provide a gauge of learning. For example, after learning the definition of a contract, students might put on a roleplay of two persons negotiating over some scalped concert tickets. At the end of the roleplay, the players and class can decide if a contract was formed.

Additionally, students can be asked to explain the concept they have learned to the student on their right or selected students can be called upon to announce the definition to the class.

B. The Lesson Plan

The purpose of the lesson plan is to assist the law student teachers in developing the capacity to focus their classroom presentations on the topics most beneficial to their students. A teacher with a thoughtful, creative plan will find the class session to be more enjoyable, more comfortable, and more successful. Review the handout on CANVAS about lesson planning for more information.

The first step in writing the lesson plan is a thorough reading of the chapter or unit in the student text and teacher's manual, plus a review of the available teaching materials in the Washington Supplement, or other resources.

After this initial reading, the teacher can write the first portion of the plan, which may be set up this way:

- Lesson: (Title of Chapter)
- Source (Unless the lesson is entirely original, cite your source.)
- Time: (Number of weeks/teaching days available to cover the chapter)
- Goals: Goals are broad, overarching descriptions of the outcomes for students as a result of their work with the unit. The goals set up the thrust of the instruction and provide the basis for the development of the specific learning objectives for each section taught.

After the goals for the unit are thus outlined, the teacher is then ready to engage in perhaps the most stimulating intellectual activity which a teacher can engage in prior to class -- the determination of objectives for each class. When considering your objectives, it may be helpful to review "Bloom's Taxonomy" which you can find under Weblinks on the CANVAS webpage. Bloom's arranges cognitive skills in the order in which learning takes place, from knowledge to comprehension, to application—often called the "lower level thinking skills" to analysis, synthesis and finally evaluation—referred to as the "higher level thinking skills." In your Street Law classes you will probably mostly be working with the "lower level" thinking skills, but keep an awareness of opportunities to move to the higher levels with students who are capable. Bloom's has a helpful list of verbs to describe the teacher's objectives at each level of learning.

In order that your students derive maximum benefit from their Street Law course, it is essential that teachers consider and articulate several fundamentally different, though interrelated, types of objectives. These objectives -- the specific desired outcomes of your instruction -- can be categorized under the headings of knowledge, skills and attitudes.

Cognitive/Knowledge and comprehension objectives: These consist of those outcomes of instruction related to students' obtaining and understanding specific *information or facts (knowledge) and ability to communicate information in a different form*. Typical verbs to use in making knowledge objectives are "match, identify, define, recall, list, memorize, recall or tell"; comprehension verbs include "restate, explain, predict, summarize, review", etc. For example, a knowledge objective might be that students would be able to "state four exceptions to the search warrant requirement."

Behavioral/Skill/application objectives: These assume that certain knowledge has been learned and when applied will change or modify behaviors or skills. Common verbs include "apply, demonstrate, organize, interview, illustrate," etc. For example, a skills objective for a student

who learns the important things to know about hiring an attorney is the ability to interview and hire or not hire an attorney in a simulated attorney-client interview roleplay.

Attitudinal objectives: These are sometimes difficult to distinguish from knowledge and skills, but they focus primarily on the students' feelings. For example, an attitude objective may be that, despite some exceptions, students recognize that most police attempt to protect the rights of all members of the community.

You may not always have all three types of objectives in every lesson plan, but it is helpful to consider all three in making your lesson plan. Depending on the level of your students you may consider the “higher level thinking skills” as well.

The next area of the plan is the classroom methods section. This section is, by far, the longest portion of the unit plan. It will tell you what to do in your class and in what order. The activities selected should be varied to keep interest high and appropriate to the desired outcome. For example, doing a housing law case study might be interesting but would not be appropriate to teach negotiation with a landlord.

In devising the activities section, law students should be particularly aware of classroom problems when teachers lecture too much. A useful rule of thumb is to plan an activity for the major portion of each and every class. Activities that work particularly well in Street Law include roleplays, simulations, open-ended discussions, case studies, hypotheticals, group work, debate, high school student presentations, and value clarifying techniques such as opinion polls. When you pose a question, be sure to include the answer in the lesson plan.

Evaluation is the next portion of the unit plan. What activities will the teacher use to determine whether the students have achieved the objectives through the methods used? When the law students have completed this section of the unit plan, it is a good idea to return to the goals and trace through the objectives, methods and evaluation section to ensure there is continuity. Frequently, new instructors identify goals that are not served by objectives, methods or evaluation or include methods that serve no objectives or goals.

Assignments should be made at every class. Consider required readings, written work and necessary preparation for classroom activities. Have students apply learned lessons to real life situations, for example they could poll fellow students outside of class on their opinions on legal topics.

C. Grading Your Students

Each high school teacher has her or his own procedure for incorporating or using the grades assigned by the law student instructors. The cooperating high school teacher and law students should reach agreement on this and explain the procedure to the high school students as part of the first class. Students should know what will be included in their grade, e.g. tests, quizzes, classwork, attendance, mock trial work, extra assignments, etc.

D. Other Teaching Tips

Black/whiteboards: The board or overhead projector (or Powerpoint if you have access) should become an integral part of every class. It is good practice to write the day's assignment on the board at the beginning of class and leave it there throughout the entire class. Write on the board or overhead often to explain and emphasize legal words. Vocabulary reviews can be made of legal words at the beginning of class so that students will recognize the words when they actually are used in that day's class. When brainstorming ideas from the class, write them on the board. With team teaching, one instructor who does not have primary responsibility may do the writing while the other leads the classroom activity.

Remember to write LEGIBLY, spell ACCURATELY, and once it's on the board, don't stand in front of it. Law students with spelling difficulties should review the upcoming class content and chart out the day's board content with the use of a dictionary prior to class so that words are spelled correctly.

Talking to the Class: Talk slowly at first, since your initial nervousness often results in a tendency to speak too fast. Make sure that you define any terms that may be unfamiliar to your students. Ask questions clearly -- avoid compound questions. Be more explicit than you think you need to be, it will be just right. Try not to use extremely long, complex sentences. Use practical examples frequently.

Spend more time asking questions than you do making statements. If the students don't speak loudly enough in response to your question or in asking their own questions, repeat their words so that all may hear.

Be ENTHUSIASTIC. It's extremely important and infectious. If you are excited about what you're doing, they'll catch it too.

Things to Remember Right Away: Ask students to write down for you on index cards their names, addresses, telephone numbers, special interests, and what they want to learn from a law course. This information can be incorporated into classes to personalize the course to your students. For example, if you find out that a student loves rollerblading, you can use rollerblading examples in your hypotheticals.

Get to know your students' names as quickly as possible. You'll want them to know yours, right? You might try making name plates to display on each desk to assist in learning names.

Explain clearly your name and who you are. Remember to tell them that you are a law student, not a lawyer, and therefore, cannot give out specific personal advice on legal problems. You may have to repeat this message for the first few classes, if new students keep enrolling.

Don't sit still very long in the classroom. Never sit behind the teacher's desk. Moving around at a calm rate (no pacing) keeps you and the students more active mentally.

Try to arrange the desks in your room in a way other than conventional rows. Students able to face one another interact more easily, thus leading to more stimulating discussions.

Be aware that the reading and/or writing levels of some of your students may be a good deal lower than you expect. If a student doesn't do assignments, it may be because she or he cannot write well enough or doesn't understand your instructions. Consult with your cooperating high school teacher who will be able to give more information about the student and direct the student to available resources.

Discipline: Concern over how to establish and maintain a reasonable degree of order in the classroom is often the beginning teacher's greatest initial fear before entering the classroom. The discussion of discipline at the end of this section is not meant to downplay its importance; however, it is meant to suggest that the teacher who has mastered the topics above will probably have relatively few serious discipline problems.

Quite clearly the best approach to disciplinary problems is preventative in nature. Experienced teachers agree that well-planned, effectively implemented lessons conducted in a classroom environment characterized by fair rules, evenly applied, helps enormously in preventing disciplinary problems from arising. The following points will assist you in developing this preventative perspective:

- I. Make your classes interesting. This does not require that you become an entertainer, although a little humor may go a long way toward establishing a classroom environment conducive to learning. Plan each lesson thoroughly. Let students know at the beginning of the class what activity will occur in that class. Use a variety of teaching strategies and evaluation techniques and vary that variety.

Be sensitive to the needs and interests of your students -- they are the most important persons in the classroom.

Balance the need for progress through the curriculum and stimulation of the brighter students against the dangers of losing the interest of some students too quickly.

2. Be fair. Make assignments and due dates clear. Let students know exactly what is expected of them in every class and in regard to grades.

Despite this preventative approach, you will surely have some situations that require the exercise of authority. In fact, some students will test you to see how far they can go. As a rule, do not get involved in playing games.

If a problem does arise -- for example, interrupting while you or another student is speaking - the initial step is to remind the student that the rule is to raise one's hand before speaking. Generally, if this reminder is done in a scolding way designed to embarrass the student, it will be counterproductive.

If the problem persists after a reasonable number of in-class reminders, you should try to speak with the student before or after class. The meeting should not be a confrontation based on the disciplinary situation, but rather a session at which the two of you get to know each other better. A general discussion as to how the student finds the course is usually appropriate. Often this extra effort and attention leads to the kind of special rapport between teacher and student that either eliminates or provides the basis for elimination of the disciplinary problem.

Another possible discipline situation that may occur involves the grouping together of certain groups or cliques. These groups may easily be reseeded by small group work or even by permanent class seating assignments.

The most successful teachers usually make extensive efforts to handle discipline situations themselves. However, there may be an extreme situation in which, despite one's best efforts, it is necessary to get some additional assistance. Your cooperating high school teacher is your best ally and will advise you. Please consult us if you have such a problem.

E. Conclusion/Caveats

Participation in the Street Law class can significantly enhance a law student's legal education and development as a professional. Part of this professional development is learning a sense of the scope and limitations of one's role. With regard to limitations, there are two important caveats for law students in this class: first, when a high school student has a question that calls for legal knowledge that a law student does not have, the law student should not try to give a substantive answer. There is no harm in saying, "I don't know. I'll have to find out." That, in fact, is the correct answer. Of course, the law student must be sure to get the answer and inform the class as soon as possible.

Second, while teaching Street Law involves the dispensing of general legal information to non-lawyers, Street Law is not a student practice class. Law students should realize that they cannot give advice to high school students about their personal legal problems. Your professors are available if a question arises to which they cannot respond, or you can refer students to the appropriate legal resource.

ADVICE FROM FORMER STUDENTS: (drawn from last journal trigger)

- Don't underestimate your students, and treat them with respect.
- Set clear expectations and hold your students to them throughout the course.
- Dress professionally; the kids will take you more seriously.
- Always be prepared for class, and know the subject you are covering.
- Make classes as interactive as possible.
- Learn about their hobbies and interests.
- Build mock trial skills into early lessons, and throughout the course.
- See yourself as an authority on the law, as well as a role model and mentor.
- Have fun with them!

SAMPLE LESSON PLAN (Many others found in Washington Supplement, and on the Street Law website . See, e.g. p. 63, [http://www.law.washington.edu/streetlaw/.](http://www.law.washington.edu/streetlaw/))

NAME:

LESSON:

CONSUMER LAW (pp. 266-271, 307-329)

SOURCE:

Street Law Handbook

TIME AND DAY TAUGHT:

ONE TEACHING DAY, March 2, 2018

Number of students:

Lesson designed for class of 30 students

Materials required:

None

I. GOALS: Studying Consumer Law helps students:

- A. Understand how to act if faced with a consumer problem.
- B. Think of themselves as consumers with protected rights when purchasing goods or services.
- C. Make purchases in ways to prevent later problems.

II. OBJECTIVES:

- A. Knowledge Objectives - As a result of this class, students will be better able to:
 1. define "consumer" and contract.
 2. state at least two reasons for and two reasons against legal protections for consumers.
 3. identify federal and state agencies that protect consumers.
- B. Behavioral/Skills Objectives - As a result of this class, students will be better able to:
 1. negotiate a contract with protections for themselves.
 2. take steps to remedy consumer problems, from letter writing to suing in small claims court.
 3. document their consumer transactions in order to make best uses of existing consumer help agencies.
 4. avoid consumer problems.
- C. Attitude Objectives - Students will be better able to feel:
 1. that the law is positive and protective.
 2. that preventive actions by the consumer can prevent problems later.

III. CLASSROOM METHODS

- A. Brainstorm definition of consumer. One who purchases goods/services from another.
- B. Ask students if anyone has been a consumer today. Students may report purchasing bus tickets, candy, sodas, etc.
- C. Inform students that they are all consumers and that they are involved in making contracts when they purchase good or services.
- D. Brainstorm and write elements of a contract on the board. (Students' prior reading or study has included the definition of a contract.)

- E. Role-play: Ask two students to role-play a negotiation for the sale of two tickets to a Pearl Jam concert. The seller wants \$75 per ticket and the buyer wants to spend \$50 maximum per ticket.
Assign the class to observe and decide at what point, if at all, a contract is formed. Have students apply each of the contract elements to the role-play.
- F. Inform students that there are federal and state laws that prohibit merchants from misleading or deceiving consumers. Agencies enforce those laws.
Brainstorm reasons for these protective agencies and law.
 - 1. Parties not at arms' length.
 - 2. Seller - more info on goods/services.
 - 3. Seller has greater resources during negotiations.
 Ask students if there are any arguments against having consumer protection laws.
 - 1. Seller must sell wares & laws hamstring sellers. All know sales techniques.
 - 2. Consumers gain advantage not based on individual.
 - 3. No government role in private K's.
 - 4. Seller can avoid law, so just more paper work.
- G. Ask students if they have ever had a problem with a purchase. Identify what remedy was taken and what could have been done.
- H. Do Problem 7.
- I. Plan Small Claims Hearing for next class.

IV. EVALUATION

- A. Student performance of Problem 26.6 and class answers to debriefing of role-play.

V. ASSIGNMENT

- A. Write letter for Tubman's in Problem 26.6.
- B. Assign students to role-play small claims mock trial for next class.

VI. ADMINISTRATIVE INFORMATION

A. ASSIGNED SCHOOL AND COOPERATING TEACHER

You will be notified of your school assignment as soon as we work out the schedule. You and your team partner should contact your cooperating teacher and visit the school prior to your first day of teaching. We will try to give you a school that fits in with everything that you have told us about your class schedule, your living and working location and transportation. If you have serious problems with the assignment, you must let us know immediately.

Together, you and your team partner will discuss with your teacher what roles you will each play in class and what your students are like. Each of the teachers in the program is a veteran teacher and will be able to guide you in the development of your teaching career at your assigned high school. Your cooperating teacher is your contact at the high school and will be an invaluable and continuing resource for you. This teacher will teach your students on the days of the week that you do not meet with them. You will need to coordinate topics and schedules with the teacher.

When contacting the teacher, make sure that you:

- 1) verify the location of the school, the room number, and the class times.
- 2) find out the class enrollment and find out whether they have *Street Law* textbooks.
- 3) discover what the best way is for you to stay informed of schedule changes and testing (WASL and AP tests happen during mock trial preparation, so be sure to find out when students will be out for those tests (e.g., is there a bulletin board or should you call in daily).
- 4) ask the teacher whether he or she will be present in the classroom on days that you teach; discuss his/her role during the class;
- 5) find out how your teacher wishes to incorporate your grades into his or her grading process.
- 6) find out the most effective way for you to notify the school in case of emergency absence.
- 7) discover what resources are available in the school to help your students (e.g., counselors, reading specialists, social studies or business chair).
- 8) ask where the duplicating facilities are.

- 9) ask where the school library is. You should introduce yourself to the librarian during the first week of school.
- 10) discover what audio-visual equipment is available.
- 11) discover what supplies are available and where they are (e.g. chalk, overhead transparencies).
- 12) discuss the school policy on attendance, hall passes, late passes, field trip permissions, failure notices.

B. MEETING YOUR PRINCIPAL

You should arrange to meet with the school principal during the first few weeks of classes to introduce yourself and inform the principal that the course is underway. Ask the principal for a copy of the student handbook and inquire whether there are any policies or procedures of which you should be aware.

C. MEETING WITH YOUR CLASS

One of the most important things you'll be doing the first few classes is learning your students' names and laying the groundwork for a semester of good rapport. It's very useful to find out certain information about your students for future reference. During the first few classes, you might have the students fill out index cards with their names and something about their interests. You may then incorporate examples and discussion that take into account specific students' interests.

You should also know that your students may not know each other very well; so, in the process of your getting to know them, you should help them get to know each other.

2018 SCHOOL DISTRICT DIRECTORY & ASSIGNMENTS

Ballard High School

1418 NW 65th St
Seattle, WA 98117
(206) 252-1000
Teacher: Greg Feise

Chief Sealth High School

2600 SW Thistle Street
Seattle, WA 98126
Teacher: Noah Zeichner
Rm: 252-8609
nczeichner@seattleschools.org

Roosevelt High School

1410 NE 66th St.
Seattle, WA 98115
Teacher: Liz MacLennan
Rm: 252-4850 Hm: 528-5613
limaclennan@seattleschools.org